

Architecture Program Report (APR) – B.Arch & M.Arch

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Institution	<u>Syracuse University</u>
Name of Academic Unit	School of Architecture
Date of APR Submission; Rev. Matrix Submission	September 6, 2024; January 10, 2025
Degrees Described in the APR	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> Track: 157 semester credit hours <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: 92 semester credit hours
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation	Continuing Accreditation (Eight-Year Term)
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Introduction

Progress since the Previous Visit

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

Overall (B.Arch and M.Arch) Progress

During our NAAB Accreditation Visit in 2016, it was determined that the following three student performance criteria were not met by the B.Arch and M.Arch programs: *B.1. Pre-Design*, *B.3 Codes and Regulations*, and *B.10 Financial Considerations*.

The following text captures responses from the NAAB Visiting Team in 2016 as well from the School of Architecture in 2018 and 2021, from the 2- and 5-year reports, respectively.

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

2016 Team Assessment: “Evidence of student achievement at the prescribed level was not found in student work for key elements of this criterion. While certain components of pre-design (such as site analysis and code review) were found in the student work, in both the B.Arch and M.Arch coursework, the team did not find evidence of the ability to prepare a comprehensive architectural project program that included many of the requirements of this criterion.”

2018 School Response: (B.Arch) “In order to address the requirement to evidence student ability to prepare a comprehensive architectural project program, ARC 307: Architectural Design V will require a Program Preparation Workshop. The product of this assignment will be a graded document that will be a point of reference for the student design project which follows it. As of November 1, 2018, discussion and planning of this assignment have concluded. Implementation is slated for fall term 2019.” (M.Arch) “The Pre-Design SPC is explicitly included as a Learning Outcome for ARC 606: Architectural Design III, a core studio in the M.Arch program. Focused on the instruction of design and design-research tools within the disciplinary area of ‘Design Futuring,’ students are required to use human-centered design approaches to understand a scenario set in the future, for which they are challenged to bring no assumptions about architectural practice or design production. For these scenarios, students subsequently develop a design brief and a detailed program, and then, in the culminating studio project, develop a design using this program.”

2024 Reflection on the Impact of Previous School Response: As a result of the changes articulated above, we found that students were more well prepared to address considerations related to pre-design, especially programming, in ARC 409: Architectural Design VII and ARC 607: Architectural Design IV, the integrated design studios, which require demonstration of the ability to incorporate user needs, site conditions, and regulatory requirements into conceptual design and technical requirements. Evidence for this can be found in student work shared in SC.6.

2024 School Response to 2020 Conditions: The previous requirements of B.1: Pre-Design match aspects of Student Criteria 5 in the 2020 Conditions, particularly the requirement to demonstrate how design decisions are made with respect to user requirements. In the student work collected from ARC 307: Architectural Design VI and ARC 606: Architectural Design II for SC.5 exists documentation and demonstration of students considering the relationship of user requirements and program to architectural form, circulation, and site.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

2016 Team Assessment: “Evidence of student achievement at the prescribed level was not found in student work for key elements of this criterion. While the team found evidence of the teaching of life-safety standards in coursework, it only found evidence of an understanding of accessibility standards and no evidence of the ability to apply accessibility standards consistently in integrated design studio work in both the B.Arch and M.Arch coursework.”

2018 School Response: (B.Arch) “In ARC 409: Architectural Design VIII, the class receives instruction in common life safety standards and accessibility requirements. To evidence an ability to apply accessibility standards consistently in Integrated Design Studio work, the course will conduct a one-day workshop on the topic. To this end students will develop in a graphic summary of accessibility accommodations in their course designs. This, along with a similar workshop supplement for specification writing, will be part of the final materials due and assessed at the end of the term. In addition, students will be required to note key dimensions and other relationships related to accessibility in their final project drawings. In November 2018, discussion and planning of this assignment concluded. Implementation occurred in the spring term of 2019.” (M.Arch) “The Codes and Regulations SPC is explicitly included as a Learning Outcome for ARC 607: Architectural Design IV. Since it has been brought to our attention that the committee did not see evidence of the consistent application of accessibility standards in integrated design studio work, we have integrated an accessibility charrette into the studio that follows upon an earlier introduction of the spirit and intent of accessibility codes and regulations. The charrette event serves both to culminate the student’s instruction in the issues with an applied exercise, and to affirm that students are specifically demonstrating the integration of creative thinking about accessibility in their design work. Discussion and review of students’ final design submissions will also serve to assess their application of accessibility standards. As this is the first year we have introduced this particular method, we will look closely at the students’ final work to assess the effectiveness of these touchpoints.”

2024 Reflection on the Impact of Previous School Response: As a result of the changes articulated above, issues of life safety are introduced and developed at multiple points in the curricula including throughout the building systems course sequence and in advanced architectural design studios. Students demonstrate competence in these areas, which are now incorporated into SC.5 and SC.6.

2024 School Response to 2020 Conditions: The previous requirements of B.3: Codes and Regulations match aspects of SC.3, SC.5, and SC.6 in the 2020 Conditions. Required courses in building systems and structures in the B.Arch and M.Arch curricula introduce and require students to demonstrate an understanding and ability in issues of life safety as well as general building codes and requirements. Upper-level architectural design studios require the integration of codes and regulations into the design process. More expansive narratives for this introduction and integration can be found in the narratives written for SC.3, SC.5, and SC.6 in Section 3.2: Student Criteria.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

2016 Team Assessment: “Evidence of student achievement at the prescribed level was not found in student work. Student work at the understanding level was not consistently demonstrated in the areas of building costs, scheduling, and operational/life-cycle costs. No student work, exams, or case studies were provided to indicate that the students were able to achieve an understanding of project financial considerations.”

2018 School Response: (B.Arch & M.Arch) “Financial considerations are reinforced through lectures and case study examples in ARC 585: Professional Practice that include; 1) Project financing methods related to bonding, construction loans, reserves, and associated analysis of hard and soft costs for feasibility; 2) Construction Cost Estimating (Probable Costs); 3) Construction Scheduling / Phasing and impacts of partial occupancy, shift work,

temporary facilities, and labor agreements/regulations; 4) Sustainability Criteria and the integrated design process for identification of materials/systems/verification and associated rating systems (LEED, CHPS, etc..) including operational/life cycle/payback analysis. Financial Considerations are evaluated for understanding through quizzes, exams (short essay and multiple choice), and the group case study research/analysis/presentation activities.”

2021 School Response: (B.Arch & M.Arch) “Financial considerations are reinforced through lectures and case study examples in ARC 585: Professional Practice that include; 1) Legal obligations for cost controls are presented with Contracts (O/A), AIA A201 General Conditions, and throughout much of the course content; 2) Project financing methods for bonding/construction loans/reserves and associated analysis of hard and soft costs for budget maintenance; 3) Construction Cost Estimating (Probable Costs) examples; 4) Construction Scheduling / Phasing and impacts of partial occupancy, shift work, temporary facilities, and labor agreements/regulations; 5) Sustainability Criteria and the integrated design process for identification of materials/systems/verification and associated rating systems (LEED, CHPS, passive House, etc.) including operational/life cycle/payback analysis; 6) Group Project Case Study research and presentations inevitably review cost/budgeting implications of real projects with real challenges. Financial and Budgeting information is evaluated for understanding through quizzes, exams, and the group case study research/analysis/presentation activities. Since the pandemic in March 2020 the exams and quizzes have been administered virtually through the blackboard interface and have been timed with randomized questions/answers in an ARE format of multiple choice and aligned with practice processes.”

2024 Reflection on the Impact of Previous School Response: As a result of the changes articulated above, students are now more thoroughly introduced to and gain a deeper understanding of financial considerations in professional practice. This can be confirmed in course content in ARC 585: Professional Practice.

2024 School Response to 2020 Conditions: Regarding previous efforts to equip students with an understanding of cost in the process of designing, constructing, and maintaining buildings, ARC 585: Professional Practice, required of all B.Arch and M.Arch students, remains the primary location for this learning outcome to be met, now as part of SC.2, which requires a comprehensive understanding of business ethics, practice, and regulation to be gained.

B.Arch Progress

During our NAAB Accreditation Visit in 2016, it was determined that the following requirement was not met:

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B.Arch), the Master of Architecture (M.Arch), and the Doctor of Architecture (D.Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies. The number of credit hours for each degree is specified in the NAAB Conditions for Accreditation. Every accredited program must conform to the minimum credit hour requirements.

2016 Team Assessment: “The team found this condition to be Not Met in the B.Arch program. The NAAB requires 45 general studies credits, and this program has 42. This was confirmed in the School of Architecture handbook and in discussions with the school’s administration. *Note:* The program stated that the university regulates the number of general studies courses, and the 162 total credit hours for the B.Arch program exceed the NAAB minimum required total credit hours.”

2018 School Response: “The school revised the B.Arch curriculum, increasing general studies credits by 3, for a total of 45. These credits need to be liberal arts electives in the College of Arts and Sciences. This change was approved September 2018 by NYSED and Syracuse Architecture will require this curriculum beginning Fall 2019.”

2024 Reflection on the Impact of Previous School Response: As a result of the changes articulated above, students now have a greater ability to pursue minors, which an increasing number of professional degree students do (24% of architecture graduates complete a minor).

2024 School Response to 2020 Conditions: Although NAAB no longer requires a specific number of general studies classes, the School of Architecture remains committed to offering a balanced education that requires students to take courses outside of the professional degree program. The school requires 46 credits in general studies. Detailed information on our B.Arch curriculum can be found in Sections 4.1: Institutional Accreditation and 4.2: Professional Degrees and Curriculum.

Program Changes

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

Overall Changes as a Result of Changes to NAAB Accreditation Conditions

In response to the new 2020 NAAB Conditions, and in the context of a university-led annual academic assessment process, the school created eight program-level learning outcomes for the B.Arch and M.Arch programs that encapsulate NAAB Program and Student Criteria, School of Architecture specific learning outcomes, and Syracuse University “Shared Competencies” for undergraduate degrees.

The diagram on the following page shows how the B.Arch and M.Arch program-level learning outcomes map to the 2020 NAAB Program and Student Criteria. The program-level learning outcomes are also further articulated in Section 5.3.1: Curriculum Development.

Definition of the eight program-level learning outcomes was a multi-year faculty-wide endeavor. The course-level learning objectives were collected, cross-checked with the 2020 NAAB Program and Student Criteria, and refined collectively by our faculty members. As a result, the final eight program level learning outcomes serve as the basis for both the university’s annual academic assessment and this NAAB accreditation cycle. Our academic assessment process consists of; 1) collecting assessment forms and student work from faculty; 2) analyzing the results; and 3) creating actions and plans to improve course content.

Starting in fall 2021, we collected feedback from all instructors who taught courses that map to our program-level learning outcomes and the 2020 NAAB criteria. We used a faculty feedback form to fulfill the “Self-Assessment” requirement for all Student Criteria. Similarly, we annually collect work for our internal archive. We paid careful attention to how student learning experiences and outcomes met, and continue to meet, the Student Criteria in the 2020 NAAB Conditions. We did this in advance of our required year for collecting work to discover and address any considerations we may have run into during the process of demonstrating compliance.

Changes in Administration

In fall 2017, Associate Professor Brian Lonsway replaced Associate Professor Jean-François Bedard as Graduate Program Chair, and Associate Professor Lawrence Davis replaced Associate Professor Timothy Stenson as Undergraduate Program Chair. In fall 2021, Associate Professor Daekwon Park replaced Associate Professor Lawrence Davis as Undergraduate Program Chair. In fall 2022, Associate Professor Julie Larsen replaced Professor Brian Lonsway as Graduate Program Chair, Associate Professor Kyle Miller replaced Professor Julia Czerniak as Associate Dean, and Associate Professor Eliana-Abu Hamdi was hired as Associate Dean for Research. Professor Abu-Hamdi resigned in spring 2024, following the acceptance of an administrative position at Pratt Institute. Professor Michael Speaks, now in his 12th year, continues to serve the school as Dean.

ARCH LEARNING OUTCOMES

NAAB PROGRAM CRITERIA

1 Environmental Impact (NAAB PC3)

Develop a holistic understanding of the dynamic between built and natural environments with the goals of mitigating climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

2 Design Synthesis (NAAB PC2, SC5)

Understand the role of the design process in shaping the built environment and develop the ability to make architectural design decisions that demonstrate the synthesis and thoughtful integration of human, technical, regulatory, and environmental demands and requirements.

3 Emerging Technology (NAAB SC3, SC4, SC6)

Understand established and emerging systems, technologies, and regulatory requirements of building construction as well as their underlying principles; develop skills to effectively and creatively integrate them into architectural designs; and assess them against pertinent design and performance objectives and legal requirements.

4 Human Thriving (NAAB PC8, SC1)

Deepen students' understanding of diverse human contexts and deepen student commitment to translating this understanding into healthy, safe, inclusive environments at multiple scales.

5 Global History and Theory (NAAB PC4, PC8)

Ensure that students understand the histories and theories of architecture and urbanism from multiple perspectives, framed by diverse social, cultural, economic, and political conditions.

6 Professional Practice (NAAB PC1, PC6, SC2)

Develop skills and knowledge needed for the practice of architecture including its diverse career paths and opportunities, professional ethics, business processes, regulatory requirements, and principles for effective leadership and collaboration.

7 Learning Culture (NAAB PC7)

Ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

8 Research and Creative Inquiry (NAAB PC5)

Develop skills to critically and meaningfully understand and engage, through research, design, and other forms of creative inquiry, the role and agency of architectural design for possible, probable, and preferable futures.

PC1 Career Paths

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

PC2 Design

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

PC3 Ecological Knowledge and Responsibility

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

PC4 History and Theory

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

PC5 Research and Innovation

How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

PC6 Leadership and Collaboration

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

PC7 Learning and Teaching Culture

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

PC8 Social Equity and Inclusion

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

ARCH LEARNING OUTCOMES

NAAB STUDENT CRITERIA

1 Environmental Impact (NAAB PC3)

Develop a holistic understanding of the dynamic between built and natural environments with the goals of mitigating climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

2 Design Synthesis (NAAB PC2, SC5)

Understand the role of the design process in shaping the built environment and develop the ability to make architectural design decisions that demonstrate the synthesis and thoughtful integration of human, technical, regulatory, and environmental demands and requirements.

3 Emerging Technology (NAAB SC3, SC4, SC6)

Understand established and emerging systems, technologies, and regulatory requirements of building construction as well as their underlying principles; develop skills to effectively and creatively integrate them into architectural designs; and assess them against pertinent design and performance objectives and legal requirements.

4 Human Thriving (NAAB PC8, SC1)

Deepen students' understanding of diverse human contexts and deepen student commitment to translating this understanding into healthy, safe, inclusive environments at multiple scales.

5 Global History and Theory (NAAB PC4, PC8)

Ensure that students understand the histories and theories of architecture and urbanism from multiple perspectives, framed by diverse social, cultural, economic, and political conditions.

6 Professional Practice (NAAB PC1, PC6, SC2)

Develop skills and knowledge needed for the practice of architecture including its diverse career paths and opportunities, professional ethics, business processes, regulatory requirements, and principles for effective leadership and collaboration.

7 Learning Culture (NAAB PC7)

Ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

8 Research and Creative Inquiry (NAAB PC5)

Develop skills to critically and meaningfully understand and engage, through research, design, and other forms of creative inquiry, the role and agency of architectural design for possible, probable, and preferable futures.

SC1 Health, Safety, and Welfare in the Built Environment

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

SC2 Professional Practice

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

SC3 Regulatory Context

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

SC4 Technical Knowledge

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

SC5 Design Synthesis

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

SC6 Building Integration

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

Faculty Retirements

Since 2016, seven tenured faculty have retired, including Professor Bruce Abbey, Professor Randall Korman, Professor Arthur McDonald, Professor Anne Munly, Professor Francisco Sanin, Professor Ted Brown, and Professor Susan Henderson. In each case, an international search was conducted for replacements, resulting in many new tenure-track hires.

Newly Tenured Faculty

Since 2016, 11 faculty have been promoted from Assistant Professor to Associate Professor and tenured, including Julie Larsen, Roger Hubeli, Bess Krietemeyer, Kyle Miller, Joseph Godlewski, Amber Bartosh, Lawrence Chua, Daekwon Park, Junho Chun, Greg Corso, Molly Hunker, and Marcos Parga. Additionally, Jean-François Bedard and Lori Brown were promoted from Associate Professor to Full Professor. Their credentials can be reviewed in the Appendix, Item #7, in their respective resumes.

DEIA Council

To maintain a commitment to addressing the needs of students, staff, and faculty at the intersection of education, health, well-being, and identity, the school formed a DEIA Council in fall 2021, composed of student, faculty, and staff representatives, charged to educate, advocate and empower all members of the School of Architecture by cultivating partnerships and resources to create and sustain a learning and working environment that is inclusive, equitable and diverse. The Council, now made of an appointed staff member serving as Chair and multiple student representatives, remains an important part of evolving the school culture and teaching practices.

Changes in Facilities

Since 2016, significant improvements have been made to facilities in Slocum Hall. A new digital fabrication lab was created in 2017 and enhanced with soundproofing and security additions. In 2018, the school renovated studios and furnishings in rooms 026, 124, and 126 to allow for more flexible use of space. Additionally, our reading room was renovated, renamed King + King Library, and underwent upgrades in HVAC, lighting, storage, furnishings, security and technology. In June 2019, room 108 was renovated with new desks, storage, and additional flexible power supply. Studios 124 and 126 were outfitted with additional desks and newly designed dividers. In June 2020, UVC (HEPA) filter units were installed for proper air quality in rooms 001, 004, 026, 101,104, 126, 301/304 (King + King Reading Rooms), 307, and 325. Additionally, mechanical ventilation was installed in rooms 108, 124, 208, 224, 401, and 404. In June 2021 we created a dedicated Student Welcome Center and Office of Student Engagement suite for our recruitment staff. Additional facility improvements at this time included the creation of a new, dedicated 12-seat remote access computer lab which allowed students access the computers from anywhere over the Internet, installation of ten new laser projectors throughout Slocum Hall replacing outdated units, and purchasing of multiple 55" mobile 4K displays to multiple studios and conference rooms spaces throughout Slocum Hall. In June 2022, rooms 101 and 104 were acquired from the university for exclusive use by the School of Architecture. These rooms are used for classes, special workshops, faculty presentations, and design reviews. Ahead of the fall 2023 semester, additional desks and storage spaces were added to rooms 306, 308, 324, and 326 to accommodate the growing number of faculty.

Changes in Financial Resources

The result of increased enrollment in the B.Arch program, offset by a slight decline in M.Arch enrollment, is an overall increase in gross tuition revenue. Further, the school exceeded fundraising targets in FY18, raising \$1.9M, met the FY19 goal of \$1.1M., raised \$1.3M on a \$900K goal in FY21, surpassed the FY22 goal of \$1.2M. In FY23 and FY24, we raised \$1.6M and \$1.1M, respectively.

Since the start of FY22 the University lifted the previously placed salary freezes thereby providing faculty and staff with an average salary increase equal to 2.5%. We anticipate that our FY25 budget will be balanced, with limited funding additions to our carry forward balance.

B.Arch Changes

Curriculum Changes

The changes to the five-year Bachelor of Architecture degree program since our last visit are in response to several emerging factors. First, the addition of three general education credits in the Arts & Sciences to meet NAAB requirements detailed in the 2014 Conditions. Second, six credits in ARC 498: Directed Research replaced the two-course, nine-credit sequence ARC 505: Thesis Preparation and ARC 508: Thesis, the previous capstone for the B.Arch degree. The traditional thesis emphasized individual creativity and invention in the field of architectural design. ARC 498: Directed Research involves students in collaborative research endeavors directed in a variety of professional and academic areas that better reflect the diverse professional pathways in the evolving and increasingly specialized, collaborative, and multi-faceted field of architecture. Finally, the professional elective requirement was reduced by six credits, reducing the overall B.Arch credit requirement 156 credit hours. Effective fall 2021, the B.Arch curriculum includes the addition of Syracuse University's one-credit First-Year Seminar course and IDEA course requirement, bringing the total credits to 157. Additionally, the general studies portion in the B.Arch will require students to complete coursework in the liberal arts divisions of Humanities, Social Sciences and Mathematics/Natural Science along with a minimum of upper-level credits within the Arts & Sciences and Open Electives. These changes come because of the school's commitment to broaden education within the liberal arts and to achieve a more comprehensive integration of Diversity, Equity, Inclusion, and Access initiatives.

Enrollment

The B.Arch program experienced growth in both the fall 2017 and fall 2018 cohorts. In fall 2017, 137 students entered the program, and, in fall 2018, 154 students entered the program, exceeding the established target of 120. At this time, the intention was to keep enrollment targets at 120 first-year students. In fall 2019, the B.Arch program enrolled 136 students. We exceeded our enrollment target, and, from this point, the first-year enrollment target was 130 students. Despite the pandemic, the B.Arch program experienced growth in the fall 2020 cohort. We had a then record 150 students matriculate into the Class of 2025, however, due to travel restrictions caused by the pandemic we had 104 students join us in the fall of 2020 and 46 students that enrolled in the spring of 2021. We enrolled 160 students for the fall 2021 term. In fall 2022 and fall 2023, with a target enrollment of 150, we enrolled 199, a school record, and 152, respectively. Beginning in fall 2024, we've established a new target of 160.

M.Arch Changes

Curriculum Changes

The changes to the Master of Architecture degree program improved the previous curriculum in the following ways: the revised graduate curriculum (reducing the credit requirement from 110 to 92) now spans three years instead of three and a half years. A shorter program has made study at Syracuse more appealing and affordable to prospective students. The number of credits for each technology and structures course was reduced from four to three to align with all the other graduate courses in the program. ARC 505: Thesis Preparation was atomized throughout the curriculum as a series of five one-credit ARC 650: Architectural Research courses, which has helped students become proficient in architectural research and develop a research agenda well in advance of their final semester. Second, six credits in ARC 698: Directed Research replaced ARC 508: Thesis, the previous capstone for the M.Arch degree. ARC 698: Directed Research involves students in collaborative research endeavors directed in a variety of professional and academic areas that better reflect the diverse professional pathways in the evolving and increasingly specialized, collaborative, and multi-faceted field of architecture. Lastly, in addition to ARC 639, a

second required history course, ARC 631, replaced one of the three required history electives. This change gave students a thorough foundation in history and addressed the deficiency in global coverage identified by the NAAB Visiting Team during a previous accreditation visit.

Enrollment

Until AY24-25, the M.Arch program experienced an annual decline in the incoming classes. In fall 2019, 24 students entered the program, falling short of a target of 30. In fall 2020, 15 students entered, meeting the target of 15, which was adjusted several times to take into consideration the travel restrictions of our international cohort. Due to the continued ramifications felt by the pandemic, the M.Arch program saw fewer international applications and adjusted its enrollment target twice. In 2021, we projected 18 and began the first day of class at 23 (17 domestic). In fall 2022 and fall 2023, we enrolled 18 and 10 students, respectively, in the M.Arch degree program. In those years, thirteen and five students received and enrolled with advanced placement, respectively.

1—Context and Mission

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

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

Syracuse University

Syracuse University aspires to be a preeminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society.

As a private university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success by; encouraging global study, experiential learning, interdisciplinary scholarship, creativity and entrepreneurial endeavors; balancing professional studies with an intensive liberal arts education; fostering a richly diverse and inclusive community of learning and opportunity; promoting a culture of innovation and discovery; supporting faculty, staff and student collaboration in creative activity and research that address emerging opportunities and societal needs; and maintaining pride in our location and history as a place of access, engagement, innovation and impact.

With 13 schools and colleges, more than 200 customizable majors and 100 minors, and online degrees and certificates, Syracuse University provides educational pathways for nearly every passion and ambition. Interdisciplinary areas ranging from social justice and artificial intelligence to energy and the environment provide hands-on research experiences that broaden perspectives and prepare students for the careers of tomorrow. Syracuse University’s five award-winning study abroad centers and international programs in 60 countries allow students to gain global perspectives that last a lifetime. More information on Syracuse University can be gathered at <https://www.syracuse.edu>.

Syracuse University School of Architecture

As an institution dedicated to professional architectural education, the School of Architecture is committed to introducing students to both the fundamentals of architectural design as well as the most innovative forms of practice today. A commitment to academic excellence and belonging influences pedagogy in the following ways; course content is evaluated and evolves annually to meet the changing demands and needs of professional practice (i.e., the school improves course content in building systems courses to track advances in construction technology and material science); student learning is assessed through individual improvement and successful completion of learning outcomes (i.e., our grading practices promote assigning grades in relation to a grading table versus assigning grades in relation to a predetermined fixed distribution of letter grades); and collaboration is encouraged in faculty research and in teaching, to model collaborative accomplishment for the student population (i.e., ARC 498/698: Directed Research introduces faculty and students alike to advanced, collaborative, and oftentimes interdisciplinary research practices).

Syracuse University Mission Influence on Program

In the recently completed Academic Strategic Plan, Syracuse University reasserted commitments to global learning (study abroad/away), STEM research, participation in engaged citizenship, and entrepreneurship, among other areas. Much of what Syracuse University initiated or reasserted commitment to aligns with existing School of Architecture strengths. For example, 100% of our students have opportunities to study abroad/away, and 97% do; our faculty who

teach and conduct research on building systems and technology are among the highest earning regarding public and private funding at the university, and our students are actively engaged in entrepreneurship. For example, rising fifth-year student Aidan Turner has won the university's Entrepreneur of the Year Award on multiple occasions and the faculty in building technology are developing patentable technology that improves building environmental performance. To keep pace with the university mission, the school is increasing opportunities for students to participate in engaged citizenship, most recently in a Directed Research Course led by Assistant Professor Hannibal Newsom that partnered with a local farm to enhance their facility, which provides fresh produce for neighbors as well as job training and education to the community. Additionally, we have many students who are actively engaged in social and cultural outreach through student groups and their own initiative.

Syracuse University's Academic Strategic Plan, "Leading with Distinction," can be found here: <https://academicaffairs.syracuse.edu/asp/leading-with-distinction/>

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

Program'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 unique opportunities for faculty and students alike. At the university level, five School of Architecture faculty serve on the University Senate, the academic governing body of the university. Additionally, during the past two academic years, the school had representatives on multiple Academic Strategic Plan working groups, with Dean Michael Speaks serving on the Steering Committee and co-leading the Curricular Thematic Group. Distinguished Professor Lori Brown was part of the Enrollment Innovation Thematic Group, and former Associate Dean for Research, Eliana Abu-Hamdi was part of the Research Transformation and STEM Expansion Thematic Group. School of Architecture faculty also serve as Humanities Center Advisory Board Members South Asia Center Advisory Board Members, Center for Disability Resources Advisory Panel Members, among many others. Additionally, many faculty participated in Communities of Practice and Academies organized by Syracuse University Institutional Effectiveness where student learning was assessed in relation to Shared Competencies. In these sessions, architecture syllabi were often posted as exemplary regarding the incorporation of Shared Competencies in program and course learning outcomes. Also at the university level, Dean Speaks and Undergraduate Program Chair and Associate Professor Daekwon Park are expanding partnerships in South Korea and Japan, creating even more opportunities for global study and collaborative research, in anticipation of a new Syracuse University Center in Seoul. Beyond university service, faculty members conduct research and lead initiatives that contribute to the intellectual and cultural life at the University. Through teaching, the School of Architecture has partnered with the University to speculate on the future of the campus development. For example, a recent advanced architectural design studio taught by Visiting Critic and School of Architecture Board Member Katherine Hogan assessed possibilities for the remaking of Machinery Hall and guided students in the development of design proposals for its reuse. At the student level, there are a range of opportunities for students to be involved in activities outside the classroom. Student groups are a key component of the culture at the school and university.

Benefits Derived from the Institution

The School of Architecture benefits from its presence within a research university with energy increasingly directed toward interdisciplinary work. This is not only stimulating for faculty and students alike, but also mirrors the broad interaction with the world outside of the university. This setting provides the disciplinary expertise, intellectual agility, and creativity to invent and translate new ideas. For example, 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 collection of firms, organizations, and institutions that creates innovations to improve health, productivity, security, and sustainability in built and urban environments.

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

The School of Architecture retains a committed faculty and staff that provide students with the technical skill and the cultural knowledge necessary to practice in an increasingly competitive global marketplace. The architectural design studio experience, at the core of our programs, focuses on exploring the creative process, supported by challenging approaches to history and theory in the context of the technologies that inform the future of our field. The school provides a highly innovative environment for design education in which students benefit from extensive one-on-one communication with dedicated faculty in formal reviews and informal interactions. To prepare students for a world shaped by globalization, the School of Architecture offers study abroad semesters in London and Florence at university centers staffed by full-time architecture faculty. Students may also spend a semester at Syracuse University's Fisher Center in New York City, which opened in 2013. Shorter study abroad programs are available during the summer months in locations such as Quito, Venice, Seoul, Beijing, and Tokyo. The school also brings world-class practitioners and educators to teach and lecture at our home campus, as demonstrated by our lecture series featuring renowned architects and designers, and our Visiting Critic program in which internationally recognized professors lead studios on campus. Increasingly so, one- and two-week travel is incorporated into Visiting Critic studios. Last year students traveled to Sarajevo, Miami, and Detroit. Over the past decade, the practice of architecture has undergone dramatic change, placing the architect, once again, at the center of some of the most defining issues of our time. The School of Architecture has not only kept pace with these changes but has positioned our students to make meaningful contributions in diverse contexts because of extensive opportunities for experiential learning while earning a professional degree.

Summary Statement of 1 – Context and Mission

Syracuse University School of Architecture will be known as a leader in professional architectural education and design research focused on exploring technological advancement in design and construction, addressing global climate change through enhancing building performance, and promoting inclusivity and belonging through social and cultural engagement. Our curricular and pedagogical strategies—including global experiential learning and collaborative teaching—will match or outpace the speed of change within the architecture profession so that students are well-positioned for employment inside and outside traditional professional architecture practice. Our faculty, students, and collaborators will leverage the school's approach to design research, collaborative learning and practice, and global engagement to design products, buildings, infrastructures, and cities that result in a more awe-inspiring, sustainable, and equitable built environment. The School of Architecture is committed to developing leaders in inclusive and sustainable design in professional practice through evolving curricula, supporting student learning, and assessing teaching formats and structures; providing faculty and staff development opportunities in the form of peer-to-peer support, teaching mentorship, and research mentorship; expanding design research and scholarship to include community engagement, emerging building technology and environmental efficiencies, and public impact; strengthening and broadening diversity, equity, inclusion, and access initiatives by expanding course content, enhancing student advocacy, and improving teaching and advising practices; and growing scholarship support and enhance global experiences through focused fundraising, inclusive support, and experiential learning.

2—Shared Values of the Discipline and Profession

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

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

Syracuse University School of Architecture supports a pluralistic approach to design that is reflective of diverse faculty interests and student ambitions. The school believes that nurturing plurality of voices provides a stimulating environment necessary for students to learn how to address complex issues architecture faces today. Our B.Arch and M.Arch studio sequences move from highly coordinated learning experiences to venues for independent investigations and are designed to encourage confidence and creativity in the design process. The first semesters are tightly coordinated amongst all studio sections, to ensure that students have a shared experience and develop comparable fundamental skills in spatial design and representation, while later semesters allow for greater student initiative and diverse learning experiences.

The administration and faculty studio coordination teams work together each semester to define and refine the curricular responsibilities of each studio and how one semester builds into the following. At the end of each semester, the administration meets with studio coordinators to discuss the learning experiences, and identify areas for improvement. These responsibilities combine with our efforts in addressing school-defined Learning Outcomes, Syracuse University Shared Competencies, and NAAB Program and Student Criteria.

The core studio sequence at the graduate and undergraduate levels begins with a focus on fundamental design skills, formal ordering systems, spatial definition, and the way in which precedent analysis can lead to informed design work. In the first year, design projects are coordinated with assignments in representation, ARC 181: Representation I, and media, ARC 681: Media I in which students learn conventional analog and digital representational skills. As students progress, they incrementally integrate more disciplinary research; consideration of site conditions; systems of ecology, politics, history, culture; material logics; simple structural and building systems; and programmatic expression. They factor in human behavior, body movement, and diversity, address safety and accessibility, and consider ways to integrate sustainability. Students take advanced design studios off-campus (in New York City, London, and Florence) and/or Visiting Critic studios taught in Syracuse. Integral to the curriculum, these off-campus design studios offer students the opportunity to partake in radically different cultural and professional contexts. Off-campus learning, often a transformational experience for students, builds on previous design instruction that approaches architecture from a multi-faceted, global perspective. All design studio opportunities expand student exposure to diverse design conditions and are critical to our curricular arc. The Integrated Design Studio, ARC 409: Architectural Design VIII and ARC 607: Architectural Design IV, concludes the core sequence. Synthesizing previous learning, it challenges students to resolve building envelopes, service systems, materials, and assemblies. All studios emphasize iteration, material exploration, prototyping, and feedback at all stages of the design process. Frequent individual, group, and public presentations and design conversations, sometimes with invited guests, hone students' ability to respond nimbly to increasingly complex briefs. Students are encouraged to participate in all conversations and support one another with feedback, to help foster healthy studio culture and develop critical design thinking skills further. 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. Our design curriculum seeks to foster student self-reliance. It strives to help students pursue tactical engagement with challenging issues in contemporary built environments as the world continues to change.

As a culmination to the design sequence, students in their last year complete a faculty-directed research studio, which is aimed at developing design research to a deeper level than previously explored as well as bridge the

transition between academic and professional settings. The offerings for ARC 498/698: Directed Research represent a diverse range each year and reinforce priority research areas in the school (further articulated in Knowledge and Innovation). Students choose which topic on which they are interested in working, which allows them to build momentum in a direction of design research they may be interested in pursuing professionally.

With three discrete phases in design learning (core studios, off-campus study, and directed research), the curriculum introduces students to a wide range of conceptual approaches and design methodologies. From one studio to the next, students build their skills in representation, research, critical thinking, writing, and speaking, preparing to be design leaders in a variety of professional settings.

Outcomes and Assessment: Our goal in valuing Design is to ensure students understand the broad reach of the skill set they acquire in coursework, extracurricular programming such as guest lectures and design workshops from leading professionals, and internships. We assess this through criteria PC.2: Design, success in securing internships, in and tracking long term professional accomplishments of our alumni.

Continued Commitment: Through our long-range planning we remain committed to addressing and reinforcing the value of Design. The school's academic strategic plan not only demonstrates a commitment to declaring the value of design in a variety of contexts in our curriculum, but also aspires to educate others, on campus and in the community, about the importance and significance of design at all scales.

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

Through innovative pedagogy, student group activities, and faculty research, Syracuse Architecture is committed to addressing environmental, societal, and economic factors that have profound effects on the world today. The school cultivates an understanding of natural and constructed environments, and awareness of design's agency to minimize negative impacts and promote ethical and sustainable interventions. Learning experiences impart general knowledge, such as the impact of climate and geography on building design, as well as specific skills related to material selection and environmental control systems to develop design strategies that reduce carbon footprints and manage energy consumption. Faculty pursue fundamental research in sustainable construction and novel patentable building technologies. Increasingly so, this research is bolstered by interdisciplinary collaboration. Learning experiences and faculty research combine to ensure attention and commitment to environmental stewardship and professional responsibility, nurturing the aesthetic potential of environmental factors all the while engaging pressing global concerns tied to climate change and public welfare.

Engagement with emerging technologies allows our teaching and learning community to advance our understanding of sustainability, building efficiency, and climate change to foster innovative practices in our curriculum. To achieve this, we establish architectural design studios and a sequence of building systems courses that address emerging environmental concerns such as water quality, pollution, environmental justice, etc., as a means of better ensuring human thriving.

In ARC 207: Architectural Design III, students are introduced to environmental thinking by developing projects conceptualized as part of large-scale natural systems. Students consider how networks, cycles, and patterns embedded within a site can inform an architectural design proposal. In ARC 307: Architectural Design V, a studio focused on housing, students are challenged to develop a position on ecological and social sustainability and carry this position through the design of a housing project. 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 focus of ARC 409: Architectural Design VIII 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 life safety systems. In ARC 606: Architectural Design III and ARC 607: Architectural Design IV, issues of sustainability are seen as part of the conceptual design thinking and building organizational strategy. In ARC 606, research emphasizes ways to discern environmental impacts on our cities and landscapes, and in turn, the role of climate change on design decisions. In ARC 607, building orientation, 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 a place.

ARC 121/621: Introduction to Building and Structural Systems places a strong emphasis on building performance. The course lays the groundwork for understanding the relationship of human occupancy to climate change vis-à-vis massing, orientation, fenestration percentages, and envelope insulation, thermal mass, and shading features. ARC 322/622: Building Systems II focuses on the inherent complexity of the building as a transfer function for 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. 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.

Through coursework, we develop knowledge and enhance skills in the areas of building energy and sustainability principles, metrics, and design approaches, and their profound environmental and social impacts. We enable students to assume leadership roles in advancing higher standards for ecological and architectural design centered on human wellness and equity. Furthermore, the opportunity for students to present at conferences, participate in field trips, join focus groups, and collaborate on faculty research supplements structured learning experiences.

Building upon a well-established portfolio of awarded grants and built works such as government sponsored campus retrofit construction projects and community engaged design-build, faculty research aims to grow its interdisciplinary and transdisciplinary collaborations. For example, faculty collaborate with university partners and departments, such as the Center of Excellence, and numerous industry collaborators and state and federal agencies, to enhance the reach and impact of research in building technology and community engaged design. Faculty-led research projects have already left an impact not only on the Syracuse University campus, where the largest building energy retrofit project is underway, but also within the community, where underrepresented populations, such as the refugee community, have benefitted from our unique expertise in design and technology through our faculty led design-build projects. This support extends our goals towards advancing architectural pedagogy, experiential learning, and community engaged design-build.

Outcomes and Assessment: Our overall goal in valuing Environmental Stewardship and Professional Responsibility is to prepare students to address environmental, societal, and economic factors that have profound effects on today's world and create an approach to design that incorporates those factors from the start. We assess this in PC.3: Ecological Knowledge and Responsibility and in a variety of Student Criteria.

Continued Commitment: Through our long-range planning we remain committed to addressing Environmental Stewardship and Professional Responsibility. The School of Architecture is committed to interdisciplinary collaboration between schools within and beyond Syracuse University, cultivating partnerships and collecting resources to develop and sustain a robust faculty research agenda able to address technological, design, industry, and community challenges by merging disciplines and expertise.

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

As mentioned in the Introduction, through the creation of a DEIA Council, Syracuse Architecture is committed to addressing the needs of students, staff, and faculty at the intersection of education, health, well-being, and identity. The Council is charged to educate, advocate and empower all members of the School of Architecture by cultivating partnerships and resources to create and sustain a learning and working environment that is inclusive, equitable and diverse.

To expand the resources and references students engage with, the DEIA Council created a shared repository of reading, research, and design materials on a shared drive. This repository contains content that addresses diverse topics, regions, populations, and policies, etc. This pedagogical tool is intended to be a community effort that is timely, malleable, and helps address growing interest in DEIA related issues. The DEIA Council also led efforts to survey students regarding expenses in architectural design studios. The results assisted us in conveying to the studio faculty the significance of considering the cost incurred by the students, and promoted the use of cost-effective solutions to production, such as projection of drawings over printing, and recycling and sharing of model making material to reduce waste.

The Council meets weekly, to allow students to share their DEIA related experiences, needs, and requests with the staff representative. The DEIA Council also organizes annual gatherings of each year of students with the Dean and Associate Dean. The goal of these meetings is to gather insight into student needs, to then develop action plans to best address issues raised. The impact of them in recent years is increased attention placed on constructing a healthy school culture with respect to developing good habits to uphold physical and mental well-being and seeking out a healthy work-life balance. To do so, the school carefully places major deadlines in required courses to not overburden students at any point during the semester, and actively promotes student group involvement to ensure socialization with students in other schools and colleges.

The School of Architecture hosted a series of faculty workshops during the previous two school years which intended to better understand and address DEIA needs in the classroom and in student experience. The overwhelming response among faculty was a desire for training on how to better address student accessibility needs and accommodations, and diversifying course content. We plan to host workshops with experts on these issues, as well as focus on sharing best practices based on real experiences by faculty members confronting difficult and challenging circumstances regarding inclusion and accessibility in the classroom. Additionally, the school hosts many cultural celebrations for events like Black History Month, Lunar New Year, Holi, etc., to increase awareness and appreciation for unique cultures of our students.

Among the faculty are respected leaders with respect to issues of equity and inclusion in architecture. Most notable are the efforts of Distinguished Professor Lori Brown, an internationally recognized architect and

scholar in social justice in architecture and the spatial implications of equity and access, particularly as it pertains to women and reproductive rights. Of considerable importance, Associate Professor Yutaka Sho was recently recognized by the University with the Seinfeld Scholarship, in part because of her work in self-built settlements and in post-atrocity reconciliation and rebuilding processes in Rwanda. Additionally, Assistant Professor Britt Eversole was recognized and honored by Syracuse University's Center for Disability Resources for his respectful and clear communication with students and exceptional understanding of disability-related difficulties affecting student performance in the classroom. These examples provide models for other faculty and students regarding how design can increase access and equity in the built environment, and how the application of innovative pedagogical techniques creates inclusive classrooms.

Outcomes and Assessment: Our goal in valuing Equity, Diversity, and Inclusion is to educate, advocate and empower all members of the School of Architecture by cultivating partnerships and resources to create and sustain a learning and working environment that is inclusive, equitable and diverse. We also aspire to ensure students carry this empowerment with them into practice. We assess this in PC.8: Social Equity and Inclusion as well as through Syracuse University's Shared Competency, "Ethics, Integrity, and Commitment to Diversity and Inclusion."

Continued Commitment: As is evidenced in recurring activity and in the school strategic plan, Syracuse Architecture remains committed to Equity, Diversity, and Inclusion. The DEIA Council remains active in the school and in close communication with school leaders and faculty to ensure an open line of dialogue between students and faculty, as well as transparency in all areas of school activity. This coming year, the DEIA Council will be led by Gus Nascimento and made up of student representatives from across all years of the B.Arch and M.Arch programs. Their priority will be to transition from observation and data collection, which was the focus of the previous Council, to action which positively impacts these areas. For example, the Council will create a response team of faculty, staff, and students that convene when activity that affects the day-to-day in the school occurs. This may cover issues such as student physical and mental well-being as well as significant local, national, and global events that require our collective attention.

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

The discipline and practice of architecture require a continual interrogation of knowledge sets as well as the production of new knowledge. The School of Architecture embraces this responsibility and seeks to create new knowledge that expands the boundaries of the discipline, deepens its core, and puts pressure on practice to evolve. Knowledge production within the school happens through faculty research and collaborative research endeavors that take place in the classroom.

The primary venue for knowledge creation in the classroom is ARC 498/698: Directed Research (DR) as well as ARC 650: Architectural Research, M.Arch research seminars. The culmination of the B.Arch and M.Arch professional programs is a major design research project which serves as a bridge between the rigors and structures of a comprehensive professional education and the imagined but unpredictable opportunities for career pursuits afterwards. In the final semester of both professional degree programs each spring, faculty offer several DR courses which represent their range of expertise and school research concentrations. For the launch of DR, the working list of school research concentrations is as follows: 1) Prototyping: Images, Artifacts, and Platforms – Iteratively producing and generating images, artifacts, and platforms to interrogate conventional modes of production, experiment with emerging design technology, test design concepts, and evaluate visual and material effects; 2) Building Resilience: Materials, Assemblies, and Systems – Understanding and assessing construction and performance in architecture to ensure the design, materialization, and maintenance of spaces and structures that are efficient, sustainable, comfortable, and resilient; 3) Architectural Typologies: Space, Place, and Form – Engaging with the built object and studying its internal coherence and use, to measure

architecture's ability to act as an instrument in the making of place through formal expression and sociocultural activity; and 4) **Cultural Landscapes: Objects and Exchanges in Built and Virtual Environments** – Studying the connections, exchanges, and relationships between people and the spaces they occupy to reveal the interrelation of politics, form, and aesthetics.

The aim of the Directed Research courses is to culminate—with maximum quality, intensity, flexibility and diversity—the aspirations of the B.Arch and M.Arch curricula (including design, design research, technical knowledge, critical/creative thinking, and political and cultural awareness) in ways that prepare students for careers in the evolving and increasingly specialized, collaborative, and multi-faceted field of architecture. Each DR course involves students in a collaborative design project and/or research endeavor led by faculty members. This capstone course requires student initiative, a willingness to take risks, and an advanced skill set. Course format and size vary depending on the type of research undertaken. In 2023-2024, sections of Directed Research were dedicated to research in the following areas: zero-waste construction, biomaterials, artificial intelligence, community-engaged design, the aesthetics of power infrastructures, prototyping three-dimensionally printed joinery, and digital-analog craft. In 2023-2024, the workshops that make up ARC 650: Architectural Research focused on the aesthetic agenda of artificial intelligence. The school recognizes that artificial Intelligence is poised to revolutionize the field of architecture, fundamentally changing the way we design in the future. The ability of artificial intelligence to analyze data, generate ideas, and provide real-time visualizations, empowers architects to create spaces that inspire, delight, and leave a profound impression on what we can create. The workshop series aimed to go beyond optimization to harness artificial intelligence as a design tool and imagine how architects can leverage the power tool as innovative technology for visual effect and novel production.

Knowledge production also occurs through faculty research, in areas spanning history and theory to building performance. A recent publication such as *The Architecture of the Bight of Biafra: Spatial Entanglements* (Associate Professor Joseph Godlewski) challenges linear assumptions about agency, progress, and domination in colonial and postcolonial cities, adding an important sub-Saharan case study to existing scholarship on globalization and modernity. Another, *Building Practice* (Associate Professors Molly Hunker and Kyle Miller) features interviews with 32 architecture and design professionals/firms sharing observations about the future of the professional practice of architecture and design in relation to the convergence of practical and theoretical forms of knowledge. A forthcoming publication, *That's Brutal, What's Modern: The Smithsons, Banham and the Mies-Image* (Professor Mark Linder) offers a new understanding of New Brutalism in Britain as a consequential, generative, and still pertinent episode in the history of imaging practices in architecture. Collectively, these publications advance scholarship in respective areas of expertise from many of the school's leading scholars and contribute to the continual interrogation, revision, and augmentation of disciplinary knowledge. Sponsored research developed by Assistant Professor Hannibal Newsom, Assistant Professors Nina Wilson, and Associate Professor Bess Krietemeyer enhances building performance through developing new materials and assembly systems for building construction. Additionally, research by Assistant Professor Jess Myers highlights sound studies as a critical framework for urban and architectural analysis.

Outcomes and Assessment: Our goal in valuing Knowledge and Innovation is to create new knowledge in the classroom and through research and practice that expands the boundaries of the discipline, deepens its core. We primarily assess this goal in PC.5: Research and Innovation and more specifically through Directed Research.

Continued Commitment: The School of Architecture will remain committed to Knowledge and Innovation by continuing to evolve Directed Research and research seminars to both better position graduates to earn leadership roles in new forms of practice and collaborate with ongoing faculty research endeavors to advance knowledge production collaboratively and with pace. The school is a place where foundational knowledge construction in the early years of professional degree programs assists students with advanced architectural design research in the classroom as well as in venues dedicated to professional architectural practice and research.

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

We are fortunate to have strong leaders among our student body from the moment they enter the school. As evidenced by our most active student groups, NOMAS, AIA, ASO, and GSA, to name a few, our students are critical to the formation of a vibrant school community that increasingly creates opportunities to hone student leadership skills in preparation for critical roles in professional practice and as engaged citizens. Most notable, through the DEIA Council and the Student Subcommittees to standing Faculty Committees such as Faculty Search and Curriculum, the students maintain an active role in important decisions ongoing in the school with respect to hiring and coursework. Students also participate in the reappointment, promotion, and tenure process through completing surveys about faculty candidates, and each semester, complete course feedback which influences how courses seek to improve in pursuit of meeting learning objectives and creating engaging learning environments.

Student leaders are afforded opportunities and provided with physical space to organize events, invite guest speakers, host cultural celebrations, meet regularly with school administration and staff, and be employed by faculty (as research interns) or by the school (as Teaching Assistants, Undergraduate Program Associates, and Tutors). Beyond the school, our students are active in the Syracuse community, participating in organizations such as the Central New York Arts Council and the Food Bank of Central New York. Our students are increasingly connected to and concerned about social issues unique to central New York and seek to make positive changes to the place in which they study and live.

In the classroom, students are often confronted with situations that require collaboration, between peers, with faculty, and with external contributors and partners. Courses such as ARC 409: Architectural Design VIII, ARC 607: Architectural Design IV, and ARC 423/623: Advanced Building Systems require intensive collaboration between students and with external consultants. Here students understand the significance of developed organizational and communication skills. Our new capstone course, ARC 498/698: Directed Research, poses the most robust opportunity for collaboration and leadership as it pertains to working alongside faculty and industry experts on the discipline's and practice's most unique opportunities and pressing concerns. For example, one section of Directed Research led by Professor Mark Linder and Assistant Teaching Professor Emily Pellicano explored the capacity of Artificial Intelligence to contribute to design and imaging practices. Another section led by Assistant Teaching Professor Kiana Memaran Dadgar experimented with biomaterials and their ability to enhance building performance in relation to environmental concerns. Lastly, a section led by Assistant Professor Hannibal Newsom partnered with local organic food producer Brady Farms to introduce students to opportunity design, which empowered them to search for ways to enhance community activity and prosperity in Syracuse.

Outcomes and Assessment: Our goal in valuing Leadership, Collaboration, and Community Engagement is to ensure students understand the significance of leadership and collaboration within education and practice and acquire skills necessary to lead and collaborate with one another, professors, and professionals, alike. We assess this in PC.6: Leadership and Collaboration as well as in PC.8: Social Equity and in Inclusion, through community-engaged design efforts from faculty.

Continued Commitment: As professional degree programs which pride themselves on developing the next generation of leaders in professional practice and allied disciplines, the School of Architecture is committed to Leadership, Collaboration, and Community Engagement. To maintain this reputation and commitment, the school continually creates and maintains opportunities for students to be actively engaged, and in many cases leaders in areas such as school governance, extracurricular programming, cultural celebration, and civic engagement.

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

The most impactful ingredients for lifelong learning are the cultivation of intellectual curiosity and an appreciation for the larger worlds in which architecture operates. To this end, the professional degree programs of Syracuse University’s School of Architecture are embedded in a broad and strong liberal arts university curriculum and diverse cultural context. Since its founding, Syracuse University has had a rich and progressive tradition of internationally recognized liberal arts education. Over their five years, the B.Arch students are required to take many courses outside of their discipline. This gives the students a broad foundation of both disciplinary and para-disciplinary skills and, most importantly, an awareness of the larger world, its challenges and opportunities, and how the design of the built environment can address them. This is key if our students are to be impactful as architects and members of society after their time at Syracuse University and is evidenced through a range of student actions such as the popularity of interdisciplinary ARC 498/698: Directed Research offerings and SOURCE funding topics proposed by our students. Skills are learned and sensibilities developed in both formal and informal settings, in traditional classrooms and studios but also through interdisciplinary course learning and other university wide service organizations. These can be led by and include faculty, both architecture and non-architecture students, and in some cases members and leaders of communities outside of the university. Whether in or outside of the classroom these experiences draw on a diverse home campus setting, the larger Syracuse region, and our off-campus centers in Florence, London, and New York City, and now also Los Angeles, Seoul, and Tokyo. All these settings encourage our students to learn of the world from the world by being directly engaged with it.

Within the curriculum, a dialectical relationship between theoretical material that steers architectural intent and practical and technical knowledge that is necessary to realize projects is to varying and appropriate degrees part of all course work. The design studio sequence is the clearest location where students learn to connect design concepts with various techniques, technologies, and statutory regulations. Theory and history courses consider larger cultural contexts and related abstract ideas but also discuss examples of how they have been materialized and how that in turn affects the development of ideas. The technology course sequence not only delivers technical knowledge and skills for their relevant subjects, but also illustrates how larger design ideas and strategies leverage their purpose beyond mere perfunctory applications. These types of experiences are a distinctive aspect of the school and prepare our students with skills and sensibilities that encourage a lifelong curiosity of all aspects of society and develop skills needed to operate with a diverse range of people, cultures and evolving technologies, both in ways that we are currently aware of and in ways that allow students to adapt to unforeseen situations. This fluid reality drives the long-range planning of the school’s curriculum, affiliated programs, and faculty research (in which students are often involved) to be both constantly evolving to address change and at the same time instill in students basic skills that remain relevant despite changes in the larger contexts in which we operate.

Outcomes and Assessment: Our goal in valuing Lifelong Learning is to motivate students to continue to pursue knowledge and skills well beyond their years with Syracuse Architecture, and to ensure faculty remain productive researchers and scholars. We assess this in PC.1 Career Paths, PC.5: Research and Innovation, and PC.7 Learning and Teaching Environments.

Continued Commitment: Through our long-range planning we remain committed to addressing and reinforcing the value of Lifelong Learning. By fostering creativity and curiosity, employing iterative design and writing as a tool for self-improvement and learning, increasingly encouraging self-exploration throughout the later years of the professional degree programs through grant programs and research drive coursework, and assisting students in securing internships during the school year as well as the summer months, we ensure our graduates enter the profession with a desire to continue to learn and grow as people and professionals.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

Our response to Section 3.1: Program Criteria will be composed of narratives articulating content of each course in which learning outcomes are met to satisfy Program Criteria. The assessment processes used and the cycles of assessment for the different parts of the program vary from class to class and are articulated in the self-assessment tables. All classes mentioned in Section 3: Program and Student Criteria were assessed during the academic year 2023-2024.

We evaluate Program Criteria holistically relative to curricular and extracurricular offerings and the students' experience of them. In the narrative we identify and expand upon the learning outcomes as well as through what method assessment occurs. To avoid redundancy between the narrative and the self-assessment table, we identify the assessment method, benchmarks, results, and planned improvements affiliated with each Program Criteria in the table after reasserting the outcome and assessment point. After the table, we conclude each program response with a summary of planned modifications to course content and/or associated program structures based on findings from our assessment activities.

Regarding all criteria, the programs continue to revise the curricula based on student performance, end-of-semester student course feedback survey, and evaluations conducted by the Curriculum Committee, Undergraduate Program Chair, and Graduate Program Chair. The programs also strive to adapt and integrate new developments and changes in practice and academia into required coursework and extracurricular planning.

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

B.Arch & M. Arch Narrative

Note: This is the only combined Program Criteria response (B.Arch and M.Arch, together) as it is the only class that both professional degrees require.

The B.Arch and M.Arch programs ensure that students understand the paths to becoming a licensed architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge through the curriculum and required non-curricular activities. These topics are comprehensively taught in ARC 585: Professional Practice course in the final year of each program.

Career Paths

In ARC 585 students learn about career paths, the path to licensure, and architectural leadership positions throughout the semester. Lectures and case study examples highlight the multitude of career opportunities that would benefit from the strengths, knowledge, and critical thinking skills that architects possess. Citizen-architect roles as well as non-traditional (client representative, developer, jurisdictional building approval officer, etc.) pathways are presented. Career paths and career opportunities are assessed for understanding through required quizzes, exams, and the group case study research presentations. Quiz #1 and Quiz #2 specifically assesses the achievement of this criteria.

Career Services Programming

Although participation is not required of every student in every offering, each student engages with non-curricular programming and services managed by the Career Services office. As early as their first semester, students are introduced to the licensure process including the Architectural Experience Program (AXP), the Architecture Registration Exam (ARE), and jurisdiction licensing. Over the course of each academic year, specific sessions are offered to provide more depth of information regarding AXP/ARE, salary negotiation, professional ethics including theft of intellectual property, and portfolio design. Activities are scheduled throughout the academic year to connect students with industry professionals for additional conversation regarding career related content and licensure. These include alumni portfolio reviews, SHOPTalks (company informational sessions), and Career Conversations, an overview of potential career paths successfully navigated by alumni and friends of the Syracuse University School of Architecture professional degree programs.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Accurately describe the paths to becoming licensed as an architect in the United States.	ARC 585: Professional Practice offered each semester. (Narburgh)	A demonstrated understanding of paths to licensing are specifically assessed in Quiz #1 and Quiz #2.	The average score of Quiz #1 and Quiz #2 exceeds 90 out of 100.	The average score of Quiz #1, and Quiz #2 exceeds 90 out of 100.	Introduce unconventional paths (e.g., international internships or degrees) and special state specific requirements of becoming an architect in the United States.	ARC 585 syllabus, lectures, quizzes, and exams.
Understand the range of available career opportunities that utilize the discipline's skills and knowledge.	ARC 585: Professional Practice offered each semester. (Narburgh)	A demonstrated understanding of career opportunities is specifically assessed in Quiz #2 and Exam #1.	The average score of Quiz 2 and Exam #1 exceeds 90 out of 100.	The average score of Quiz #2 and Exam #1 exceeds 90 out of 100.	Introduce emerging trends in architecture related to career opportunities including creative/ technology industries and academic/corporate research.	ARC 585 syllabus, lectures, quizzes, and exams.

Summary of Modifications

The program will continue to annually revise and update course content such as introducing unconventional paths (e.g., international internships or degrees) and special state specific requirements of becoming an architect in the United States. The program also strives to adapt and integrate the new developments in professional practice such as introducing the emerging trends in architecture related to career opportunities including creative/ technology industries and academic/corporate research into the B.Arch and M.Arch programs and Career Services events.

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

B.Arch Narrative

The B.Arch program ensures that students understand the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors in different settings and scales of development, from buildings to cities, through the curriculum and required non-curricular activities.

Core Architectural Design Studio Sequence & Representation

The program primarily addresses this criterion through the core architectural design studio sequence which is made up of six architectural design studios and ARC 181: Representation I. The first-year studios ARC 107: Architectural Design I and ARC 108: Architectural Design II and representation class ARC 181: Representation I introduce the foundational elements of the design process, including drawing practices, tools, methods, geometric operations, analytical skills, and critical thinking.

The second-year studios ARC 207: Architectural Design III and ARC 208: Architectural Design IV introduce the multiple factors, including landscape, tectonics, and the interrelationship of space and structure, that are integral to the design process.

Finally, the third- and fourth-year studios ARC 307: Architectural Design V and ARC 409: Architectural Design VIII expand the setting and scales of the development, integrating urban context, complex programs, politics, culture, and building systems.

For each course, students should complete all the required exercises and projects as a means of demonstrating their ability to convey the methods by which design processes integrate multiple factors, in different settings and scales of development. How this demonstration is assessed, benchmarks for assessment, and results are incorporated into the self-assessment table below.

In general, and as a mechanism to holistically evaluate student performance in design studios, all section instructors for each architectural design studio conduct grading meetings at the end of the semester. Faculty share student work from their students to confirm that each section has followed grading rubrics, and that grading is equitable from section to section. Additionally, the Associate Dean and Undergraduate Chair meet at least three times per semester with the studio coordinators to discuss and gather feedback on student performance and evaluate the effectiveness of studio pedagogy in relation to meeting learning outcomes.

Lecture and Workshop Series

While not required of every student, the School of Architecture event series, made of lectures and workshops, is filled out with invited renowned architects, designers, and researchers from around the world and complements and augments the students’ understanding of the role of the design process in shaping the built environment. Each spring, the program conducts annual design competitions to acknowledge and appreciate excellence in design. The William J. Slivers Prize is given to the second year (ARC 207) and the Integrated Design Studio Prize (ARC 409) celebrates outstanding students who demonstrate excellence in the fourth-year studio.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand that architectural design must consider change over time. Introduce tools, methods, and operations of architectural design.	ARC 107: Architectural Design I, offered each academic year.	Three exercises and one project are assessed through pin-ups and reviews.	90% of students should be able to complete the required exercises and final project.	98% fulfilled the required exercises and projects (154/157).	Offer more time for the final assignment ensuring everyone has adequate time for reaching high execution in drawings.	ARC 107 syllabus, schedule, and instruction materials.

Demonstrate integration of analytical and creative work as joint pursuits in shaping the built environment.	ARC 108: Architectural Design II, offered each academic year.	Two major projects are assessed through pin-ups and reviews.	90% of students should be able to complete the required projects.	97% fulfilled the required exercises and projects (146/150).	Allocate additional time for precedent analysis and design methodology studies.	ARC 108 syllabus, schedule, and instruction materials.
Develop surface, systems, and sections as they relate to landscape and architecture.	ARC 207: Architectural Design III, offered each academic year.	Two major projects, each with a series of interconnected tasks. Each project is assessed through pin-ups and reviews.	90% of students should be able to complete the required exercises and final project.	98% fulfilled the required exercises and projects (179/183).	Offer more time to focus on site analysis and research to situate the project in relation to the context better	ARC 207 syllabus, schedule, and instruction materials.
Demonstrate development of tectonic systems and interrelation of space, function, and structure.	ARC 208: Architectural Design IV, offered each academic year.	Two major projects. Each project is assessed through pin-ups and reviews.	90% of students should be able to complete the required exercises and final project.	98% fulfilled the required exercises and project (175/179).	Allocate additional time to investigate the interrelation of space, function, and structure.	ARC 208 syllabus, schedule, and instruction materials.
Understand urban architecture design as it relates to the urban context, program, politics, and culture.	ARC 307: Architectural Design V, offered each academic year.	Urban architecture research followed by a semester project. Each project is assessed through pin-ups and reviews.	90% of students should be able to complete the required urban research and semester project.	97% fulfilled the required research and semester project (143/147).	More time dedicated to design iteration, to test how research translates to final outcomes.	ARC 307 syllabus, schedule, and instruction materials.
Understand that tectonic, material, assembly, and climatic systems are integrated and architecturally significant.	ARC 409: Architectural Design VIII, offered each academic year.	One semester project conducted as group work (two students per group). The project is assessed through pin-ups and reviews.	90% of students should be able to complete the required project.	98% fulfilled the required project (143/147).	Allocate additional time to test design options during the concept development phase.	ARC 409 syllabus, schedule, and instruction materials.
Cultivation of a drawing practice that facilitates critical thinking, the testing of design ideas, and effective design communication.	ARC 181: Representation I, offered each academic year. (Ali, McCarthy)	Three modules with a total of ten assignments. Each assignment is broken into smaller parts and is given 1-2 weeks to complete. In each class session, a draft is due for commentary, feedback, discussion, and review.	90% of students should be able to complete the required assignments.	95% fulfilled the required assignments (148/155).	Focus on integrating analog and digital techniques into a more cohesive flowing curriculum. Introduce more freehand drawing and observational drawing assignments.	ARC 181 syllabus, schedule, instruction materials, and assignment sheets.

Summary of Modifications

Each year, the Undergraduate Chair, Studio Coordinators, and studio faculty meet prior to the start of the semester to discuss modifications and improvements in the upcoming studio program and schedule. Some specific modifications we've incorporated for the upcoming academic year are reinforcing the teaching support by increasing the Undergraduate Program Associates (UPA) and Studio Tutors, coordinating the schedule between studio and non-studio courses to distribute the student load, and enhancing the studio program with and emphasis on case studies and iterative design process (physical study models and sketches). The program also continues to revise the sequence of investigations conducted in architectural design studios based on student performance, end-of-semester student course feedback survey, and evaluations conducted by the Curriculum Committee and Undergraduate Chair.

M.Arch Narrative

The M.Arch program ensures students understand the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. Multiple required courses demonstrate how we incorporate better design practices, safety, more equitable space, resilience, and sustainable built environments. Design thinking and integrated design solutions are introduced in ARC 604: Architectural Design I, ARC 605:

Architectural Design II, and ARC 681: Media I. The students master design solutions in the ARC 606: Architectural Design II and ARC 607: Architectural Design IV, as well as ARC 682: Media II. The program culminates the design sequence in the last year with balloted studios with guest instructors for ARC 608: Architectural Design V and with an advisor for ARC 698: Directed Research or ARC 998: Thesis. The five ARC 650: Architecture Research courses are taken throughout the student's duration of the program.

Core Architectural Design Studio Sequence

In ARC 604: Architectural Design I students gain an understanding of the role of design process in shaping the built environment with investigations of relationships between culture of assembly/tectonics and form/expression in relation to context and introduces the fundamental understandings of tectonics through the curriculum. This course addresses a more dynamic understanding that emerges from an open relationship between material, context, and form in the final exercise to design a small structure in a local site in Syracuse.

In ARC 605: Architectural Design II students understand the role of the design process in shaping the built environment with integration of multiple factors of: site research and representation, advanced physical model making, digital fabrication and advanced representation in relation to sectional and spatial thinking, programming, and building circulation. This course addresses design through complex materially heterogeneous scale physical models to build spatial concepts, learn the fundamentals of digital fabrication (3D printing management and file preparation) and develop material sensitivities.

In ARC 606: Architectural Design III students understand the role of the design process in shaping the built environment, at a multiple of scales and development, from regional and city scales to building scales with a focus on research and how it informs designs through mapping, diagramming, drawing, and physical and digital modeling skills. This course addresses the role of design that is integrated into multiple scales – with a focus on inequalities to healthcare and housing in relation to marginalized communities and environmental challenges.

In ARC 607: Architectural Design IV, students understand the role of the design process in shaping the built environment with investigations of relationships between culture of assembly and tectonics and from expression in relation to context and introduces the fundamental understandings of tectonics through the curriculum. This course addresses historical and environmental context by responding to the site, as well as acknowledging the site's role as part of a larger region to address the current environmental challenges posed by climate change.

Media and Representation

In ARC 681: Media I students understand the role of the design process in shaping the built environment with introductions to methods by which design processes are formed through an inquiry into the relationship between three-dimensional form and its representation through various mediums, with an emphasis on techniques of projection. This course addresses skills in digital line-drawing, digital models, and their translation into physical, material form. Students developed literacy in primitive and complex surface topologies—their combinatory aggregation, subdivision, discretization, and redefinition. The program has set a benchmark to ensure students gain an ability to imagine and represent, with precision and dexterity, a vocabulary of architectural form and techniques through both 2D and 3D representation, in both physical and digital media.

In ARC 682: Media II students demonstrate control over the methods by which design processes integrate multiple factors through a variety of representational strategies for communicating design ideas, the use of digital fabrication tools and the creation of complex digital 3D models and 2D drawings/Images. This course addresses skills in advanced digital representational techniques through development of three projects consisting of complex drawings, digital models, and physical objects that explore both the *methods* of digital drawing and modeling (ex. technique) as well as the quality and sensibilities of the *artifact* (ex. the clarity and sophistication of a drawing).

Architectural Design Research

In ARC 650: Architecture Research students demonstrate an ability to use design processes to integrate multiple factors and methods by which design processes are informed by a variety of research methodologies and how to leverage those emerging processes and practices for architectural production. This course addresses skills in tutorials and reviews that provide a view into research methodologies and how they provide leverage into emerging processes and practices that typically lie outside traditional architectural production.

Non-curricular activities in design include public lectures by prominent architects, researchers, artists, etc. that showcase their design work and latest activities. The ARC 650 workshops conclude with a public review in the atrium that all students are invited to join. The invited instructors for the workshops typically lecture on their work, preceding the final days of the workshop and conclude with the final review of the student work. The second non-curricular activity in design are Design Research Grants. All graduate students in architecture are invited to submit proposals for the use of research funds of up to \$3,000. The number of grants awarded will be based on the quality, type, and number of applications. Design and Research Projects can be either extracurricular or an extension of coursework (i.e., Directed Research, thesis, or work pursued in studio or other courses). Successful applicants are required to present the results of their research at a symposium held each spring semester.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Investigate relationships between material, form, and context; understand that materials and objects exist in relation to inherent and surrounding systems.	ARC 604: Architectural Design I, offered each academic year. (Hubeli)	Major project, design of a small structure in a local site in Syracuse.	90% of students complete a four-week assignment focusing on site analysis and translation of material studies to formal output.	85% fulfilled the task and achieved a well-considered result for the final review.	Offer more time for the final assignment ensuring everyone has adequate time for reaching high execution in drawings.	ARC 604 syllabus, assignment sheets, and lecture slides
Conveying methods by which design processes integrate multiple factors of site research and representation, physical model making, digital fabrication and representation in relation to sectional and spatial thinking, programming, and building circulation.	ARC 605: Architectural Design II, offered each academic year. (Tursack)	In the studio students work through digital models, 3D printed studies, and more complex materially heterogeneous scale physical models to build spatial concepts, learn the fundamentals of digital fabrication and develop material sensitivities.	90% of students complete the three-week assignment focusing on translation of detailed digital models to 3D printed form and sections.	95% fulfilled the task and achieved a well-thought-out result for the final review	Offer more time to focus on site analysis and research to situate the project in relation to the context better	ARC 605 syllabus
Understand the role of the design process in shaping the built environment, at a multiple of scales and development, from regional and city scales to building scales with a focus on research and how it informs designs through mapping, diagramming, drawing, and modeling skills.	ARC 606: Architectural Design III, offered each academic year. (Brown)	Short exercises and final major building design project.	90% of students complete all exercises.	80% fulfilled all exercises and achieved all given tasks.	More time dedicated to design iteration, to test how research translates to final outcomes.	ARC 606 syllabus

Demonstrate an ability to use the design process to shape the built environment and convey the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to landscape.	ARC 607: Architectural Design IV, offered each academic year. (Hubeli)	Major building design project that responds to historical and environmental context and addresses current environmental challenges posed by climate change.	Through design, 90% of students consider the historical and contemporary context of the site, including the local materials and construction techniques.	87% students fulfilled the tasks through their research work for the project as well as through the design of their projects.	Further establishing an international travel component which includes site, office, and construction site visits helps students understand how the design process shapes the multifaceted conditions of a site. Future emphasis will be placed on experiences at the site to learn about the culture of construction in the region of the project.	ARC 607 syllabus, assignment sheets, and lecture slides
Convey the methods by which design processes are formed through an inquiry into the relationship between form and its representation through various mediums, with an emphasis on techniques of projection.	ARC 681: Media I, offered each academic year. (Fayyad)	Multiple short assignments in which students develop skills in digital line-drawing, digital models, and their translation into physical, material form.	90% of students imagine and represent a vocabulary of architectural form and techniques through both 2D and 3D representation, in both physical and digital media.	87% fulfilled all exercises and achieved all given tasks.	Focus more on fundamental drawing techniques in relation to traditional projection in plan, section, perspective and axonometric	ARC 681 syllabus and assignment sheets
Convey the methods by which design processes integrate multiple factors through a variety of representational strategies for communicating design ideas, the use of digital fabrication tools and the creation of complex digital 3D models and 2D drawings/Images.	ARC 682: Media II, offered each academic year. (Corso)	Three projects consisting of complex drawings, digital models, and physical objects that explore methods of digital drawing and modeling.	90% of students effectively test strategies for both designing objects and communicating design ideas through advanced visualization techniques.	90% fulfilled the tasks of the three projects.	Adjust tutorials to include a refresher of drawing and software fundamentals learned in ARC 681 or earlier courses and include more time in class for direct questions.	ARC 682 syllabus and assignment sheets
Convey methods by which design processes are informed by a variety of research methodologies and how to leverage those emerging processes and practices for architectural production.	ARC 650: Architecture Research, workshops offered each semester.	Design workshops in which tutorials and reviews provide a view into research methodologies employed by practices that typically lie outside traditional architectural production.	90% of students should be able to complete the assignment, attend the public lecture, and review.	95% fulfilled the tasks, attended the lectures with questions for guest instructors and were engaged in the final review.	Each course will provide ample time leading up to the workshop with tutorials and office hours to give students time to ask questions, prior to the workshop.	ARC 650 syllabus

Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to iterate between research and design more continuously throughout the semester. In earlier studios, site strategies or building response to its environment could be discussed earlier in the process to ensure more integration. In later studios, design should not take a back seat to research but find its way into the research process earlier to ensure it has the most impact on final design solutions, such as facade strategies or building envelope and performance.

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

B.Arch Narrative

The B.Arch program ensures that students have a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. The program primarily addresses this through three building systems courses.

Climate Characteristics

ARC 121: Introduction to Building and Structural Systems instills in students a holistic understanding of climate-responsive design, including researching the climate characteristics of a particular site, identifying environmentally responsive design priorities, and analyzing architectural strategies at the site, building, and material scales. Students apply knowledge and understanding of course material within an architectural design context through building case studies. Assessment occurs through the completion of projects, quizzes and workshop notes.

Building Assembly and Ecological Performance

In ARC 222: Building Systems Design I students put together a building based on the design intent, performative demands, and environmental conditions. To demonstrate an understanding, students complete a semester-long small design project that incorporates case study, conceptual design, schematic design, design development, and construction documentation.

Building Systems Integration

Finally, ARC 322: Building Systems Design II instills in students a holistic understanding of ecological performance concepts relevant to the design and integration of daylighting, thermal comfort, energy, carbon emission, material life cycle, developing integrated systems schemes using data from environmental analyses and holistic thinking to inform design choices. The course requires close, productive analysis of the linkages between bioclimatic flows, energy, the use of materials, and outcomes in the built environment towards the development of integrated ecological design principles. Students leveraged passive design and low energy principles and articulated environmental influence on design and impact.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understanding of climate characteristics of a particular site, environmentally responsive design priorities, and impact of climate responsive design.	ARC 121: Intro to Building and Structural Systems offered each academic year. (Krietemeyer)	Three major projects, five to ten quizzes, and in-class workshop notes are used for assessment throughout the semester.	90% of students are expected to successfully complete the three major projects, quizzes and workshops.	98% fulfilled project assignment requirements, and 90% fulfilled quiz and workshop requirements.	Increase in-class feedback time so students can present and discuss project progress in more depth and in relationship to ecological goals and in relationship to design studio courses.	ARC 121 syllabus, schedule, and instruction materials.

Demonstrate how to assemble a small building (emphasis on building systems and detailing) based on the design intent, performative demands, and environmental conditions.	ARC 222: Building Systems Design I, offered each academic year. (Stenson)	Three assignments culminate in a single semester-long architectural design project.	90% of students are expected to complete the semester-long project.	99% fulfilled project assignment requirements.	Provide additional in-class feedback for the semester-long project and augment the detailing lectures and workshops with additional case studies.	ARC 222 syllabus, schedule, and instruction materials.
Understanding ecological performance concepts relevant to design and integration of daylighting, thermal comfort, energy, carbon emission, material life cycle, develop integrated systems schemes using data from environmental analyses and holistic thinking to inform design choices.	ARC 322: Building Systems Design II, offered each academic year. (Wilson)	Multiple individual and group projects.	90% of students demonstrate development of integrated systems schemes using data from lectures, reading materials, and environmental analyses to inform design choices.	90% of students attended lectures, and 90% completed assigned work requirements for individual and group projects.	Modularize individual assessment material for students to demonstrate knowledge retention of ecological design principles and provide a series of exercises prior to introducing the more comprehensive projects. Organize the course schedule to provide a more closely aligned potential link with the design studio, so that analytical exercises can be conducted in conjunction with design work.	ARC 322 syllabus, schedule, and instruction materials.

Summary of Modifications

The course instructors continue to modify and update the course content and schedule for better knowledge retention and to enhance links to the corresponding studio sequences. Some specific modifications we've incorporated for the upcoming academic year are providing additional in-class feedback on the course projects (ARC 121 and ARC 222), and modularizing individual assessment material for students to demonstrate knowledge retention of ecological design principles (ARC 322). The program continues to provide Teaching Assistants, Undergraduate Program Associates, and tutoring to support the courses, particularly in giving additional feedback to the students.

M.Arch Narrative

The M.Arch ensures an understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. The program incorporates best practices in response to the environment and climate change through sustainable solutions. Ecological thinking and integration are introduced in ARC 605: Architectural Design II, and ARC 621: Building Systems Design I. The students master ecological knowledge and solutions in ARC 606 and ARC 607 as well as ARC 622: Building Systems Design II.

Climate Characteristics

In ARC 606: Architectural Design III, students develop an understanding of the intersections between built and natural environments, with a focus on site specific environmental conditions, ecological implications of construction, and responsibilities to imagine a different future for the natural and built environment. Ecological knowledge was assessed in design charrettes and exercises to answer the environmental conditions of the site, current municipal policies, and address environmental issues such as waste, pollution, and crime.

In ARC 607: Architectural Design Studio IV students demonstrate an ability to manage the dynamic between built and natural environments by leveraging ecological, advanced building performance, and construction methods. Students are introduced to how to mitigate climate change, respond to the site with research on

ecological constraints within the region, and introduce additional programs to bring more awareness to the environmental issues at stake in the region. This course assessed student’s learning of climate change and ecology through the precedent study assignments and lectures.

Environmentally Sensitive Design Strategies

In ARC 621: Building Systems Design I students gain an understanding of climate characteristics of a particular site and environmentally responsive design strategies. This course addresses climate types and architectural design priorities, climate data and integration with design and analysis processes through lectures, readings and project assignments that highlight building certifications, passive environmental mitigation strategies at multiple scales, material life cycle, and requirements and design strategies for meeting decarbonization goals. Project assignment results reflect what students have learned from lectures, workshops, site visits, and feedback sessions.

Ecological Performance

In ARC 622: Building Systems Design II students develop an understanding of ecological performance concepts relevant to the design and integration of daylighting, thermal comfort, energy, carbon emission, material life cycle, and develop integrated systems schemes using data from environmental analyses. The course requires close, productive analysis of the linkages between bioclimatic flows, energy, the use of materials, and outcomes in the built environment towards the development of integrated ecological design principles. Students leveraged passive design and low energy principles, and articulated environmental influence on design and impact.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understanding between built and natural environments, with a focus on site specific environmental conditions and ecological implications of construction.	ARC 606: Architectural Design III, offered each academic year. (Brown)	Design charrettes and exercises to respond to site specific environmental conditions and policies enacted to improve quality of life.	90% of students should be able to complete the three-week research assignment on site analysis.	80% fulfilled the exercise and achieved all given tasks.	Offer more time for massing studies in relation to climate conditions in the site, to accommodate more adaptive and resilient strategies for the building envelope.	ARC 606 exercise sheet #5
Demonstration of the dynamic between built and natural environments by leveraging ecological, advanced building performance, and construction methods.	ARC 607: Architectural Design IV, offered each academic year. (Hubeli)	Semester-long integrated building design projects, responding to the site with research on ecological constraints and introducing additional programs to bring awareness to environmental issues at stake in the region of the project site.	90% of the students demonstrate the ability to reconsider the program in the context of the site, introducing ecological construction practices.	86% fulfilled the exercise and achieved all given tasks.	Create a short exercise that asks students to gather ecological benchmarks for building performance on the given site, creating a comprehensive data collection for all to use. More time should be allocated for the development of mechanical system strategies.	ARC 607 syllabus and assignment sheets
Understanding of climate characteristics of a particular site and environmentally responsive design priorities and strategies.	ARC 621: Building Systems I, offered each academic year. (Krietemeyer)	Active participation in lectures, readings, and completion of project assignments.	90% of students are expected to attend lectures, complete readings, and fulfill project assignment requirements.	90% attended all lectures, 70% completed readings, and 95% fulfilled project assignment requirements.	Build in more in-class feedback time so students can present and discuss project progress in more depth and in relationship to ecological goals and in relationship to design studio courses.	ARC 621 syllabus and assignment sheets

Understanding ecological performance concepts relevant to the design of daylighting, thermal comfort, energy, carbon emission, and material life cycle; development of integrated systems schemes.	ARC 622: Building Systems II, offered each semester. (Wilson)	Individual and group projects highlighting connections between bioclimatic flows, energy, the use of materials, and outcomes in the built environment towards the development of integrated ecological design principles.	90% of students demonstrate development of integrated systems schemes from lecture and reading materials to inform design choices as a key learning objective.	90% of students attended lectures, and 90% completed assigned work requirements for individual and group projects.	Modularize individual assessment material for students to demonstrate knowledge retention of ecological design principles and metrics, and provide a series of exercises prior to introducing the more comprehensive projects.	ARC 622 syllabus and exercises
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Summary of Modifications

Consistently, faculty include aspects of climate change into many studios, as it persists as a common theme throughout the design and building systems curriculum. Each course evaluated the assessment and determined that the best improvements are to work together in groups, more comprehensively, to address and respond to site conditions and find strategies that work collectively or for individual projects. Studio projects could focus more on massing studies in relation to climate conditions in the site, so as to accommodate more adaptive and resilient strategies for the building envelope. As for the building systems courses, the aim is to offer more in-class feedback and time for students to discuss project progress in more depth in relation to ecological goals and to design studio courses.

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

B.Arch Narrative

The B.Arch program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. The program primarily addresses this through two history courses, ARC 133: Introduction to the History of Architecture I and ARC 134: Introduction to the History of Architecture II and two theory courses, ARC 141: Architectural Theory I and ARC 242: Architectural Theory II. Students take these courses during their first and second year in the program.

Global Architectural History

ARC 133 explores and synthesizes the ideas, artifacts, issues, and events from Ancient Egypt to 1500 CE, reflecting on the application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation. The aim is to reflect on applying divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation. Assessment methods include exams and a research paper in which students demonstrate an ability to understand the diverse forces that shape ritual and architectural and urban form. The examination questions include considerations of these forces, as do the paper prompts.

ARC 134 surveys the history of global architecture from 1500 to the present, considering the development of the built environment on all six inhabited continents, which is its primary aim. In the broadest sense, it is a history of civilization as told through its buildings, urban spaces, and landscapes. Assessment includes quizzes, in which students consider two images of works recently studied in class and compare the major issues common to them. Because the quizzes will deal with material drawn from both readings and lectures, class attendance and careful examination of the assigned readings are mandatory.

Architectural Theory

ARC 141 introduced students to a broad spectrum of architectural theories and their historical contexts; develops an interdisciplinary understanding of theory and examine the ways theories emerge from a convergence of social, economic, historical, technological, and environmental forces; requires students to investigate the relationship between theory and practice, testing entrenched boundaries; and develop a set of theoretical capacities in our students which enables them to learn to critically engage a variety of media. Through exams, a research paper, and a video assignment, all students situate their own work within a diverse spectrum of theories concerning architecture, urbanism, and space. It then challenges students to develop a critical position in relation to this material in writing. Active participation in class discussions and assignments is required. Some discussion activities include Twitter/X course debates, exam workshops, written reading responses, guest speakers, exam review sessions, and short film viewings.

ARC 242 surveys the intellectual histories, presents, and futures of architectural knowledge over the last six centuries, emphasizing the material culture of architecture and design, changing approaches to aesthetics and human experience, architectural theories from the national to the regional to the global (as well as theories of the global), and the ethics of architectural education and practice.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand the histories of architecture, with exploration and synthesis of ideas, artifacts, issues, and events from Ancient Egypt to 1500 CE.	ARC 133: History of Architecture I, offered each academic year. (Bedard)	Four online examinations and one research paper scaffolded into five phases.	85% of students should be able to show how diverse forces shape ritual and architectural and urban forms.	75% of students were able to pass the examination questions. 95% produced an acceptable research paper.	Offer more study sessions to help students with learning & language challenges. Create sessions to improve students' study skills.	ARC 133 syllabus, schedule, and instruction materials.
Understand the histories of architecture, with exploration and synthesis of ideas, artifacts, issues, and events from 1500 CE to the present day.	ARC 134: History of Architecture II, offered each year. (Clericuzio)	Four in-class quizzes and four writing assignments.	90% of students should successfully complete the four in-class quizzes and four writing assignments.	95% of the students successfully completed writing assignments and quizzes.	Provide additional time and feedback for the writing assignments.	ARC 134 syllabus, schedule, and instruction materials.
Understand diverse theories in architecture, urbanism, and space	ARC 141: Architectural Theory I, offered each academic year. (Godlewski)	Exams (one midterm exam and one final exam), an analytical research paper, and a collaborative video presentation.	90% of the students complete required writing assignments and exams.	95.9% of the students completed the required writing assignments and exams.	The course recently introduced undergraduate associates to help deliver course material. Will expand involvement in course activities with an explicit focus on low-achieving students.	ARC 141 syllabus, schedule, and instruction materials.
Understanding of intellectual histories, presents, and futures of architectural knowledge over the last six centuries, emphasizing the material culture of architecture, changing approaches to aesthetics and human experience, architectural theories from the national to the regional to the global, and the ethics of education and practice.	ARC 242: Architectural Theory II, offered each academic year. (Eversole)	Students are evaluated based on their assimilation of the content contained in the readings and lectures, as well as on original research they produce.	80% of students achieve an A/A- or B+/B. A/A reflects the demonstration of advanced analytic thinking and creative research skills. B+/B reflects acquisition of basic skills in analytic thinking and creative research.	(178 students) A/A- 70 (39%) B+/B 86 (48%) B- and lower 22 (12%)	Use precepts to establish topical research clusters which give students opportunities to focus their reading and research on subjects of interest.	ARC 242 syllabus, schedule, instruction materials, and grading rubrics.

Summary of Modifications

The course instructors continue to modify and update the course to improve student's study skills, provide more feedback, or give opportunities to focus their reading on subjects of interest. Some of the specific modifications include offer more study sessions to help students with learning & language challenges (ARC 133), provide additional time and feedback for the writing assignments (ARC 134), and use precepts to establish topical research clusters which give students opportunities to focus their reading and research on subjects of interest (ARC 242). The program continues to provide Teaching Assistants, Undergraduate Program Associates, and tutoring to support the courses, particularly in giving additional feedback to the students.

M.Arch Narrative

The M.Arch program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. Historical, theoretical and critical thinking are introduced in ARC 641: Introduction to Architecture and ARC 631: Studies in Architectural Histories. The students master history and theory in the ARC 642: Architectural Theory and Methods and ARC 639: Architectural History Principles. Together these courses require students to demonstrate critical thinking in cultural, social and political forces around architecture and urbanism.

Architectural Theory

In ARC 641: Introduction to Architecture students gain an understanding of theories of architecture and urbanism, framed by diverse discourse and critical debates, and are introduced to intellectual material, developing abilities of analytical reading, imaging acuity, precise writing, focused research, critical discussion. This course develops skills needed to engage, understand, and explain a diverse selection of the influential architectural theories of the past 150 years. The course organizes the material as five historical segments, with a focus on Modernism, pursued, and contested through readings, lectures, and assignments. Students individually and collaboratively produce graphic layouts that demonstrate their understanding of the readings and final research project.

In ARC 642: Architectural Theory and Methods students gain an understanding of theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. This course introduces students to recent and contemporary debates in architectural theory and their implications for design research through design exercises in dialogue with the readings.

Global Architectural History

In ARC 631: Studies in Architectural Histories, students gain an understanding of histories of architecture, with exploration and synthesis of ideas, artifacts, issues, and events from Ancient Egypt to 1500 CE. The aim is to reflect on the application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation. Course activities include four online examinations and one research paper broken down into five phases

In ARC 639: Architectural History Principles students gain an understanding of histories of architecture and urbanism by identifying the major monuments of global architecture from 1500 to the present day, analyze buildings in their historical political, economic, social, technological, and cultural contexts, and identify the major styles/movements in architectural and urban design. This course considers development of the built environment on all six inhabited continents.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understanding of theories of architecture and urbanism, framed by diverse discourse and critical debates; development of abilities in analytical reading, imaging acuity, precise writing, focused research, critical discussion.	ARC 641: Introduction to Arch., offered each academic year. (Linder)	Graphic layouts that demonstrate understanding of the readings and their interrelationships. A final research project allows each student to focus on issues and readings of their choice from the entire semester. Crucial skills include referencing sources, graphically integrating text and image, selecting and interrelating salient quotations, and writing brief annotations, captions, and commentary.	90% of students develop necessary understanding, knowledge, and skills for productive architectural speculation and complete a final project that demonstrates understanding of self-defined themes in the material.	All students sufficiently developed a strong ability to utilize at least 75% of the expected skills. 80% of students demonstrated a strong understanding of the aims of the course. 90% of the students identified a clear and relevant topic that could be researched in the course material and other sources.	The number, sequence, and criteria of assignments will be adjusted to maximize students' ability to engage and understand the material. Broad themes and readings of the course will be adjusted to maximize the relevance of the material and assignments. The structure and frequency of collaborative components will be refined to maximize the students' opportunity and the benefits of peer feedback.	ARC 641 syllabus and research project assignment sheet
Understanding of theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.	ARC 642: Architectural Theory and Methods, offered each academic year. (Clouette)	Series of design exercises in dialogue with course readings, which were workshopped in class, revised for submission, and further revised at the end of the semester for inclusion in their final portfolio.	90% of students read theoretical writings, critically engage with arguments, discuss them, and produce written work that demonstrates understanding of contemporary theoretical positions.	100% of students completed all work with an 86% scoring average of a B- or better.	Ask each student to take responsibility for leading the discussion in one class session, to encourage a richer conversation and a more diligent practice of reading.	ARC 642 syllabus and project assignment sheets
Understanding of histories of architecture, with exploration and synthesis of ideas, artifacts, issues, and events from Ancient Egypt to 1500 CE.	ARC 631: Studies in Architectural Histories, offered each academic year. (Bedard)	Four online examinations and one research paper scaffolded into five phases.	85% of students show how diverse forces shape ritual and architectural and urban form. The exam includes considerations of these forces as do the paper prompts.	75% of students were able to pass the examination questions. 95% produced an acceptable research paper.	Offer more study sessions to help students with learning & language challenges. Create sessions to improve students' study skills.	ARC 631 syllabus, exam, and assignment sheet
Understanding of histories of architecture and urbanism by identifying the major monuments of global architecture from 1500 to the present day; influence of historical political, economic, social, technological, and cultural contexts identification of major styles/movements in architecture.	ARC 639: Architectural History Principles, offered each academic year. (Clericuzio)	Four quizzes and a semester-long research project highlighting connections between diverse societies, empires, and groups based on technology; materials; climate, terrain, and vegetation; shared political or economic objectives; and religious values, among others.	90% of students should pass the four quizzes held throughout the semester and complete the semester-long research project.	100% of students passed the course with an average of 70% (letter grade of C-) or above.	An additional (fifth) quiz at the end of the course could evaluate students in the last few weeks of class.	ARC 639 syllabus, quizzes, research paper assignment

Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to work more collaboratively and be more engaged throughout the semester. The professors would like to offer more collaboration on assignments and require that students lead discussion sections to see they learned the material and offer more opportunity engagement.

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

B.Arch Narrative

The B.Arch program ensures that students are prepared to engage and participate in architectural research to test and evaluate innovations in the field. The program primarily addresses this through ARC 423: Advanced Building Systems and ARC 498: Directed Research.

Researching Advances in Building Systems and Technology

ARC 423 prepares students to evaluate building technology innovations in the field and understand the decision-making processes through a semester-long research project. The course content, including lecture material, readings, and a library of working drawing sets donated by architecture firms, presents a range of significant ways in which architects have used building technology -- including structures, environmental conditioning, envelope design, and interior finishing systems. These resources reinforce architectural concepts, demonstrate how these concepts were leveraged to achieve specific performance goals, and empower students with the knowledge to engage in technological analysis, discussion, and innovation.

Advanced Architectural Design Research

ARC 498 provides opportunities for the students to engage and participate in advanced research under the close guidance of a faculty advisor.

In addition to the two courses, the topic of research and innovation is introduced, reinforced, and practiced throughout the School of Architecture. The School of Architecture lecture and workshop series invites innovative architects, designers, and researchers from around the globe for discussion or hands-on workshop sessions. Students have ample opportunities to engage in independent or guided research year-round as Research Interns or Research Advisees through faculty research labs or internal and external grants.

Self-Assessment Table

Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Ability to evaluate building technology innovations in the field and to understand the decision-making processes involved in these innovations.	ARC 423: Advanced Building Systems, offered each semester. (Newsom, Wilson)	Semester-long case study project.	90% of students should be able to conceptually disassemble and reassemble a building to demonstrate systems integration.	Approximately 90% of students were able to demonstrate success in learning objectives with the research project.	Continuously expanding and updated reference projects presented in lecture courses to reflect recent technological innovations. Expand our library of working drawings to include a wider variety of more contemporary projects.	ARC 423 syllabus and term assignment.

Understand and explain strategies, sources, parameters, and aims of architectural design research that advances interests within the discipline and practice of architecture.	ARC 498: Directed Research, offered each academic year.	Achievement of expressed aims within the course instructor's stated approach and area of study, awareness of and contribution to discourse and discipline.	90% of the students should be able to satisfy the assessment criteria.	100% of students satisfied the assessment criteria for Directed Research.	Implement curricular and non-curricular activities during the preceding semester to prepare for the one-semester advanced research.	ARC 498 syllabus, schedule, and instruction materials.
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Summary of Modifications

The course instructors continue to modify and update the course content and schedule. Some key improvements included expanding and updating the reference projects presented in lecture courses to reflect recent technological innovations (ARC 423) and implementing various curricular and non-curricular activities preceding the ARC 498 to better prepare the students for advanced research. The program has also been augmenting the 5th year curriculum by introducing advanced elective courses and away programs (Seoul, Tokyo, and Los Angeles) that emphasizes research and innovation.

M.Arch Narrative

The M.Arch program ensures that students are prepared to engage with and participate in architectural research, to test and evaluate innovations in the field. Architectural research is introduced in the series of five one-credit courses, ARC 650: Architectural Research as well as innovative approaches to media with ARC 682: Media II. Research and innovation in design is emphasized with the upper-level core design studios ARC 606: Architectural Design III and ARC 607: Architectural Design IV and then mastered in upper-level courses, such as ARC 623: Advanced Building Systems and ARC 698: Directed Research.

Advanced Architectural Design Research

ARC 650: Architectural Research introduces students to advanced architectural design research and innovative design techniques through participation in workshops with invited professionals, academics, and individuals conducting innovative research. Students are asked to engage with diverse approaches and methodologies and complete a design exercise which can be seen in the series of project brief assignment sheets for all three workshops.

In ARC 698: Directed Research students develop architectural design research in their areas of interest. Students explain the strategies, sources, parameters, and aims of architectural design research that advances topics and themes within the discipline and practice of architecture with a final design project.

Digital Production and Visualization

In ARC 682: Media I, students engage with, test and evaluate innovations in digital representation, digital modeling, fabrication tools, and design tactics. Assignments ask students to iterate these drawing, fabrication, and modeling techniques to test and evaluate their results and visual effects.

Advanced Architectural Design

In ARC 606: Architectural Design III students engage with and participate in architectural research to imagine new ways to study design in relation to healthcare, patient-doctor relationships, and an array of institutions and at a variety of scales. The students researched current healthcare systems, visited medical spaces, and met with medical professionals and academics researching medical issues in order to inform their own research endeavors. Students imagine new ways to deliver healthcare and design better spaces to positively facilitate

patient-doctor relationships within an array of institutions and at a variety of scales. The students researched how current healthcare systems work worldwide, visited medical spaces, and met with medical professionals and academics researching medical issues to discover spaces of potential for intervention.

In ARC 607: Architectural Design IV students engage with and participate in architectural research through precedent studies and their own design work to engage and participate in architectural research to test and evaluate innovations in the field. Precedent studies and project designs resulting in graphically articulated student work. Additionally, students engaged in site visits and hands-on experiments in an advanced material lab that conducts research in the realm of high-performance concrete. Project assignment results reflect what students learned from lectures, discussions, and travel to concrete manufacturers. Students demonstrate their ability to analyze the construction of building precedents to a level where they can describe the construction process of one element in detail. This often requires them to find sources beyond typical architectural publications, such as information from engineers, contractors, and fabricators. This analysis serves as a foundation for the development of their own projects, which are required to deploy novel construction techniques that they develop in collaboration with external consultants.

Building Systems Integration

In ARC 623: Advanced Building Systems III students evaluate building technology innovations in the field and to understand the decision-making processes involved in these innovations. The course content, including lecture material, readings, and a library of working drawing sets donated by architecture firms, presents a range of significant ways in which architects have used building technology -- including structures, environmental conditioning, envelope design, and interior finishing systems. These resources reinforce architectural concepts, demonstrate how these concepts were leveraged to achieve specific performance goals, and empower students with the knowledge to engage in technological analysis, discussion, and innovation.

Self-Assessment Table

Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Engage and participate in architectural research to imagine new ways to study design in relation to healthcare, patient-doctor relationships, and an array of institutions and at a variety of scales.	ARC 606: Architectural Design III, offered each academic year. (Brown)	Research assignments and a major building design project.	90% of students complete three research exercises. 85% of students articulate needs and questions with invited professionals.	80% of students translated research into mappings and diagrams to help visualize possible ideas for spatial exploration for the project.	Breakdown the different scales of occupation to ensure the scope is reasonable in what they can achieve in one semester.	ARC 606 syllabus, exercises sheets #2, #3, #4
Engage and participate in architectural research through precedent studies and their own design work to test and evaluate material and assembly system innovations in the field.	ARC 607: Architectural Design IV, offered each academic year. (Hubeli)	Precedent studies and final major building design project. The studio included individual design research and observation of design research in the field through visiting a material research lab and one of the most innovative hybrid structures (concrete/wood) under construction in Europe.	90% of students demonstrate their ability to analyze the construction of building precedents to a level where they can describe the construction process of one element in detail.	100% of students successfully completed the description of the construction process through drawing.	The precedent study could require students to clearly indicate what aspects of the project are innovative and how those innovations compare to standard solutions.	ARC 607 syllabus, intro, assignment sheets, and lecture slides. Travel abroad schedule.

Engage and participate in architectural research to test innovative and novel techniques in the field through hands-on exercises.	ARC 650: Architecture Research, workshops offered each semester.	Workshops with invited professionals and academics, engaged in innovation in architecture and related fields.	At least 95% of students successfully complete the workshop.	100% of students successfully completed the workshop, demonstrating their ability to design using innovating research methods and techniques.	Offer more reasonable time ahead of the workshop, in the form of tutorials, to adequately give students time to learn new techniques, software, etc. prior to the in-person workshop.	ARC 650 syllabus
Engage with, test and evaluate innovations in digital representation, digital modeling, fabrication tools, and design tactics.	ARC 682: Media II, offered each academic year. (Corso)	Many short assignments which require students to iteratively produce drawings, fabricate models, and demonstrate digital modeling techniques.	At least 90% of students complete the assignments and demonstrate an iterative process of exploring and testing novel representational and modeling techniques.	90% of students were able to iterate and explore different representational and modeling strategies in their assignments.	Provide more time for students to learn the necessary software and tools needed to complete the assignments. Additionally, asking students to source their own references beyond examples shown in class to help guide their explorations.	ARC 682 syllabus, assignments (ex. 2B), lecture slides.
Evaluate building technology innovations in the field and understand the decision-making processes involved in these innovations.	ARC 623: Advanced Building Systems III, offered each semester. (Newsom, Wilson)	Students synthesize the knowledge they have acquired through the technology sequence through a semester-long research project.	90% of students represent disassembly and reassembly of a reference building to demonstrate systems integration and innovation in example projects.	Approximately 90% of students were able to demonstrate success in learning objectives with the research project.	Continuously expand and update reference projects to reflect recent technological innovations. Expand our library of working drawings to include a wider variety of more contemporary projects.	ARC 623 syllabus and assignment sheets.
Understand and explain strategies, sources, parameters, and aims of architectural design research that advances interests within the discipline and practice of architecture.	ARC 698: Directed Research, offered each academic year.	Achievement of expressed aims within the course instructor's stated approach and area of study, awareness of and contribution to discourse and discipline.	90% of the students should be able to satisfy the assessment criteria.	100% of students satisfied the assessment criteria for Directed Research.	Implement curricular and non-curricular activities during the preceding semester to prepare for the one-semester advanced research.	ARC 698 syllabus, schedule, and instruction materials.

Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to always offer the most current precedents to help guide the process in all courses. The professors also emphasize the necessity to teach students how to conduct their own research and find alternative methods that help them become more critical thinkers and expand one's own knowledge of the discipline.

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

B.Arch Narrative

The B.Arch program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

The program primarily addresses this through ARC 409: Architectural Design VIII and ARC 585: Professional Practice.

Stakeholder Roles

ARC 585 ensures that students understand the roles of key stakeholders, required leadership skills, project delivery methods, project management responsibilities with multidisciplinary teams, legal/ contractual associates, and the importance of comprehensive work schedules to fulfill commitments through required quizzes, exams, and group case study research presentations. Quiz #3 specifically assesses the understanding of PC.6.

Leadership Skills

ARC 409 focuses on understanding and experiencing the collaborative processes through mandatory group work. Student groups also have mandatory discussions and feedback sessions with multiple consultants (e.g., structure and environment) throughout the semester, drawn from offices across the globe and contributing to innovative design thinking, material investigation, and cutting-edge approaches to technology, especially regarding enclosing systems development. Consultant collaboration allows for an emphasis on structural and facade systems throughout the architectural design project. Students and consultants discussed environmental concerns as they impact material choices and enclosing system design.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand the roles of key stakeholders, required leadership skills, project delivery methods, project management responsibilities with multidisciplinary teams, and legal/contractual associates.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Quiz #4 specifically assess stakeholder roles. Additionally, leadership skills and collaboration models are discussed and evaluated in quiz #1, quiz #2, quiz #4, exam #1, quiz #5 and exam #2 as well as the last exam #3 and the group case study assignment.	The average score of quiz #4 exceeds 2.25 out of 2.5 (90%).	The average score of quiz #4 is 2.11 out of 2.5 (84.4%).	Provide more “real life” examples related to delivery models, project management, and contractual associates in lectures and case studies.	ARC 585 syllabus, course lectures, quizzes, and exams.
Understand and experience the collaborative processes, including constructing mutual expectations, document management, and time management through group work.	ARC 409: Architectural Design VIII, offered each academic year.	Observation of student collaboration with one another, working in teams of two or three.	90% of the students should successfully understand the importance of leadership and collaboration with peers.	All students worked in teams of two or three and maintained a well-organized structure and task list for each team member, with guidance from the instructor.	Place more emphasis on structuring and overseeing the collaboration between students.	ARC 409 syllabus, schedule, and instruction materials.
Successfully manage inclusion of outside structural, mechanical, and environmental consultants.	ARC 409: Architectural Design VIII, offered each academic year.	Observation of student collaboration with external consultants.	90% of students meaningfully engage with consultants and external design critics throughout the course.	All students had engaged with at least two consultants (structure and environmental) and multiple design critics during workshops and review sessions.	Consider going on a field trip to the consultants’ office to experience the collaborative processes between architects and consultants.	ARC 409 syllabus, schedule, and instruction materials.

Summary of Modifications

ARC 409 section instructors are working on ways to structure and oversee student collaboration to ensure an equitable distribution of responsibility and effort among team members. The ARC 585 instructor plans to provide more real-life examples of delivery models, project management, and contractual associates in lectures and case studies.

M.Arch Narrative

The M.Arch program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts as well as learn how to apply effective collaboration skills to solve complex problems. The following courses demonstrate best how the program incorporates leadership and collaboration into the curriculum, with introduction of leadership early in the career with ARC 605: Architectural Design II, which is then emphasized with the upper-level core design studio, ARC 607 and then mastered in the final year with ARC 585: Professional Practice.

Client Relation and Collaboration

In ARC 605: Architectural Design II students gain an understanding of approaches to diverse stakeholder constituents, and dynamic physical and social contexts. Students are introduced to diverse contexts and stakeholders. This course addresses different stakeholders with a client for the project: the Cornell University Herbert F. Johnson Museum of Art. The program was developed through conversations with the Museum Director Jessica Levin Martinez, who described a real need for a works-on-paper storage facility for the museum, that would also function as a research center for University students and PhD candidates.

Leadership Skills

In ARC 607: Architectural Design IV, students demonstrate leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. This course addresses collaboration with peers and outside consultants. The building design projects were required to be developed in teams, where students collaborated with each other and with external consultants for structural engineering and façade design. This collaborative process allows faculty to observe the students' abilities to collaborate effectively, organize complex tasks, and lead multidisciplinary projects. All students worked in teams of two and were required to maintain a well-organized structure and task list for each team member, with guidance from the instructor. Students had to clearly state their weekly work goals and tasks. They prepared and led working sessions with multiple external consultants, leading to a more integrated and refined project. This process allowed the evaluation of the students' ability to self-organize and effectively collaborate with external professionals and present their work to external design critics. Additionally, the students' ability to self-organize was further demonstrated through the production of a studio site model, fostering teamwork and coordination skills. These abilities are evaluated through desk critiques, discussions, project reviews, and work sessions with the consultants. Additionally, students engage in shared site model construction, further fostering teamwork and coordination skills.

Project Management and Collaboration

In ARC 585: Professional Practice students gain an understanding of approaches to leadership in multidisciplinary teams with a focus on understanding and working with clients, firm planning, marketing, financial operations, and working with human resources. This course addresses the roles of all key stakeholders represented in lectures and case studies. The numerous case studies present the importance of facilitation and leadership skills in fostering relationships amongst all parties and solving complex problems. Project management lectures and “real life” examples are provided regarding project delivery models, project management responsibilities with multi-disciplinary teams, legal/contractual associates (consultants, etc.), and the importance of having comprehensive work plans/schedules that meet and/or exceed commitments. Stakeholder roles are assessed for understanding through quizzes, exams, and the group case study research, analysis, and presentations.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand approaches to diverse stakeholder constituents, and dynamic physical and social contexts.	ARC 605: Architectural Design II, offered each academic year. (Tursack)	The studio had a client - the Cornell University Herbert F. Johnson Museum of Art. The program was developed through conversations with the Museum Director Jessica Levin Martinez. The instructor observed how students engaged the Director in conversation.	90% of students participate in the discussions addressing the needs of the Director of the Museum.	100% of the students successfully participated in the discussions.	Introduce site earlier to see how the complexities of the site inform massing strategies.	ARC 605 syllabus.
Demonstrate leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.	ARC 607 Architectural Design IV, offered each academic year. (Hubeli)	Semester-long integrated building design project. Students present their project as a team to design critics. Leadership is confirmed through observation of desk crits, discussions, project reviews, and work sessions with the consultants.	90% of students understand the importance of leadership and collaboration with peers and external constituents and external design critics.	100% of the students successfully demonstrated leadership abilities during the collaborative design process.	More emphasis could be placed on structuring the collaboration between students. For example, students could be required to establish written agreements outlining the nature of their collaboration and delineating their respective work responsibilities.	ARC 607 syllabus and schedule; structures and systems workshop assignment sheets.
Understand the roles of key stakeholders, required leadership skills, project delivery methods, project management responsibilities with multidisciplinary teams, legal/ contractual associates, and the importance of comprehensive work schedules to fulfill commitments.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Quiz #4 specifically assess stakeholder roles.	The average score of quiz #4 exceeds 2.25 out of 2.5 (90%).	The average score of quiz #4 is 2.11 out of 2.5 (84.4%).	Provide more “real life” examples related to delivery models, project management, and contractual associates in lectures and case studies.	ARC 585 syllabus, course lectures, quizzes, and exams.

Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to offer more opportunities for “real life” situations and involvement with those outside the discipline, whether that be a fictitious client they can work together with, involving outside professionals and expertise, such as engineers and consultants or professors should supply students with more precedent and examples of how one can work together with others. But by and large, the aim is to offer students an opportunity to engage with others, learn to take initiative and work with many different constituents and stakeholders that bring complexity and richness to their projects and education.

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

B.Arch Narrative

The B.Arch program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. The program primarily addresses this through the first three architectural design studios ARC 107: Architectural Design I,

ARC 108: Architectural Design II, and ARC 207: Architectural Design III and representation courses ARC 181: Representation I and ARC 182: Representation II.

Studio and School Culture

The program believes that the learning and teaching culture of the schools should be experienced and taught from the beginning of the curriculum. These five courses collectively ensure a positive and respectful environment through an open exchange culture during critiques, workshops, and reviews. They also emphasize core values of respect, optimism, sharing, engagement, innovation, and peer learning. ARC 107, ARC 108, ARC 181, and ARC 182 set a benchmark for participation in discussions, workshops, reviews, or in-class work requirements. All courses except ARC 182 met the target.

In ARC 181, part of each students' grade is dependent on active engagement with their instructors and peers during group pin-ups and in-class discussions. Each class period is broken down into several modes of instruction: lecture, workshop, work-session, and pin-up. Lectures situate the content of the course historically and discursively and are open forums for student participation and discussion. Workshops are for software instruction but are also used to foster connections between analog and digital workflows. Work-sessions are a time to encourage students to work alongside one another and cultivate a strong sense of community amongst the first-year cohort. Namely, the course encourages a sharing of resources, skills, and techniques across the student body. Pin-ups are a time for faculty and teaching assistants to evaluate the work of the students, but most importantly celebrate the hard work and the many leaps that the students make throughout the first semester of the program.

In ARC 182 students are engaged in dialogue with the instructor throughout the lecture sessions. Rather than simply being lectures, the instructor is frequently asking questions to the students, as well as answering the questions of the students. The students also are able to work in a one-on-one format with the Teaching Assistants and Undergraduate Program Assistants during the work sessions and office hours. The ARC 182 lectures demonstrate precedent examples that deliberately reflect the diversity of contributors to the field, using visuals that do not reinforce stereotypes, using varied examples that draw upon a range of domains of information, and emphasizing the range of identities and backgrounds of architects who have contributed to the field. All verbal instructions are accompanied by a written corollary, as multiple modes can be helpful to students with processing disabilities as well as to students who are speakers of English as a second language.

Additionally, ARC 207 requires 100% of the students to know the syllabus's grading rubrics and studio community paragraphs. This studio has standardized grading rubrics for the coordinated exercises that all sections share. These grading rubrics have four categories: 1. Concept, 2. Process, 3. Presentation, and 4. Engagement and Attitude. The latter category aims to encourage and develop students who offer supportive feedback to classmates, are on time and ready to learn, are kind and supportive to fellow students and instructors, and participate in group discussions.

In addition to the five courses listed above, the B.Arch program provides ample opportunities for students to participate actively in teaching and mentoring activities. The Undergraduate Program Associate (UPA), the Student Mentor Squad, and the Tutoring program allow senior students to interact directly with junior students, faculty, administration, and staff.

Self-Assessment Table

Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Demonstrate an ability to incorporate feedback from instructors and peers into one's work; and to give feedback and exchange thoughts.	ARC 107: Architectural Design I, offered each academic year.	Observation of open exchange during desk critiques, workshops, and reviews.	90% of students should be active participants in studio discussions, workshops and reviews.	99% of students participated in studio discussions, workshops, and reviews.	To foster more knowledge exchange, structured student-to-student feedback should be implemented by providing clear review discussion topics related to drawing or modeling skills.	ARC 107 syllabus, schedule, and instruction materials.
Introduce students to the culture of the school, studio, and the discipline of architecture with an emphasis on collaboration, respect, and optimism as core values.	ARC 108: Architectural Design I, offered each academic year.	Observation of students collaborating with one another to foster a learning environment that is productive during class time, creates awareness of their work / life needs, and holds one another accountable in supporting the studio.	95% of students engage in discussions during studio time and avoid doing non-studio work or personal activities.	95% of students were present during studio time and focused on engaging in studio related work and discussion.	Provide a guideline or tasks for the students who are not having individual desk crit sessions.	ARC 108 syllabus, schedule, and instruction materials.
Actively contribute to the experience of studio culture, cooperative learning (peer-to-peer), and the culture of critique and critical thinking.	ARC 181: Representation I, offered each academic year. (Ali, McCarthy)	Observation of student engagement, communication, and collaboration with one another during group discussions and review.	90% of students are active participants in discussions.	Approximately 95% of students actively participated in group discussions.	Look for different approaches to get students invested in the content and foster an environment where both instructors and students can provide constructive criticism.	ARC 181 syllabus, schedule, and instruction materials.
Demonstrate an ability to contribute to open, honest exchange while acknowledging differences among students in backgrounds, skills, interests, and values.	ARC 182: Representation II, offered each academic year. (Kerner)	Observation of student engagement, communication, and collaboration with one another during group discussions and review.	90% of students would be active participants in discussions.	80% of students actively participated or gave constructive criticism to their peers.	Encourage more one on one critique between peers while giving instruction and feedback to individuals. Consider group or partner assignments to foster more direct collaboration.	ARC 182 syllabus, schedule, and instruction materials.
Ensure a positive and respectful environment through encouragement to learn from peers, the ability to absorb discussions, being on time and ready to learn.	ARC 207: Architectural Design III, offered each academic year.	Delivery and discussion of the "studio community" paragraph in the syllabus that speaks to this issue, which is critical to learning in an architecture studio environment. This part of the syllabus is highlighted on the first day of studio.	Ensure 100% of students are aware of the grading rubrics and studio community paragraph in the syllabus.	100% of the students attended the all-studio section class at the beginning of the semester which described these in detail.	Find alternative ways to engage students and create more of an atmosphere of constructive critical feedback between students and faculty.	ARC 207 syllabus, schedule, and instruction materials.

Summary of Modifications

The program has created and expanded the Undergraduate Program Associate and Studio Tutoring programs to foster more knowledge exchange and structured student-to-student feedback. Some of the specific modifications include providing clear review discussion topics related to drawing or modeling skills (ARC 107), providing a guideline or tasks for the students who are not having individual desk crit sessions (ARC 108), fostering and environment where both instructors and students can provide constructive criticism (ARC 181, ARC 182, and ARC 207). The Student Mentor Squad and Academic Advising Staff continue to engage with students, provide mentoring sessions, and mediate between students and faculty.

M.Arch Narrative

The M.Arch program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty and students. Multiple courses demonstrate how the program incorporates learning and teaching culture into the curriculum, with the introduction of a positive and respectful environment in the first studio, ARC 604: Architectural Design I and ARC 681: Media I. This continues throughout the courses, namely the studio culture and fully developed in ARC 682: Media II and finally in ARC 606: Architectural Design III.

Studio and School Culture

In ARC 604: Architectural Design I we foster and ensure a positive and respectful environment through collaborative work; help students to incorporate feedback from instructors and peers into one's work and teach them to give feedback and exchange thoughts. We encourage all students to participate equally in conversations and they are given ample space and time to contribute in both informal and formal review settings. The review methods and setups are continuously varied, ranging from general discussions to 'round-robin' student-to-student reviews, to encourage increased participation. Students also are asked to participate in designing and constructing an exhibition of the work. They learn to work collaboratively and apply design knowledge to construction with budget and material constraints.

In ARC 606: Architectural Design III we foster and ensure a positive and respectful environment through encouragement to learn from peers, teaching ability to absorb discussions and pin-ups during studio time, in particular desk crits and emphasizing the importance that students have a presence at all pin-ups and reviews. This course addresses a unique learning culture per the "design studio work contract," created at the beginning of the semester, students collaborate in fostering a learning environment that is productive during class time, creates awareness of their work / life needs, and holds one another accountable in supporting the studio.

In ARC 681: Media I we ensure a positive and respectful environment by requiring all work produced by students to be shared and discussed amongst the entire cohort and students are encouraged to learn from and critique each other's' approaches to the content of the course. Exercises are evaluated on an in-progress basis in a group format, where students are encouraged to learn from and critique each other's' approaches to the content of the course. Students are also regularly encouraged to draw parallels between the content of lectures and the learning objectives of the exercises.

In ARC 682: Media II, students are required to suggest ways to improve each other's' work, fostering a collaborative and engaged classroom where students can learn from each other. Exercises are evaluated on an in-progress basis in a group format, where students are encouraged to learn from and critique each other's' approaches to the content of the course. Students are also regularly encouraged to draw parallels between the content of lectures and the learning objectives of the exercises.

Regarding studio and school culture, a newly formed extracurricular component to the program is the graduate pavilion in which graduate students are responsible for the design and construction of a small pavilion that is displayed at the Open House event and exhibition each spring. This is a great opportunity for students across cohorts to work together and develop design ideas that must be constructed and implemented in the exhibition within the budget and time constraints of the academic year.

Self-Assessment Table

Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Ensure a positive and respectful environment through collaborative work; to incorporate feedback from instructors and peers into one's work, and to give feedback and exchange thoughts.	ARC 604: Architectural Design I, offered each academic year. (Hubeli)	Observation of a positive and respectful environment through an open exchange culture during desk critiques, reading discussions, and reviews.	90% of students are active participants in reading discussions and reviews. 100% should be engaged in the design and setup of the exhibition.	100% of students participated in reading discussions. 80% provided constructive criticism during reviews. 100% engaged in the design and execution of the final exhibition.	To foster more knowledge exchange, structured student-to-student feedback should be implemented by providing clear review discussion topics related to drawing or modeling skills.	ARC 604 narrative, syllabus and assignment sheets.
Foster and ensure a positive and respectful environment through encouragement to learn from peers, the ability to absorb discussions and pin-ups during studio time, in particular desk crits and emphasizing the importance that students have a presence at all pin-ups and reviews.	ARC 606: Architectural Design III, offered each academic year. (Brown)	Per the "design studio work contract," created at the beginning of the semester, students collaborate in fostering a learning environment that is productive during class time, creates awareness of their work / life needs, and holds one another accountable in supporting the studio.	95% of students engage in discussions during studio time.	100% of students met the expectations of the class and studio culture instilled in the "design studio work contract"	Bring more clarity and expectations to the contract to hold students accountable for their decisions.	ARC 606 "design studio work contract"
Ensures a positive and respectful environment by encouraging all work produced by students to be shared and discussed amongst the entire cohort.	ARC 681: Media I, offered each academic year. (Fayyad)	Observation of students learning from one another's approaches to the content of the course.	90% of students are active participants in discussions.	With such a small number of students, typically 100% of students actively participated in group discussions.	Find alternative ways to engage students and create more of an atmosphere of constructive critical feedback between students and faculty.	ARC 681 syllabus.
Ensures a positive and respectful environment that encourages group critique and open discussion where both instructor and students provide feedback to each other.	ARC 682: Media II, offered each academic year. (Corso)	Most class sessions involve group critique of student work. This conversation is framed as an open discussion where both instructor and students provide feedback with each other. Students are encouraged to suggest ways to improve each other's work, fostering a collaborative and engaged classroom where students can learn from each other.	90% of students would be active participants in discussions.	Typically, about 80% of students actively participated or gave constructive criticism to their peers.	Encourage more one on one critique between peers while giving instruction and feedback to individuals. Consider group or partner assignments to foster more direct collaboration.	ARC 682 syllabus.

Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to offer more opportunities for students to engage with each other with student-to-student feedback and finding alternative approaches to engaging students in discussion, pin ups and reviews. Most professors aim to have students provide significant feedback to their peers throughout the semester, whether that be informally with each other or formally in reviews. A 'contract' to hold students accountable is one approach but needs to be met with realistic expectations.

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

B.Arch Narrative

The B.Arch program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. The program primarily addresses PC.8 through two history courses and two theory courses, taken during their first and second year in the program.

Awareness and Understanding of Diverse Global Contexts

ARC 133 surveys the history and theory of architecture and urbanism globally from Ancient Egypt to 1500, emphasizing the diversity of cultural contexts and human behavior shaped by the built environments. The examination questions include considerations of this diversity, as do the paper prompts.

ARC 134 values the great diversity of architecture produced around the globe, contending that architecture, urban spaces, and landscapes profoundly affect the relationships between people of different backgrounds. The discrete nature of the lectures that focus on significantly different locations and eras demonstrates a commitment to placing historical Western and non-Western topics on equal footing and treating them as equally valuable partners in constructing a framework for understanding the potential solutions that the built environment promises for civilization. However, while the general trajectory of the course is to treat architecture as a positive tool for human improvement, it does not shy away from illustrating ways that the built environment has been used historically to degrade, segregate, subjugate, or exclude people or groups and deprive them of available opportunities for prosperity and self-fulfillment to which all humans are entitled. As such, it encourages students looking to practice architecture and urban planning to be inclusive, sensitive, and mindful in their design choices, with an awareness of how their decisions may be viewed quite differently by various communities, particularly in an era of increasing globalization affected by the climate emergency.

Awareness and Understanding of Diverse Global Thought

ARC 141 adopts an explicitly transnational perspective, expanding the Euro-American-focused architectural theory to the non-Western contexts. Throughout history and across cultures, architects have engaged in intellectual debates about the built environment. In this course we introduce students to the expansive discipline, practice, and study of architecture. At once a history course and a theory course, we examine the diverse ways architects have understood their world by actively negotiating between written words, drawings, and built projects. The course serves as a critical survey of architectural theory as a field of heterogeneous, often conflicting positions. The course textbook introduces students to a broad range of contexts and cultures across time. While texts, theorists, methodologies, and vocabulary form the basis of this theory course, students will also be challenged to think theoretically—actively engaging sources, contextualizing information, critically examining the logic and assumptions of texts; synthesizing, comparing, contrasting, adapting, and making connections of their own across a diverse range of ideas.

ARC 242 introduces students to the histories, presents, and futures of critical social and political issues that range in scale from the home to the city. Theories of community, race and space, and the right to the city are among the critical topics covered in this class. Two research assignments afford students the opportunity to research women and non-white designers and inventors whose creations have impacted human society, and to explore theoretical content outside the boundaries of the course content. After introducing concepts of Eurocentrism, phallogentrism, and epistemic violence, students independently build diverse (in race, gender, and culture) and precise bibliographies of scholarly references to support their research. The wide range of

research topics underscores the school’s commitment to supporting student interests, our obligation to help them forge critical thinking and analytic skills, and our insistence that they see their research and design today as part of a rich history of architectural knowledge and action in the world.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Introduce the history and theory of architecture and urbanism globally from Ancient Egypt to 1500, emphasizing the diversity of cultural contexts and human behavior shaped by the built environments.	ARC 133: Introduction to the History of Architecture I, offered each academic year. (Bedard)	Four online examinations and one research paper scaffolded into five phases.	85% of students show how diverse forces shape ritual and architectural and urban form. The exam includes considerations of these forces as do the paper prompts.	75% of students passed the examination questions. 95% produced an acceptable research paper.	Offer more study sessions to help students with learning & language challenges. Create sessions to improve students’ study skills.	ARC 133 syllabus, schedule, and instruction materials.
Understand the value of the great diversity of architecture produced around the globe, even those in the present day.	ARC 134: Introduction to the History of Architecture II, offered each academic year. (Clericuzio)	Four in-class quizzes and four writing assignments.	90% of students should learn from lectures to be inclusive through their design choices, with awareness of how decisions may be viewed differently by communities.	95% of all students are more aware of the historical framework by which to understand how the lack of inclusionary means affects communities at large.	Bring more awareness of various positions and points of view through readings by authors with more diverse backgrounds.	ARC 134 syllabus, schedule, and instruction materials.
Understanding of the diverse ways architects have intervened in their world by actively negotiating between written words, drawings, and built projects.	ARC 141: Architectural Theory I, offered each academic year. (Godlewski)	A final exam requires students to demonstrate an understanding of how architects approach social equity and inclusion.	95% of students pass the final exam.	90% of all students achieved a passing grade (D or above on the final exam).	We will offer more study sessions and activities aimed at low-achieving students. We will offer tutoring for students who did not pass the midterm exam.	ARC 141 syllabus, schedule, and instruction materials.
Introduce students to the histories, presents, and futures of critical social and political issues that range in scale from the home to the city. Among the many topics we cover are: theories of community, race and space, and the right to the city.	ARC 242: Architectural Theory II, offered each academic year. (Eversole)	Two research assignments afford students the opportunity to research women and non-white designers and inventors whose creations have impacted human society. Students are also provided with gender-diverse and racially diverse bibliographies of sources.	90% of students understand the importance of intellectual and epistemic diversity through the sources ('A' reflects advanced understanding, 'B+/B' reflects adequate understanding)	87% of the students achieved adequate awareness of the quality of their sources and references (B and above).	Use precepts to establish topical research clusters that will afford the instructors more opportunities to help the students craft diverse bibliographies for their research.	ARC 242 syllabus, schedule, and instruction materials, including guides on sources and research.

Summary of Modifications

The course instructors continue to modify and update the course such as improving the student’s learning skills by increasing tutoring and study sessions (ARC 133 and ARC 141), bring more awareness of various positions and points of view by introducing readings and research by authors with more diverse backgrounds (ARC 134), and using precepts to establish topical research clusters that will afford the instructors more opportunities to help the students craft diverse bibliographies for their research (ARC 242).

M.Arch Narrative

The M.Arch program ensures that students further deepen their understanding of diverse cultural and social contexts. The curriculum supports them in translating understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. Social equity and inclusion are introduced in ARC 641: Introduction to Architecture and ARC 631: Studies in Architectural Histories. The students then master equity and inclusion in the ARC 642: Architectural Theory and Methods and ARC 639: Architectural History Principles as well as ARC 606: Architectural Design Studio III.

Awareness and Understanding of Diverse Global Contexts

In ARC 631: Studies in Architectural Histories students gain an understanding of diverse cultural and social contexts and human behavior shaped by built environments. This course introduces students to diverse cultural contexts through examination questions that include considerations of this diversity as do the paper prompts.

In ARC 639: Architectural History Principles students gain an understanding of diverse cultural and social contexts through diversity of architecture produced around the globe and are introduced to how architecture, urban spaces, and landscapes have a profound effect on the relationships between people of different backgrounds. The lectures focus on significantly different locations and eras to demonstrate a commitment to placing historical Western and non-Western topics on equal footing and treat them as equally valuable partners in constructing a framework for understanding the potential solutions that the built environment promises for civilization.

Awareness and Understanding of Diverse Global Thought

In ARC 641: Introduction to Architecture students use a curated set of readings by diverse authors on contemporary politics and media to develop a framework to understand and assess theories of the past. Each student is invited to choose contemporary readings that most fully represent, and allow them to develop, their own position on architecture's social and cultural impact. This course addresses the ways that "modernism" is a persistent but contentious feature of architectural theories of the past 150 years, all of which are distinct speculative responses to necessarily historical situations.

In ARC 642: Architectural Theory and Methods students develop an in-depth understanding of equity and inclusion with contemporary debates in architectural theory in relation to social and political contexts. Topics of the sessions include discussions of theoretical positions that address racially discriminatory urban policies, human rights, and environmental violence through texts, discussions and final projects with both visual and/or written work that explores the implications of those texts for design.

Equity in the Built Environment

In ARC 606: Architectural Design Studio III students demonstrate an understanding of diverse cultural and social contexts and transform built environments that equitably support and include people of different backgrounds, resources, and abilities. Students are asked to do theoretical framing for the studio around diverse cultures, inequalities of social backgrounds, and lack of feminist ethics in health care in different regions of the country. Students examined specific regions to construct an argument about what sorts of care was needed and in what location. They were asked to think more critically about how to intervene within existing conditions to formulate a conceptual idea of spatial exploration and response to various cultures and communities.

Self-Assessment Table

Goal/Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understanding of diverse cultural and social contexts and transformation of built environments to equitably support and include people of different backgrounds, resources, and abilities.	ARC 606: Architectural Design III, offered each academic year. (Brown)	Students examined specific regions to construct an argument about what sorts of care was needed and in what location. They were asked to think more critically about how to intervene within existing conditions to formulate a conceptual idea of spatial exploration and response to various cultures and communities.	90% of students engage in a particular culture/region of the country that is in desperate need for better healthcare because of environmental impact on the area.	Approximately 80% put forth a clear argument as to what was at stake in their community and what the solutions should be to the health crisis.	There were many challenging site and community variables for students to consider and it would be helpful to reduce those variables to make for deeper engagement in a particular region, as students would be able to share resources.	ARC 606 syllabus, exercise #5.
Understanding of diverse cultural and social contexts and human behavior shaped by built environments determine the learning objectives.	ARC 631: Studies in Architectural Histories, offered each academic year. (Bedard)	Examination questions and paper prompts include considerations of diverse cultural contexts.	85% of students prove their understanding of diverse cultural contexts through examinations and paper submissions.	75% of students were able to demonstrate successful understanding of diverse cultural contexts.	Offer more study sessions to help students with learning & language challenges. Create sessions to improve students' study skills.	ARC 631 syllabus, lectures and exams.
Understanding of diverse cultural and social contexts through diversity of architecture produced around the globe; and introduction to how architecture, urban spaces, and landscapes have a profound effect on the relationships between people of different backgrounds.	ARC 639: Architectural History Principles, offered each academic year. (Clericuzio)	Lectures focus on significantly different locations and eras to ensure an understanding of Western and non-Western topics as being on equal footing and as partners in constructing a framework for understanding the potential solutions that the built environment promises for civilization. Understanding is demonstrated in research projects and a term paper.	90% of students attend all lectures and complete readings, quizzes, research projects, and papers.	90% of students attended all lectures, all students passed the quizzes Most students' papers included analysis of social equity and inclusion.	An additional fifth quiz at the end of the course could evaluate students in the last few weeks of class. The instructions for the quizzes could specifically be tailored to ask students to concentrate their comparisons of the monuments based on issues of social equity and inclusion.	ARC 639 syllabus, lectures, quizzes, and assignment papers.
Develop a framework to understand and assess theories of the past.	ARC 641: Introduction to Architecture, offered each academic year. (Linder)	A curated set of contemporary readings by diverse authors on "politics" and "media" is provided for students to use selectively as support for their own positions, fascinations, and concerns. A research project is developed throughout the entire semester, which is the mechanism used to articulate positions.	80% of students demonstrate understanding of the continuing influence of past theories. 60% of students demonstrate an ability to use contemporary theories to reconsider the latent potential of past theories.	80% of students demonstrated adequate understanding of the continuing influence of past theories. 50% of students demonstrated an ability to use contemporary theories.	Past theories and historical segments will be reduced to allow students to take the necessary time to engage the readings and better understand how the salient issues, concepts, and vocabularies of the past continue to be influential or require critical or creative assessment in relation to contemporary theories.	ARC 641 syllabus and lectures.
Ability to situate contemporary debates in architectural theory in relation to social and political contexts.	ARC 642: Architectural Theory and Methods, offered each academic year. (Clouette)	Students read texts and discuss them in the seminar and produce visual and/or written work that explores the implications of those texts for design.	85% of students demonstrate their understanding of the course topics through in-class discussion and the production of visual and written work.	86% of students scored a B- or better on the average of the course exercises and the final dossier of work.	Social concerns could be brought to the forefront of discussions in more of the class sessions and readings, with more representation of readings by authors based outside of US/European institutions.	ARC 642 syllabus, lecture slides, assignment.

Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to bring more awareness of various positions and points of view through readings by authors with more diverse backgrounds and be mindful of contemporary issues of politics and media to help prepare students to critically and creatively assess the latent potential and continuing influence of more diverse voices within the discipline.

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

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

Our response to Section 3.2: Student Criteria, as it was in Section 3.1: Program Criteria will be composed of narratives articulating content of each course in which learning outcomes are met to satisfy Student Criteria. The assessment processes used and the cycles of assessment for the different parts of the program vary from class to class and are articulated in the self-assessment tables. All classes mentioned in Section 3: Program and Student Criteria were assessed during the academic year 2023-2024.

We evaluate Student Criteria primarily in relation to our required curricula and the students' experience of them. In the narrative we identify and expand upon the learning outcomes as well as through what method assessment occurs. To avoid redundancy between the narrative and the self-assessment table, we identify the assessment method, benchmarks, results, and planned improvements affiliated with each Student Criteria in the table after reasserting the outcome and assessment point. After the table, we conclude each program response with a summary of planned modifications to course content and/or associated program structures based on findings from our assessment activities.

Regarding all criteria, the programs continue to revise the curricula based on student performance, end-of-semester student course feedback survey, and evaluations conducted by the Curriculum Committee, Undergraduate Program Chair, and Graduate Program Chair. The programs also strive to adapt and integrate new developments and changes in practice and academia into required coursework and extracurricular planning.

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

B.Arch Narrative

The B.Arch program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. The program primarily addresses this through one to two courses at each year level.

Health, Safety and Welfare Through Design

ARC 108: Architectural Design II introduces the fundamental concepts of accessibility and egress. Project #2 requires the integration of vertical circulation elements. This includes an exploration of minimum dimensions, maximum ramp slopes, and standard staircase design to ensure the safety and accessibility of built environments. By considering the diverse needs of users and implementing principles of universal design, students learn to prioritize the well-being and welfare of individuals at multiple scales, from individual buildings to entire cities. Through this holistic approach, students develop a heightened awareness of the ethical and practical implications of their designs.

ARC 141: Architectural Theory I discusses the topic in the context of modern development practices through readings, debates, and writings. The course draws heavily from the course textbook. *Chapter 4: The Modern City and Its Discontents* focuses specifically on the impact of the built environment on human health and safety and the unintended consequences modern development practices have at a variety of scales. Likewise, *Chapter 10: Sustainability* reflects on the diverse ways architects and planners have responded to these challenges to create safer and healthier built environments. Lastly, students are asked to critically reflect on their own health and wellness during week nine when we debate architecture school and studio culture.

ARC 207 expands the concepts of accessibility and egress. The studio introduces environmental design issues focusing on context, ecology, infrastructure, topography, site, and sustainability. In ARC 208, students explore the meaning of public space in the context of human health, safety, and welfare through design. The final project is a building design with an emphasis on tectonics and focus on interrelation of space, function, and structure.

ARC 307 explores the health, safety, and welfare strategies in the context of urban architectural design. Urban environments are discussed in the context of global warming as efficient consumers of resources and infrastructure, and in the context of shared economic resources. Urban architecture is explored as both building and part of natural systems that support human health. The welfare of diverse populations and the pressure of human migration on urban centers is discussed by guest lecturers in relation to emerging building technologies. All students are introduced to and demonstrate strategies for building safety and egress as part of building systems design that include material choices, site orientation, ventilation, light and human comfort.

Health, Safety and Welfare Through Engineering and Systems Integration

ARC 311 emphasizes the safety of the end-user and safety during construction as it relates to structural design. All course topics are presented through the lens of safety of the end user and safety during construction. Public safety is the underpinning of all structural engineering analyses taught in the course. Additionally, specific examples of engineering failures, and general risks and strengths of given structural materials and systems are continuously discussed in lecture and reinforced in assignments. Examples of this construct the course ethos and are legible in lecture materials (sample lectures on shear forces, introduction to structural design, and timber design are provided) and in the design projects that are assigned in timber, concrete, and steel.

ARC 423 includes lecture material that addresses both the history and application of building and zoning codes and their criticality in the design and construction of buildings. These lectures tie building codes in with fire codes, accessibility standards, OSHA requirements, sustainability benchmarks, and other related codes to illustrate that health, safety, and wellness starts before design and continues through and beyond construction into building operation and maintenance. Lectures and coursework emphasize systems design and integration for improved environmental safety and quality, prioritization of occupant health and wellbeing, egress design for safety and wayfinding, and climate and energy resilience.

Health, Safety and Welfare Through Practice

ARC 585 emphasizes that legal and ethical are interwoven with all we do as architects to maintain health, safety, and welfare in our built environments.

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Introduction of fundamental concepts of accessibility and egress and instill in students an understanding of how architectural design can contribute to the creation of healthy, safe, and inclusive public spaces.	ARC 108: Architectural Design I, offered each academic year.	Second multi-week design project.	90% of students should be able to understand the basic principles of accessibility and egress in the context of human health, safety, and welfare.	97% of students showed basic understanding of the basic principles of accessibility and egress in the context of human health, safety, and welfare.	Provide a lecture for all-studio sections to give a comprehensive overview of fundamental concepts of accessibility and egress.	ARC 108 syllabus, schedule, and instruction materials.
Understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.	ARC 141: Architectural Theory I, offered each academic year. (Godlewski)	The knowledge gained is demonstrated through analytical writing in the form of individual and collective research projects and a midterm and final exam.	95% of students pass the final exams.	90% of all students achieved a passing grade (D or above on the final exam).	Offer more study sessions and activities aimed at low-achieving students. We will offer mentoring sessions for students who did not pass the midterm exam.	ARC 141 syllabus, schedule, and instruction materials.
Cultivate ideas of site as a larger social, political, and environmental context embedded with non-linear understandings of time and space.	ARC 207: Architectural Design III, offered each academic year.	Second major building design project of the semester.	90% of the students represent the basic ideas of accessibility and egress in their final drawings.	97% of students represented the basic ideas of accessibility and egress in their final drawings.	Provide a hands-on workshop on properly drawing the elements of accessible design and egress.	ARC 207 syllabus, schedule, and instruction materials.
	ARC 208: Architectural Design IV, offered each academic year.	Second major design project with a focus on public / civic buildings and the ideas of what “public” and “public space” may mean is discussed and explored.	90% of students should be able to explore, through design, the meaning of public space in the context of human health, safety, and welfare.	98% fulfilled the requirements of project #2.	Spend more time during the site analysis phase to better understand the larger social, political, and environmental context of their design.	ARC 208 syllabus, schedule, and instruction materials.
Explore the health, safety, and welfare strategies in the context of urban architectural design.	ARC 307: Architectural Design V, offered each academic year.	Semester-long, iterative major building design project focused on housing as a critical program, in dialogue with urban issues.	At least 95% of the students attend the guest lecture series related to health, safety, and welfare.	99% of the students attend the lecture series organized by the studio coordinators.	Include an in-depth discussion session for the guest lecture events. Provide support for field trip.	ARC 307 syllabus, schedule, and instruction materials.
Understand the importance of safety of the end user and safety during construction as it relates to structural design.	ARC 311: Structures II, offered each academic year. (Mac Namara)	Three major design projects.	100% of students pass two structural design projects, and 90% of students should pass the exams.	98% of students passed two structural design projects, and 88% of students passed the exams.	Increased office hours and tutoring availability will be targeted towards those students who struggle to integrate mathematical concepts into design choices. Case studies that highlight safety issues will be reviewed and additional or more recent or more relevant examples will be added to the relevant lectures.	ARC 311 syllabus, schedule, and instruction materials.
Understand the role and the impact of the built environment on human health, safety, and welfare at the scale of a building	ARC 423: Advanced Building Systems, offered each semester. (Newsom, Wilson)	Semester-long course research project.	90% of students complete the course project to demonstrate understanding of the regulatory environment in which architecture is situated.	Approximately 90% successfully completed the course project.	As part of the case study analysis, students should be asked more specific questions regarding HSW: demonstrate knowledge of fire ratings, egress paths, flame spread/smoke development, VOC emissions and material safety, lines of sight, etc.	ARC 423 syllabus, schedule, and instruction materials.

Understand that legal and ethical responsibilities are interwoven with all that we do as architects for maintaining health, safety, and welfare in practice.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Health, safety, and welfare in the built environment are evaluated through quizzes, exams and the group case study research, analysis, and presentation activities.	The average score of quiz #5 exceeds 2.25 out of 2.5 (90%).	The average score of quiz #5 is 2.20 out of 2.5 (88%).	Provide more “real practice” examples of contractual language, conflict management, and liability issues in lectures and case studies.	ARC 585 syllabus, course lectures, quizzes, and exams.
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Summary of Modifications

The course instructors continue to modify and update the course content and schedule. ARC 108 will provide a lecture for all-studio sections to give a comprehensive overview of fundamental concepts of accessibility and egress. ARC 141, ARC 207, ARC 307, ARC 311, ARC 423 plans to provide additional study sessions, mentor sessions, workshops, case study analysis and in-depth discussions related to health, safety and welfare. ARC 208 will spend more time during the site analysis phase to better understand the larger social, political, and environmental context of their design, and ARC 585 will provide more “real practice” examples of contractual language, conflict management, and liability issues in lectures and case studies.

M.Arch Narrative

The M.Arch program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. Health, safety, and welfare of the built environment are introduced in ARC 606: Architectural Design III and ARC 612: Structures II and fully developed in the ARC 623: Advanced Building Systems III and ARC 585: Professional Practice.

Health, Safety and Welfare Through Design

In ARC 606: Architectural Design III students gain an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, through a focus on healthcare and present environmental conditions of various locales and regions. Students begin with an exercise of spaces of healthcare to begin to think broadly through care – what sorts of care are already present, what are the environmental conditions of these locales, what is missing, and how can we imagine a different future where the built environment is a source of care and connection for all living beings, at a variety of scales.

Health, Safety and Welfare Through Engineering and Systems Integration

In ARC 612: Structures II students gain an understanding of the impact of the built environment with a focus on how structural systems impact the well-being of both building occupants and the public. The course includes lectures that highlight the importance of recognizing the potential consequences of failures within the built environment, spanning from individual structural components to larger, interconnected systems.

In ARC 623: Advanced Building Systems III students demonstrate understanding of the role and the impact of the built environment on health, safety, and welfare at the scale of a building. The course includes lecture material that addresses both the history and application of building and zoning codes and their criticality in the design and construction of buildings. These lectures tie building codes in with fire codes, accessibility standards, OSHA requirements, sustainability benchmarks, and other related codes to illustrate that health, safety, and wellness starts before design and continues through and beyond construction into building operation and maintenance. Lectures and coursework emphasize systems design and integration for improved environmental safety and quality, prioritization of occupant health and wellbeing, egress design for safety and wayfinding, and climate and energy resilience.

Health, Safety and Welfare Through Practice

In ARC 585: Professional Practice students understand the impact of the built environment in relation to legal and ethical responsibilities that are interwoven with all that we do as architects for maintaining health, safety, and welfare in our built environments. This course addresses health, safety, and welfare with case studies as they relate to professional judgment and standard of care. O/A, O/C, consultant, and general conditions AIA documents are reviewed extensively as well as obligations to society through practice requirements.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand the impact of the built environment on human health, safety, and welfare at multiple scales, through a focus on environmental conditions at various sites.	ARC 606: Architectural Design III offered each academic year. (Brown)	Exercise on spaces of healthcare to begin to think broadly through care.	90% of students could respond to the exercise with a thoughtful solution to spaces of 'care' or 'health'.	100% of the students completed the exercise and understood the complexities of translating health related issues to space.	Define a more limited scale for the exercise.	ARC 606 exercise #4, #6.
Understand the role and the impact of the built environment on human health, safety, and welfare at the scale of a building	ARC 623: Advanced Building Systems III, offered each semester. (Newsom, Wilson)	Lecture attendance and final major course project.	100% of students demonstrate an understanding of the regulatory environment in which architecture is situated.	Approximately 90% of students attended the lectures and fulfilled the course project, demonstrating some knowledge relative to their case study of the role of HSW in architecture.	As part of the case study analysis, students could be asked more specific questions regarding HSW: demonstrate knowledge of fire ratings, egress paths, flame spread/smoke development, VOC emissions and material safety, lines of sight, etc.	ARC 623 syllabus, lecture slides, and assignment sheet.
Understand the impact of the built environment with a focus on how structural systems impact the well-being of both building occupants and the public.	ARC 612: Structures II, offered each academic year. (Chun)	Assignments, exams, and a semester-long project highlighting the importance of recognizing the potential consequences of failures within the built environment, spanning from individual structural components to larger, interconnected systems.	90% of students should be able to pass assignments, exams, and semester-long projects.	88% of students adequately passed the assignments and exams covering life safety.	Bring more specific precedent studies that focus on different strategies addressing building safety and integrity at both the component and system levels prior to the semester project being assigned.	ARC 612 syllabus and exams.
Understand that legal and ethical responsibilities are interwoven with all that we do as architects for maintaining health, safety, and welfare in our built environments.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Quizzes, exams and the group case study research, analysis, and presentation activities that include "real practice" examples of contractual language, conflict management, and liability issues.	The average score of Quiz #5 exceeds 2.25 out of 2.5 (90%).	The average score of Quiz #5 is 2.20 out of 2.5 (88%)	Provide more "real practice" examples of contractual language, conflict management, and liability issues in lectures and case studies.	ARC 585 syllabus and student work.

Summary of Modifications

The program ensures students understand the importance of health and life safety in the program. Each course evaluated the assessment and determined that the best improvements are to expand the precedent studies and examples provided to ensure the content is understood in different contexts and strategies for life safety and health and well-being of users.

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

Note: This is the only combined Student Criteria response (B.Arch and M.Arch, together) as it is the only class that both professional degrees require.

B.Arch & M.Arch Narrative

The B.Arch and M.Arch programs ensure that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Ethics, Regulatory Requirements, and Business Processes

The program primarily addresses this through ARC 585: Professional Practice course in the final year of our respective professional degree programs. Professional practice and business practices are described throughout the lecture content and case studies. Beginning with setting up a legal business entity, examples that cover financial planning, marketing, and firm organization are reviewed. Multiple lectures and case study discussions are devoted to understanding Antitrust laws, NCARB Rules of Conduct, and the AIA Code of Ethics. Market forces influencing change and financial considerations in practice are reinforced through lectures and case study examples, including project financing methods, construction cost estimating, construction scheduling, sustainability criteria, and integrated design process. Practice examples are reviewed that cover firm financial planning (start-up, O/H, benefits, multipliers, cash flow, associated ventures, transitions, and income statements/balance sheets), marketing (branding/promotion, RFQ’s/RFP’s, and interviews), and firm hierarchy.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand the current laws and regulations in the United States in the context of architectural practice.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Quizzes, exams, and the group case study research, analysis, and presentation activities that can include any number of regulatory context areas. Exam #2 specifically assesses the understanding of this topic.	The average score of exam #2 exceeds 17 out of 20 (85%).	The average score of exam #2 is 17.36 out of 20 (86.8%).	Instructors update lecture contents and quiz based on student performance and changes in the architecture practice.	ARC 585 syllabus, course lectures, quizzes, and exams.
Understand the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Quizzes, exams, and the group case study research, analysis, and presentations. Another assessment example where all assessments apply to professional practice Quizzes #1-7, Exams #1-3, and the Group Case Study Assignment.	The average score of each quiz (total of seven) and exam (total of three) exceeds 85 out of 100.	The average score of each quiz and exam meets the target of 85 out of 100 except for quiz #6.	Update the lecture #8 which is related to construction documentation and technology in practice. Include more examples and case studies on the topic.	ARC 585 syllabus, course lectures, quizzes, and exams.

Summary of Modifications

The instructor updates the lecture contents and quizzes annually based on student performance and changes in the architecture practice. Lecture #8, related to construction documentation and technology in practice, will be updated, and more examples and case studies on the topic will be provided for the next academic cycle. Overall, it’s been determined that the most effective way to improve quiz and test scores will be to revise lectures to

cover material more holistically and provide more case studies to ensure students are aware of various regulatory contexts and business processes.

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

B.Arch Narrative

The B.Arch program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States and the evaluative process architects use to comply with those laws and regulations as part of a project. The program primarily addresses this through various required courses throughout the curriculum.

Basic principles of international and national codes, standards, and certifications associated with life safety, healthy indoor environments, energy/ environmental performance, and the impacts of regulations on design are introduced in ARC 121: Intro to Building and Structural Systems.

Fundamental principles of life safety and building codes related to building structures are introduced and reinforced in ARC 211: Structures I. Course lectures introduce students to the concepts of structural building safety, focusing on the relationship between form, types, and materials used in construction. Through assignments and recitations, students practice structural analysis skills and apply their knowledge to address common practical issues and challenges related to structural safety. In the initial phases of the semester project, students propose their own bridge structure, analyze its efficiency and safety, and design improvements based on the analysis results to meet the principles of safety goals.

In ARC 322: Building Systems Design II, assignments are given that require students to engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of their own schematic designs, as well as in the assessment of existing buildings.

In ARC: 311 Structures II, students are required to demonstrate in at least two structural design projects a thorough understanding of how to specify the appropriate loads on structural systems as required by the American Society of Civil Engineers building code ASCE/SEI 7-22. Students must also be able to research the strength of structural materials and/or the capacity of commercially available structural systems. Students must integrate both the regulatory requirements and material specifications into the calculations they perform to size or specify the major structural elements of their design projects from residential to institutional scale. Students use the LRFD method in their work and are required to demonstrate capacity to safely pick the appropriate factored load combination for their program, geographic location and member design, and similarly use the appropriate strength reduction factors based on the failure mode and material in question.

The concepts and principles of the regulatory context are applied and demonstrated through architectural drawings and diagrams in ARC 307. In analyses of paradigmatic models, life safety systems are examined in relation to program and parti strategy. The application of analytical studies is expected in the development of design projects. Diagrams of egress and access strategies are accounted for in the design process and are required as part of presentations in third-year design studios. Fundamentals of orientation and enclosure in relation to energy use is tested as part of design project alternatives in ARC 322.

In ARC 423: Advanced Building Systems, students acknowledge the regulatory context in which architecture exists and understand how principles of fundamental code and regulatory concepts influence design. The course includes lecture material that addresses both the history and application of building and zoning codes and why

these codes are critical in design and construction of buildings. These lectures tie building codes in with fire codes, accessibility standards, basic OSHA requirements, sustainability benchmarks, and landmark preservation guidelines, among others. The course presents the different ways these requirements play out in different contexts, city, town, village, rural, or state by state, and discusses the different ways these influence design. The lectures also focus on regulatory contexts, and architectural commissions. Lectures discuss how project structure varies based on the identity of the client; contract structure – architect-client relationship, design team structure, and project delivery methods, and how this changes based on regulatory context.

In ARC 409, students are provided with “A Brief Guide to Building Code”, a compendium of the most relevant and updated information regarding occupancy, construction types, egress and accessibility. These parameters are understood within the context of larger architectural ambitions and ideas. The implications of emerging techniques in construction and other sectors of industrial manufacturing on building technologies and systems are also explored in the course.

In 585: Professional Practice, students understand the current laws and regulations in the United States in the context of architectural practice.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Introduce students to basic principles of international and national codes, standards, and certifications associated with life safety, healthy indoor environments, energy/ environmental performance, and the impacts of regulations on design.	ARC 121: Intro to Building and Structural Systems, offered each academic year. (Krietemeyer)	Attendance at course lectures and completion of readings ensure acknowledgement of regulatory context, but course assignments in this introductory course do not include regulatory analysis.	At least 90% of students should attend lectures and complete required readings.	90% of the students met the lecture and reading requirements.	Provide additional references to regulatory considerations when presenting case studies during course lectures.	ARC 121 syllabus, schedule, and instruction materials.
Understanding of fundamental principles related to building performance and safety, equipping them with theoretical knowledge to evaluate structural integrity.	ARC 211: Structures I, offered each academic year. (Chun)	Completion of assignments and active participation in recitations.	90% of students participate in recitation, complete assignments, and show analysis skills by utilizing construction material properties to measure structural safety for each project phase.	90% of the students successfully met the benchmark.	Provide more time for project preparation and adjust recitation content to include tutorials. This will give students adequate time to learn and apply analysis techniques and computational tools.	ARC 211 syllabus, schedule, and instruction materials.
Apply and demonstrate the requirements of life safety as a part of the design process.	ARC 307: Architectural Design V, offered each academic year.	Diagrams of egress and access strategies are completed within the semester-long building design project.	All students include drawings and diagrams relating to egress and access strategies in their final review presentation.	98% of the students included drawings and diagrams relating to egress and access strategies in their final presentation board.	Provide a lecture or workshop to refresh and emphasize the principles of life safety, land use, and current laws and regulations.	ARC 307 syllabus, schedule, and instruction materials.

Understanding of the primary building code requirements for life safety in structural engineering.	ARC 311: Structures II, offered each academic year. (Mac Namara)	Design projects that are assigned in timber, concrete, and steel respectively. Students can do all three, but the top two grades are counted. Exam questions also verify and require a demonstrated understanding of code requirements and safety in structural engineering.	100% of students receive a passing grade in two structural design projects, and 90% of students pass the exams in the course that test the ability to perform structural calculations to appropriate safety standards.	98% of students received a passing grade in two structural design projects. and 88% of students passed the exams.	Increased office hours and tutoring will be targeted towards those students who struggle to integrate mathematical concepts into design choices. Supplementary lecture materials (notes and videos) will be provided to students who struggle to learn the mathematical concepts that underpin the learning outcomes in this area.	ARC 311 syllabus, schedule, and instruction materials, and project briefs and exams.
Engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of their own schematic designs, as well as in the assessment of existing buildings.	ARC 322: Building Systems Design II, offered each academic year. (Wilson)	Assignments are given that require students to engage with international and local codes and standards	90% of students fulfill coursework which includes requirements to calculate occupancy, determine paths of egress, and analyze, assess, accessibility to exceed the ADA standard.	90% of students successfully completed the assignment.	Requiring students to construct dimensioned drawings and visually communicate paths of egress earlier on in the semester would benefit their understanding of regulatory compliance and accessibility.	ARC 322 syllabus, schedule, instruction materials, and assignment sheets.
Demonstrate an ability to apply building codes, particularly those concerning life safety, egress, and accessibility.	ARC 409: Architectural Design VIII, offered each academic year.	Drawings and diagrams articulating compliance with building codes.	All students include drawings and diagrams relating applicable building codes in their final review presentation.	98% of the students met the benchmark.	Encourage students to investigate sustainable systems that inform design decisions and affect building tectonics. Emphasize that, “integrated design” is understood broadly to encompass the processes of design, material and building fabrication and assembly, statutory compliance, and building performance that together illustrate cultural value and design intent.	ARC 409 syllabus, schedule, and instruction materials.
Ensure students are introduced to how the principles of fundamental code and regulatory concepts influence design.	ARC 423: Advanced Building Systems, offered each semester. (Newsom, Wilson)	Recording lecture attendance.	90% of students attend all lectures.	90% of students attended all lectures.	In the term project, require students to identify specific requirements of the regulatory project in which their case study was designed, or to identify key features of the building that came about in response to building code constraints.	ARC 423 syllabus, schedule, and instruction materials.
Understand the current laws and regulations in the United States in the context of architectural practice.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Exam #2 specifically assesses the understanding of regulatory contexts of professional practice. All quizzes and exams have some form of regulatory context questions.	The average score of exam #2 exceeds 17 out of 20 (85%).	The average score of exam 2 is 17.36 out of 20 (86.8%).	Instructors update lecture contents and quiz to reflect the most recent changes in the current laws and regulations in the United States.	ARC585 syllabus, course lectures, quizzes, and exams.

Summary of Modifications

The course instructors continue to modify and update the course content and schedule based on student performance and changes in the architecture discipline. Some of the modifications include providing additional references to regulatory considerations (ARC 121), providing more time for project preparation and adjusting recitation content to include tutorials (ARC 211), providing a lecture or workshop to refresh and emphasize the

principles of life safety, land use, and current laws and regulations (ARC 307), and requiring students to construct dimensioned drawings and visually communicate paths of egress earlier in the semester (ARC 322).

M.Arch Narrative

The M.Arch ensures that students learn the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States and the evaluative process architects use to comply with those laws and regulations as part of a project. Regulatory context is introduced in ARC 611: Structures I and ARC 622: Building Systems Design II, reinforced in ARC 612: Structures II and mastered in the ARC 623: Advanced Building Systems III, ARC 585: Professional Practice and ARC 607: Architectural Design IV.

In ARC 611: Structures I students demonstrate an understanding of fundamental principles related to building performance and safety. The course includes lectures that introduce students to the concepts of structural building safety, focusing on the relationship between form, types, and materials used in construction. Through assignments and recitations, students practice structural analysis skills and apply their knowledge to address common practical issues and challenges related to structural safety. In the initial phases of the semester project, students propose their own bridge structure, analyze its efficiency and safety, and design improvements based on the analysis results to meet the principles of safety goals.

In ARC 612: Structures II students develop the ability to measure life safety according to design standards and codes, equipping them with skills to design buildings compatible with regulatory requirements. The course covers structural systems design, construction, and analysis of building codes and standards and their practical applications. To better understand practical challenges associated with compliance, the course incorporates case studies, in-class structural design examples and a semester project. Lectures are categorized into different types of buildings based on their relevant design standards and codes. Students analyze various design scenarios and develop strategies for adhering to building codes and regulations through the semester project and in-class surveys with structural design examples. Assignments, exams, and the semester project require students to directly apply design regulations and standards to various scales of building component design and systems.

In ARC 622: Building Systems Design II students understand and engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of their own schematic designs, as well as in the assessment of existing buildings. The course includes lecture material, readings, and assignments that require students to engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of their own schematic designs, as well as in the assessment of existing buildings.

In ARC 623: Advanced Building Systems students understand the regulatory context in which architecture exists and demonstrate principles of fundamental code and regulatory concepts that influence design. The course includes lecture material that addresses both the history and application of building and zoning codes and why these codes are critical in design and construction of buildings. These lectures tie building codes in with fire codes, accessibility standards, basic OSHA requirements, sustainability benchmarks, and landmark preservation guidelines, among others. The course presents the different ways these requirements play out in different contexts, city, town, village, rural, or state by state, and discusses the different ways these influence design.

In ARC 607: Architectural Design IV students apply fundamental principles of life safety, current laws and regulations affiliated to buildings in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. In the practical application of their knowledge, all student projects must follow the International Building Code (IBC) and fulfill the accessibility requirements mandated by the Americans with Disabilities Act (ADA) in year two. This course addresses the material with a lecture

highlighting the impact and importance of building codes on architectural design and are evaluated and reflected in the assignment sheets, lecture slides, and quiz results.

In ARC 585: Professional Practice students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites. This course addresses regulatory context through several lectures, exams, and case study examples that include client/user facilitation, site conditions and regulatory requirements, history of codes/reference standards/laws (ADA, OSHA, etc.), and sustainability criteria.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand the fundamental principles of life safety, current laws and regulations that apply to buildings in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.	ARC 607: Architectural Design IV, offered each academic year. (Hubeli)	Following a lecture, students are evaluated through a quiz to assess their comprehension of the impact and importance of building codes on architectural design. Additionally, all student projects must follow IBC and fulfill accessibility requirements mandated by ADA.	90% of students pass the quiz. 75% of the projects exhibit a fundamental comprehension of contextual and site strategies.	87% of students passed the quiz. Additionally, 75% of the projects adhered to site constraints as they pertain to the U.S. building code, laws, and regulations.	It would be beneficial to require a simple code review of the project as part of the final submission.	ARC 607 syllabus, assignment sheets, lecture slides, and quiz.
Engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of schematic designs, as well as in the assessment of existing buildings.	ARC 622: Building Systems II, offered each academic year. (Wilson)	Assignment to assess existing buildings for accessibility, wayfinding, and regulatory compliance, and critiqued and proposed improvements to existing conditions.	90% of students complete the assignment.	90% of students successfully completed the assignment.	Requiring students to construct dimensioned drawings and visually communicate paths of egress earlier on in the semester would benefit their understanding of regulatory compliance and accessibility.	ARC 622 syllabus and assignment sheet.
Understand the regulatory context in which architecture exists, and demonstrate ability to apply principles of fundamental code and regulatory concepts that influence design.	ARC 623: Advanced Building Systems, offered each semester. (Newsom, Wilson)	Attendance of lectures that cover history and application of building and zoning codes and why these codes are critical in design and construction of buildings.	90% of students attend all lectures that cover regulatory context.	90% of students attend lectures.	In the term project, ask students to identify specific requirements of the regulatory project in which their case study was designed, or to identify key features of the building that came about in response to building code constraints.	ARC 623 syllabus and lecture slides.
Understanding of fundamental principles related to building performance and safety, equipping them with theoretical knowledge to evaluate structural integrity.	ARC 611: Structures I, offered each academic year. (Chun)	Through assignments and recitations, students practice structural analysis skills and apply their knowledge to address common practical issues and challenges related to structural safety. In the initial phases of the semester project, students propose their own bridge structure, analyze its efficiency and safety, and design improvements based on the analysis results to meet the principles of safety goals.	90% of students participate in recitation sessions, complete assignments, and show analysis and design skills by achieving goals set.	All students successfully completed phases I and II of the projects, 90% of students passed the assignment and exam covering life safety aspects.	Provide more time for project preparation and adjust recitation content to include tutorials. This will give students adequate time to learn and apply analysis techniques and computational tools.	ARC 611 syllabus, recitation materials, assignment and project phases descriptions, and lecture materials.

Ability to measure life safety according to design standards and codes.	ARC 612: Structures II, offered each academic year. (Chun)	Case studies, in-class structural design examples and a semester project, requiring students to directly apply design regulations and standards to various scales of building component design and systems.	90% of students complete semester projects and assignments, which are designed to integrate life safety principles and regulatory compliance in building design projects.	All students adequately completed homework assignments, and 85% of them adequately completed the semester project.	Find alternative ways to deliver content via discussion sections for the project and assignments to ensure they understand materials.	ARC 612 syllabus, assignment, exams, and project description, and lecture materials.
Understand the current laws and regulations in the United States in the context of architectural practice.	ARC 585: Professional Practice, offered each semester. (Narburgh)	Quizzes, exams, and group case study research, analysis, presentation activities that can include any number of regulatory context areas. Exam #2 specifically assesses the understanding of this topic.	The average score of Exam #2 exceeds 17 out of 20 (85%).	The average score of Exam 2 is 17.36 out of 20 (86.8%).	Instructors update lecture contents and quiz based on student performance and changes in the architecture practice.	ARC 585 syllabus, course lectures, quizzes, and exams.

Summary of Modifications

The best improvements are to identify specific requirements of the regulatory project earlier in the semester to ensure there is adequate time to discuss specific issues, such as egress, building codes, OSHA standards, etc. in more depth.

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

B.Arch Narrative

The B.Arch program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. The program primarily addresses this through the curriculum's building technology sequence, ARC 121: Introduction to Building and Structural Systems, ARC 222: Building Systems II, ARC 322: Building Systems III, and ARC 423: Advanced Building Systems and the structures sequence, ARC 211: Structures I and ARC 311: Structures II.

Materials, Methods, Assembly, Climate Control, and Integration

From the building technology sequence, ARC 121 introduces the conceptual and technical relationships between design and climate, material assemblies, structures, building envelope, and environmental systems. Each project provides an opportunity to apply knowledge and understanding of course material within an architectural design context. Project analysis includes technical drawings and written descriptions of case study buildings, focusing on climate analysis, structural elements, systems, and spaces, and enclosure and integration.

ARC 222 ensures students attain a basic operative understanding of the materials and methods of building, assemblies of building construction, and evaluate and implement building as a medium of architecture, whereas ARC 322 develops students' understanding of existing conventional systems frameworks and technologies and their lineages, as well as developing and emerging systems and the design approaches with which they are concomitantly developing. Assignments in ARC 322 specifically address how one optimizes and tests system configurations in early design phases using industry-standard software, standard performance metrics and evaluation methods, and criteria developed from stated project objectives. Lecture material, reading material,

and assigned work introduce students to thermal, ventilation, lighting, and acoustical systems through the contextualization of predominant technological paradigms and their interrelationships with architectural movements, cultural and theoretical milieus, and structures of project origination and development.

In ARC 423 students demonstrate an understanding of significant ways in which architects have used building technology - including structure, environmental conditioning, envelope design, and interior finishing systems - to reinforce architectural concepts as well as to achieve the performance goals of these systems. The course reviews in detail various project delivery methods and the impact each may have on the construction process and try to understand the importance of initial decisions.

Building Structural Systems

From the structures sequence, ARC 211 provides an exploration of building structures, construction methodologies, and various construction materials, such as reinforced concrete, steel, and precast systems. It emphasizes discussions on the primary characteristics of construction materials in relation to structural assemblies and performance and integrates hands-on analysis of building structures in design and test projects. This involves the use of analysis tools and software, as well as physical model construction and testing. Following the introduction of core concepts and theoretical background through lectures and recitations, focusing on building assemblies and engineering design considerations, students engage in a semester project comprising analysis, design, and physical model construction phases. Throughout project development, students are tasked to design a bridge truss meeting general engineering criteria, considering material properties and practical member sizes. They utilize provided computational tools and programs to analyze, design, and construct physical models of their bridge truss structure. Performance evaluation takes place through both numerical analysis and physical model testing. Students are required to articulate their observations from the physical model breaking test and compare them with their numerical expectations.

In ARC 311 students learn how to identify, mathematically analyze, and represent major structural forms and the principal loads acting on structures. They further learn about the influence of those loads on structural form; the advantages and disadvantages of various construction materials and attendant structural systems. The project assigns programmatic constraints that require solutions at large and small physical scales and the integration of other technical and non-technical constraints into the structural design.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understanding of conceptual and technical relationships between design and climate, material assemblies, structures, building envelope, and environmental systems.	ARC 121: Intro to Building and Structural Systems, offered each academic year. (Krietemeyer)	Three major projects, ten quizzes, and a series of in-class workshop notes are used for assessment throughout the semester. Projects are worth 50% of the course grade, including group research and individual development and progress. Quizzes are worth 15%, and workshop notes are worth 20%.	90% of students fulfill reqs for three major case study analysis projects; and 90% of students fulfill quiz and workshop requirements.	98% fulfilled project assignment requirements, and 90% fulfilled quiz and workshop requirements.	Offer more possibilities to correlate to other courses, such as studio. Offer more frequent in-class workshops and technical tutorials to allow students time to collaboratively apply the technical knowledge in the design context.	ARC 121 syllabus, and project assignments.
Understanding of primary characteristics of construction materials in relation to structural assemblies and performance.	ARC 211: Structures I, offered each academic year. (Chun)	Bridge truss design meeting general engineering criteria, considering material properties and practical member sizes.	90% of students successfully conducted physical modeling tests.	90% of students successfully conduct physical modeling tests.	Additional office hours and TA sessions will be implemented. Some recitation sessions will be dedicated to offering feedback on project progress throughout the semester.	ARC 211 syllabus, and project assignments.

Ensure students attain a basic understanding of the materials and methods of building, assemblies of construction, and to evaluate and implement building as a medium of architecture.	ARC 222: Building Systems Design I, offered each academic year. (Stenson)	Three detail sketch & case study diagram sets (each worth 15% of the grade) requiring students to reproduce details from an in-class sketch session as well as drawings from two additional buildings of their choosing.	90% of students successfully complete the semester-long project.	99% of the students fulfilled project assignment requirements.	Introduce more case studies using similar details during the in-class sketch sessions.	ARC 222 syllabus, and project assignments.
Identify, mathematically analyze, and represent major structural forms and the principal loads acting on structures.	ARC 311: Structures II, offered each academic year. (Mac Namara)	Two design projects (from three assigned projects on timber design, concrete design, and steel design) where they are required to pick appropriate structural systems and perform calculations to size principal structural elements for a project.	100% of students receive a passing grade in two structural design projects, and 90% of students pass the exams.	98% of students received a passing grade in two structural design projects, and 88% of students passed the exams.	Increased office hours and tutoring availability will be targeted towards those students who struggle to integrate mathematical concepts into design choices. Case studies that highlight safety issues will be reviewed and additional or more recent or more relevant examples will be added to the relevant lectures.	ARC 311 syllabus, and project assignments.
Understanding of existing conventional systems frameworks and technologies and their lineages, as well as emerging systems and the design approaches.	ARC 322: Building Systems Design II, offered each academic year. (Wilson)	Attendance at lectures.	90% of students adequately attain lecture material, reading material, and assigned work.	90% of students attended lectures and adequately fulfilled the assigned work.	Modularize assessment material for students to demonstrate knowledge retention of analytical tools and techniques. Organize the course schedule to provide a more closely aligned potential link with the design studio, so that analytical exercises can be conducted in conjunction with design work.	ARC 322 syllabus, and project assignments.
Demonstrate an understanding of how architects use building technology - including structure, environmental conditioning, envelope design, and interior finishing systems - to reinforce architectural concepts as well as to achieve the performance goals of these systems.	ARC 423: Advanced Building Systems, offered each semester. (Newsom, Wilson)	The term project consists of the detailed analysis and graphic documentation of a case study building in Syracuse and the Central New York Region. Students are required to visit case study projects in person to better understand the relationship between the drawing and the completed building.	90% of students analyze and demonstrate a working knowledge of a building's systems and performance through completing the project.	85% of students fulfilled the final project tasks and accurately analyzed the case study.	Current project requirements involve analysis of existing buildings and building systems; ask students to apply what they have learned in the design/proposal of new systems through innovative detail design prompts.	ARC 423 syllabus, and project assignments.

Summary of Modifications

The course instructors continue to modify and update the course content and schedule. ARC 121 will offer more possibilities to correlate to other classes and ARC 211 will offer more frequent in-class workshops and technical tutorials to allow students time to collaboratively apply the technical knowledge in the design context. ARC 222 will introduce more case studies using similar details during the in-class sketch sessions and ARC 311 will increase office hours and tutoring availability to students who struggle to integrate mathematical concepts into design choices. ARC 322 will modularize assessment material for students to demonstrate knowledge retention of analytical tools and techniques, and ARC 423 will ask students to apply what they have learned in the design/proposal of new systems through innovative detail design prompts.

M.Arch Narrative

The M.Arch program ensures that students further deepen their understanding of emergent systems, technologies, and assemblies of building construction as well as methods and criteria to assess those technologies against the design, economics, and performance objectives. These topics are introduced in ARC 611: Structures I and ARC 621: Building Systems Design I, reinforced in ARC 612: Structures II and ARC 622: Building Systems Design II, and mastered in the ARC 623: Advanced Building Systems III.

Materials, Methods, Assembly, Climate Control, and Integration

In ARC 621: Building Systems Design I students understand conceptual and technical relationships between design and climate, material assemblies, structures, building envelope, and environmental systems. The course provides an overview of structural considerations in design and technical analysis, including space-defining structural systems, expression of tectonics, structural factors and forces, and load-bearing behaviors. This course addresses technical strategies for climate responsiveness in design, passive and active environmental control, both conventional and state-of-the-art technologies, building assemblies, and structural systems. Analysis includes technical drawings and written descriptions of case study buildings through lectures, readings, site visits, and project assignments. Project assignment results reflect what students have learned from lectures, workshops, and feedback sessions.

In ARC 622: Building Systems Design II students engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of their own schematic designs, as well as in the assessment of existing buildings. The course introduces students to thermal, ventilation, lighting, and acoustical systems through the contextualization of predominant technological paradigms and their interrelationships with architectural movements and cultural and theoretical milieus.

In ARC 623: Advanced Building Systems students understand established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of a project. The course covers a range of building technology - including structure, environmental conditioning, envelope design, and interior finishing systems - to reinforce architectural concepts as well as to achieve the performance goals of these systems. Students are required to visit case study projects in person to better understand the relationship between the drawing and the completed building.

Building Structural Systems

In ARC 611: Structures I students explore building structures, construction methodologies, and various construction materials and emphasizes discussions on the primary characteristics of construction materials in relation to structural assemblies and performance and integrates hands-on analysis of building structures in design and test projects. This analysis involves the use of analysis tools and software, as well as physical model construction and testing. Students complete a semester project comprising analysis, design, and physical model construction phases. Throughout project development, students are tasked to design a bridge truss meeting general engineering criteria, considering material properties and practical member sizes. They utilize provided computational tools and programs to analyze, design, and construct physical models of their bridge truss structure. Performance evaluation takes place through both numerical analysis and physical model testing. In ARC 612: Structures II students learn about gravity and lateral load-resisting systems, covering a diverse range of traditional and cutting-edge structural systems that integrate mechanical and technological components to enhance structural performance. They are introduced to emerging construction technologies and trends, encompassing topics such as basement and foundation construction methods, high-rise building systems, building dynamic behavior control systems for wind and seismic loads, and wind tunnel testing in accordance

with design standards. The course facilitates students' learning and practical application through a semester project that evaluates their ability to assess and select appropriate building systems and technologies, considering design, economic feasibility, safety, and performance criteria per design standards. For the semester project, students are tasked with selecting a building structure for structural analysis using state-of-the-art computational software to test building performance under external loads determined by architectural decisions and environmental conditions. They must conduct analysis, design structural members and systems, and create structural drawings that align with architectural designs.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Understand conceptual and technical relationships between design and climate, material assemblies, structures, building envelope, and environmental systems.	ARC 621: Building Systems I, offered each academic year. (Krietemeyer)	Case study projects cover climate analysis; structural elements, systems, and spaces; and enclosure and integration.	90% of students are expected to complete three major case study analysis projects.	100% passed Project #1, 90% passed Project #2, and 100% passed Project #3.	Offer more possibilities to correlate to other courses, such as studio. Offer more frequent in-class workshops and technical tutorials to allow students time to collaboratively apply the technical knowledge in the design context.	ARC 621 syllabus and project assignment sheets.
Engage with international and local codes and standards, to understand their basis, rationale, and historical context, and integrate compliance into the development of their own schematic designs, as well as in the assessment of existing buildings.	ARC 622: Building Systems II, offered each semester. (Wilson)	Assigned work ensures an engagement with thermal, ventilation, lighting, and acoustical systems,	90% of students complete assigned work that specifically addresses how one optimizes and tests system configurations in early design phases.	Approximately 90% of students adequately fulfilled the assigned work.	Modularize assessment material for students to demonstrate knowledge retention of analytical tools and techniques. Organize the course schedule to provide a stronger connection to the design studio, so analytical exercises can be conducted with design work.	ARC 622 syllabus lecture slides, and assignments.
Understanding of established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of a project.	ARC 623: Advanced Building Systems, offered each semester. (Newsom, Wilson)	The term project consists of the detailed analysis and graphic documentation of a case study building in Syracuse and Central New York Region; they demonstrate a working knowledge of a building's site work and foundation design, structural system, envelope and enclosure system, interior environment, and overall building performance.	90% of students successfully complete the analysis project.	85% of students successfully completed the project.	Course could be improved by asking students to apply what they have learned in the proposal of new systems through innovative detail design prompts.	ARC 623 syllabus and final project assignments.
Understanding of building structures, construction methodologies, and various construction materials, such as reinforced concrete, steel, and precast systems.	ARC 611: Structures I, offered each academic year. (Chun)	Semester project comprising analysis, design, and physical model construction phases. Students are tasked to design a bridge truss meeting general engineering criteria, considering material properties and practical member sizes. Performance evaluation takes place through both numerical analysis and physical model testing.	90% of students understand how to integrate computational analysis tools and software to estimate structural performance in diverse scenarios.	95% of students successfully conducted physical modeling tests for constructed bridge structures and compared their results with predictions from analysis	Considering the complexity of the project's multi-phased nature and the learning curve associated with computational tools and programs, additional office hours and TA sessions will be implemented. Some recitation sessions will be dedicated to offering feedback on project progress throughout the semester.	ARC 611 syllabus, assignments, project descriptions and lecture slides.

Understanding of gravity and lateral load-resisting systems, covering a diverse range of traditional and cutting-edge structural systems that integrate mechanical and technological components to enhance structural performance.	ARC 612: Structures II, offered each academic year. (Chun)	Semester project that evaluates ability to assess and select appropriate building systems and technologies, considering design, economic feasibility, safety, and performance criteria per design standards. Students are tasked with selecting a building structure for structural analysis using state-of-the-art computational software to test building performance under external loads determined by architectural decisions and environmental conditions. They must conduct analysis, design structural members and systems, and create structural drawings that align with architectural designs.	90% of students demonstrate the ability to analyze performance using computational tools, determining appropriate member sizes and configurations of building systems.	88% of students successfully analyzed structural performance of buildings and designed key members per design standards and codes.	Lab sessions introducing structural analysis and design software could be combined with existing project analysis and design examples. Additionally, there will be development of more direct ways to incorporate the software and tools into existing projects from the design studio.	ARC 612 syllabus, assignment, exams, and project description, and lecture materials
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Summary of Modifications

Each course evaluated the assessment and determined that the best improvements are to provide more lab and recitation sessions, ways to use new and advanced computational programs to enhance the overall learning, and apply learned material, where applicable, with design studio projects.

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

B.Arch Narrative

The B.Arch program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. The program primarily addresses this through ARC 307: Architectural Design V and ARC 322: Building Systems Design II.

Synthesis of Site (Regulatory Requirements) and Program

ARC 307 ensures issues at the city scale (regulatory requirements, site conditions, climate and orientation, politics) and issues at the building scale (accessibility, egress, building structure, and human comfort and environmental awareness) are synthesized and incorporated as integral to design development. Accessibility, legal egress and basic building code requirements are expected of all ARC 307 students. In addition to presentation and regular review of projects, a “Guide to Building Code” was constructed as a reference specifically for this class and added to the integrated architectural design studio, ARC 409, code guide. ARC 307 is coordinated with technology and structures classes that use studio design sites and projects for learning about the relationship of site, orientation, and thermal properties in relation to program and spatial strategies, major material choices, and design decisions. On a weekly basis throughout the term, both guests and course instructors present and discuss urban architecture that is germane to the themes of the class. These lectures stimulate inquiry and enhance an understanding of topics introduced throughout the semester. Lecturers often address issues of environmental impact, economies of labor and site.

Building Systems Integration

ARC 322 demonstrates synthesis to generate systems integration schemes for design that comprehensively consider climate, environment, health, and regulatory context factors. In this course, students should be able to produce visual evidence of their design work’s responsiveness, including exterior and interior environmental loads, occupant comfort and wellbeing, building codes, emerging sustainability standards, and material choices based on economical, ecological, and aesthetic considerations.

The design synthesis ability is assessed through student work submissions. ARC 307 requires the submission of drawings and diagrams that address design synthesis of user requirements, regulatory requirements, and accessible design. ARC 322 requires successful completion of the synthetic design exercise using data-layered design drawings and novel systems of notation to communicate the efficacy of their integrated approach in submitted work.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Ensure issues at the city scale (regulatory requirements, site conditions, climate and orientation, politics) and building and unit scale (accessibility, egress, building structure, and human comfort and environmental awareness) are synthesized and incorporated as integral to design development.	ARC 307: Architectural Design V, offered each academic year.	Semester-long architectural design project that focuses on housing and urban design. Specific drawings and diagrams are produced to demonstrate an ability in accessibility and programming.	95% of the students should submit drawings and diagrams that address design synthesis of user requirements, regulatory requirements, and accessible design.	99% of the students submitted drawings and diagrams that demonstrated this ability.	Provide additional feedback during the submission preparation to ensure all drawings and diagrams meet the code requirements and properly annotated.	ARC 307 syllabus, schedule, and instruction materials, and student work.
Demonstrate an ability to design buildings that integrate building systems and consider factors of climate, environment, health, and regulatory context.	ARC 322: Building Systems Design II, offered each academic year. (Wilson)	Major architectural design exercise using data layered design drawings, and novel systems of notation to communicate the efficacy of an integrated approach.	90% of students should successfully complete the project.	90% of students successfully completed the project.	Promote deeper linkages with the studio so that analytical and design work are more closely aligned and the interconnectedness of the facets of the design process is emphasized.	ARC 322 syllabus, schedule, and instruction materials, and student work.

Summary of Modifications

The course instructors continue to modify and update the courses. ARC 307 plans to provide additional feedback during the submission preparation to ensure all drawings and diagrams meet the code requirements and are properly annotated. ARC 322 will promote deeper linkages with the design studio so that analytical and design work are more closely aligned and the interconnectedness of the facets of the design process is emphasized.

M.Arch Narrative

The M.Arch program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. The

program primarily addresses this through ARC 606: Architectural Design III and ARC 622: Building Systems Design II.

Synthesis of Site (Regulatory Requirements) and Program

ARC 606: Architectural Design III focuses on demonstration of synthesizing site and environmental constraints, along with program and accessibility. Students are asked to design a mixed-use health facility project and respond directly to the site and health information students researched. The final project required development of a building design focused on health-related programs for their selected site. This was introduced through the syllabus, assignments, and student work.

Building Systems Integration

ARC 622: Building Systems Design II focuses on demonstration of design synthesis to generate systems integration schemes for building designs that consider factors of climate, environment, health, and regulatory context. The course introduces students to how to visualize evidence of their building design responsiveness to the environment, including exterior and interior environmental loads, occupant comfort and wellbeing, building codes, emerging sustainability standards, and material choices based on economical, ecological, and aesthetic considerations through the syllabus, assignments and student work. Students achieve this through a design exercise that employs data-layered design drawings and novel systems of notation to communicate the efficacy of their integrated approach in submitted work.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Demonstrate synthesizing site and environmental constraints, along with the healthcare programming, accessibility, building necessities to respond to health-care needs.	ARC 606: Architectural Design III, offered each academic year. (Brown)	Semester-long building design project with an emphasis on the synthesis of site and program. Specifically, plans and sections developed for the project reveal achievement in this area.	90% of student design proposals respond to environmental and social impacts on the site.	80% of students successfully completed the project.	Offer more time to integrate design synthesis into the structure of the semester. Students could possibly reduce the research time or weave the research component into the structure of the studio to ensure the designs are reflecting the research adequately.	ARC 606 syllabus, assignment and final student work.
Demonstrates design synthesis to generate systems integration schemes that comprehensively consider factors of climate, environment, health, and regulatory context.	ARC 622: Building Systems II, offered each semester. (Wilson)	A final project is used to visualize evidence of a building design's responsiveness to the physical and natural environment.	90% of students successfully complete the synthetic design exercise using data layered design drawings, and novel systems of notation.	90% of students were successful in completing the exercise.	Promote deeper linkages with the studio so that analytical and design work are more closely aligned and the interconnectedness of the facets of the design process is emphasized.	ARC 622 syllabus, assignments and final student work.

Summary of Modifications

Modifications will be made as noted above to ensure students understand the importance of emergent systems, technologies, and assemblies of building construction. Each course evaluated the assessment and determined that the best improvements are to find linkages between studio and building systems. There have been great strides to bridge between ARC 606 and ARC 622 to establish synthesis between design and building performance. The professors will continue to find opportunities to establish the linkages earlier in the semester.

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

B.Arch Narrative

The B.Arch program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. The program primarily addresses this through ARC 409: Architectural Design VIII and ARC 423: Advanced Building Systems.

Technical Resolution and Building Performance

Through a semester-long comprehensive building design project, ARC 409 develops the ability to integrate building systems, materials, and construction processes to convey coherent values and objectives expressed through architecture and to understand technical and measurable building design and performance. To assist with the achievement of this outcome, each student has multiple interactions with consultants (structure and environmental system) in the form of workshops, pin-ups, and reviews. Additionally, students are provided with “A Brief Guide to Building Code,” a compendium of information regarding occupancy, construction types, egress and accessibility. ARC 409 requires the submission of drawings and diagrams that address integration of building envelope systems and assemblies, structural systems, environmental control systems, and life safety systems.

Building Systems Integration

In ARC 423, students demonstrate integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. To demonstrate an understanding of systems integration students learn to identify the intentions and values of the design architect, the formal strategies by which the building is organized, the roles played (or not played) by the building’s technical systems in manifesting those intentions, values, and strategies, and the ways in which each system performs its nominal tasks. ARC 423 requires students to demonstrate proficiency in the analytical project and present a series of drawings, diagrams, images, architectural details, and a 1/4” = 1’-0” cut-away detail model.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Demonstrate the ability to integrate building systems, materials, and construction processes into building design and understand technical and measurable building performance.	ARC 409: Architectural Design VIII, offered each academic year.	Final building design project that complies with applicable building codes, particularly those concerning life safety, egress, and accessibility. This is specifically evaluated in drawings that indicate and reveal compliance.	95% of student drawings successfully demonstrate integration of building systems.	99% of student drawings and diagrams successfully demonstrate design synthesis of user requirements, regulatory requirements, and accessible design.	Provide additional feedback during the submission preparation and allow more time for iterative design to ensure all drawings and diagrams meet the code requirements and are properly annotated.	ARC 409 syllabus , schedule , instruction materials , and student work .

Demonstrate understanding of integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.	ARC 423: Advanced Building Systems, offered each semester. (Newsom, Wilson)	Semester-long research project, divided into sections that follow the typical construction sequence of buildings and the content of the lectures. The project requires that students focus on the design and role of specific building systems within a case study project, and analyze, draw, and present an understanding of the relationship between the many systems present in each building.	90% of students demonstrate understanding of systems integration through a series of drawings, diagrams, images, architectural details, and cut-away detail physical models.	85% of students were able to demonstrate proficiency in the final project through successfully completing accurate drawings.	Continuously expand and update reference projects presented in lecture courses to reflect recent technological innovations. Expand our library of working drawings to include a wider variety of more contemporary projects.	ARC 423 syllabus , schedule , and student work .
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Summary of Modifications

The course instructors will continue to modify and update the courses to reflect advances in systems integration within design and construction. To assist students in meeting learning outcomes, ARC 409 will allow for additional feedback to be provided during the submission preparation to ensure all drawings and diagrams meet the code requirements. ARC 423 will expand and update the reference projects to reflect recent technological innovations and expand the library of working drawings to include a wider variety of more contemporary projects. One challenge we've faced in doing so is gaining access to complete drawing sets for many projects due to both copyright and security concerns. We will reach out to more firms and other universities each year to try to expand our working drawing library.

M.Arch Narrative

The M.Arch program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. The program primarily addresses this through ARC 623: Advanced Building Systems Design II and ARC 607: Architectural Design IV.

Technical Resolution and Building Performance

In ARC 607: Architectural Design IV students develop the ability to make conceptual design decisions within architectural projects that lead to a clearly articulated formal expression while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, and life safety systems. The students are expected to possess the ability to formulate a clear conceptual design strategy, underpinned by a comprehensive knowledge base and robust skills in technical resolution. This empowers them to undertake projects that not only adhere to the highest design standards but also seamlessly integrate the structural and technical requirements of contemporary façade and environmental control systems. Furthermore, they must demonstrate proficiency in developing well-conceived structural systems that support the spatial ambitions of their projects, ensuring a harmonious fusion of form and function. Their understanding of regulatory concerns are assessed through their design work as well as a quiz, which evaluates student ability to showcase that major technical, environmental, and regulatory concepts are met while maintaining the projects' core conceptual, spatial, and formal design ambitions.

Building Systems Integration

In ARC 623: Advanced Building Systems students demonstrate integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. They come to understand building integration through their semester-long research project and lectures. In the project they are required to focus on the design and role of specific building systems

within a case study project, and analyze, draw, and present the relationship between the many systems present in each building. Assessment occurs in the analytical project and drawings, diagrams, images, architectural details, and a 1/4" = 1'-0" detail model. Students should be able to identify the intentions and values of the architect, the formal strategies by which the building is organized, the roles played (or not played) by the building's technical systems in manifesting those intentions, values, and strategies, and the ways in which each system performs its nominal tasks.

Self-Assessment Table

Student Learning Outcome	Assessment Point	Assessment Method(s)	Benchmark	Result	Planned Improvements	Links to Evidence
Ability to make conceptual design decisions that lead to articulated formal expression while demonstrating integration of envelope systems and assemblies, structural systems, environmental control systems, and life safety systems.	ARC 607: Architectural Design IV, offered each academic year. (Hubeli)	Semester-long design projects of major building design. A quiz is given to demonstrate understanding of how regulatory concerns are addressed in the building design project.	90% of the students successfully pass the quiz.	86% of the students successfully passed the quiz.	Given the complexity of the integrated design studio, it is appropriate that measuring the performance of the developed building systems is not a requirement, but will be carefully addressed through improvements in teaching, via addition of reference projects.	ARC 607 syllabus , assignment sheets , quiz results and final student work .
Demonstrate understanding of integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.	ARC 623: Advanced Building Systems, offered each semester. (Newsom, Wilson)	Semester-long research project, divided into sections that follow the typical construction sequence and lecture content. The project requires students to focus on the design and role of building systems within a case study, and analyze, draw, and present an understanding of the relationship between the many systems present in each building.	90% of students should be able to demonstrate understanding of systems integration through drawings, diagrams, details, and 1/4" = 1'-0" cut-away detail physical model.	85% of students were able to demonstrate proficiency in the final project through successfully completing accurate drawings.	Continuously expand and update reference projects presented in lecture courses to reflect recent technological innovations. Expand our library of working drawings to include a wider variety of more contemporary projects.	ARC 623 syllabus , schedule , and final student work .

Summary of Modifications

The program continues to emphasize systems integration by expanding the school's drawing library to ensure we have the most current architectural projects for students to reference. It is also critical for students to gain exposure to how one studies and refines designs based on building performance, which will be more integrated in the coming years.

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Syracuse University is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

As required by the Middle States Commission on Higher Education, Syracuse University conducts a self-study of its academic and co-curricular programs and functional operations every eight years to retain its Middle States accreditation. The next self-study will begin in fall 2024 and culminates with a Middle States peer review in spring 2027.

The self-study process identifies the university’s strengths and reveals areas that require improvement. The process is an inclusive effort, achieved by forming committees representing schools, colleges, departments and units from across the campus, maintaining a dialogue between the university and the community, and communicating in a way that guarantees visibility and transparency. The goal of ensuring our programs exceed the accreditation standards while reflecting our vision of a student-focused research university depends on the support of the Syracuse students, faculty, staff, and community.

The most recent letter from MSCHE regarding Syracuse University’s accreditation status can be found in the Appendix, Item #2.

4.2 Professional Degrees and Curriculum

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

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

B.Arch Professional Studies (111 credits)

Architectural Design Studios (48 credits, 6 credits ea.)

- ARC 107: Architectural Design I
- ARC 108: Architectural Design II
- ARC 207: Architectural Design III
- ARC 208: Architectural Design IV
- ARC 307: Architectural Design V
- ARC 407: Architectural Design VI
- ARC 408: Architectural Design VII
- ARC 409: Architectural Design VIII

Structures (6 credits, 3 credits ea.)

ARC 211: Structures I
ARC 311: Structures II

Building Systems (12 credits, 3 credits ea.)

ARC 121: Introduction to Building and Structural Systems
ARC 222: Building Systems I
ARC 322: Building Systems II
ARC 423: Advanced Building Systems

Architectural Research (6 credits)

ARC 498: Directed Research

Architectural History (12 credits, 3 credits ea.)

ARC 133: Introduction to the History of Architecture I
ARC 134: Introduction to the History of Architecture II
Architecture History Elective
Architecture History Elective

Architectural Theory (6 credits, 3 credits ea.)

ARC 141: Architectural Theory I
ARC 242: Architectural Theory II

Architectural Representation (6 credits, 3 credits ea.)

ARC 181: Representation I
ARC 182: Representation II

Architectural Professional Practice (3 credits)

ARC 585: Professional Practice

Architectural Professional Electives (12 credits)

Note: Please view Appendix, Item #3 for additional information.

Course Catalog: https://courses.syracuse.edu/preview_program.php?catoid=38&poid=19011

M.Arch Professional Studies (86 or 92 credits)

Architectural Design Studios (30 or 36 credits, 6 credits ea.)

ARC 604: Architectural Design I
ARC 605: Architectural Design II
ARC 606: Architectural Design III
ARC 607: Architectural Design IV
ARC 608: Advanced Architectural Design (6 or 12 credits)

Structures (6 credits, 3 credits ea.)

ARC 611: Structures I
ARC 612: Structural Systems Design II

Building Systems (9 credits, 3 credits ea.)

ARC 621: Building Systems I
ARC 622: Building Systems II
ARC 623: Advanced Building Systems

Architectural Research (11 credits)

ARC 650: Architectural Research (5 credits)
ARC 698: Directed Research (6 credits)

Architectural History (9 credits, 3 credits ea.)

ARC 631: Studies in Architectural History
ARC 639: Architectural History Principles
Architecture History Elective

Architectural Theory (6 credits, 3 credits ea.)

ARC 641: Architectural Theory I
ARC 642: Architectural Theory II

Architectural Media (6 credits, 3 credits ea.)

ARC 681: Media I
ARC 682: Media II

Architectural Professional Practice (3 credits)

ARC 585: Professional Practice

Architectural Professional Electives (0, 3, 6, or 12 credits)

Note: Please view Appendix, Item #3 for additional information.

Course Catalog: https://courses.syracuse.edu/preview_program.php?catoid=39&poid=19901

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

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

B.Arch General Studies (46 credits, 18 of which are open electives)

Syracuse University does not directly specify a credit requirement for general education, but does comply with New York State Education Department which requires that a minimum of 25% of the degree credit hours must be in the liberal arts. Our B.Arch program requires 46 credits in general education, 25 of which are specified below and determined by the university. The school defines these credits as coursework offered through schools other than the School Architecture. (46 general studies credits / 157 total credits = 29.2%)

NYSED: <https://www.nysed.gov/college-university-evaluation/department-expectations-curriculum>

See Rules of the Board of Regents Section 3.47: <https://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations>

The regional accreditor also does not directly specify a credit requirement for general studies, but requires the following of the institution: “[...] offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; and offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.

To meet this requirement, Syracuse University established Shared Competencies, six university-wide learning goals that enhance undergraduate education through an integrated learning approach. Undergraduate students develop competencies through their major degree courses, liberal arts requirements, and co-curricular experiences. More information on Shared Competencies can be found in Section 5.2: Planning and Assessment. To respond to this initiative, the School of Architecture mapped our program level learning outcomes to the Shared Competencies and tagged courses that fulfill the requirement. A diagram of this can be found on the next page.

Among courses required of all B.Arch students, Syracuse University Shared Competencies course tags are as follows:

1. Ethics, Integrity, and Commitment to Diversity and Inclusion: ARC 134, ARC 141, ARC 585
2. Critical and Creative Thinking: ARC 107, ARC 108, ARC 207, ARC 208, ARC 307, ARC 409, ARC 423, ARC 133, ARC 242, ARC 181, ARC 182
3. Scientific Inquiry and Research Skills: ARC 307, ARC 409, ARC 121, ARC 222, ARC 322, ARC 423, ARC 242, ARC 211, ARC 311
4. Civic and Global Responsibility: ARC 134, ARC 141, ARC 585
5. Communication Skills: ARC 107, ARC 207, ARC 307, ARC 409, ARC 181, ARC 182
6. Information Literacy and Technological Agility: ARC 121, ARC 322, ARC 423, ARC 585

MSCHE Standards: <https://www.msche.org/standards/fourteenth-edition/#standard3>

To ensure students are exposed to a breadth of knowledge, a distribution of credits in the humanities, social sciences and natural sciences is required. Additionally, all undergraduate students are required to complete an IDEA course. IDEA courses provide undergraduate students the opportunity to explore concepts in social justice, broadly defined. The IDEA acronym encapsulates the core concepts of Inclusion, Diversity, Equity, and Accessibility. More information the IDEA course requirement can be found here:

https://courses.syracuse.edu/preview_program.php?catoid=38&poid=19438

Students admitted as transfer students will have their general education credits reviewed for Syracuse University equivalency. Credits determined equivalent to Syracuse University courses will meet general education requirements accordingly.

University Requirement

FYS 101 (1 credit hour)

First Year Seminar (FYS) 101 is a 15-week, 1-credit course that engages all first-year students in guided conversations, experiential activities and written assignments about transitioning to Syracuse University campus life, exploring their identities as they situate themselves in a new context and understanding how they will relate to and interact with other students, faculty and staff in contributing to a welcoming, inclusive and diverse campus community.

Students will explore the areas of belonging, interdependence, health and wellness, development of identity, socialization, prejudice, discrimination, bias and stereotypes within their FYS 101 section, in university-sponsored experiential activities and in school/college level sponsored experiential activities. To facilitate meaningful small group discussions, each class hosts no more than 19 students from multiple schools and colleges. Each section will be led by a pair of facilitators selected from experienced staff, faculty, graduate and undergraduate students.

IDEA Course

The IDEA course requirement provides undergraduate students the opportunity to explore concepts in social justice, broadly defined, that are integral to models of social justice, and through their examination students can learn about important values, voices, and lives that have been marginalized and erased, along with strategies to create stronger and more just communities.

IDEA courses may be taught in any of the schools and colleges at the university. They vary greatly in topic area and content, but they all incorporate the following learning objectives:

- Students will be able to identify ways by which they are shaped by socialization.
- Students will learn about structures, systems and impacts of oppression, as well as cultures and practices of resistance.
- Students will learn about historical and ideological perspectives, using theoretical framework(s), and incorporating US and/or global contexts.'
- Students will explore and analyze strategies and tools for developing inclusive, equitable and accessible communities.

In addition to satisfying the IDEA requirement in the student's program of study, IDEA courses may also satisfy other distributional, major or minor requirements. The IDEA requirement may be completed at any time, but students are encouraged to do so early in their curriculum if possible.

Writing Requirement (6 credits)

WRT 105 - Studio 1: Practices of Academic Writing

WRT 205 - Studio 2: Critical Research and Writing

Quantitative Requirement (3-4 credits)

MAT 221 - Elementary Probability and Statistics I,

MAT 285 - Life Sciences Calculus I,

MAT 295 - Calculus I, or

PHY 101 - Major Concepts of Physics I

ARCH LEARNING OUTCOMES

SU SHARED COMPETENCIES

1 Environmental Impact (NAAB PC3)

Develop a holistic understanding of the dynamic between built and natural environments with the goals of mitigating climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

2 Design Synthesis (NAAB PC2, SC5)

Understand the role of the design process in shaping the built environment and develop the ability to make architectural design decisions that demonstrate the synthesis and thoughtful integration of human, technical, regulatory, and environmental demands and requirements.

3 Emerging Technology (NAAB SC3, SC4, SC6)

Understand established and emerging systems, technologies, and regulatory requirements of building construction as well as their underlying principles; develop skills to effectively and creatively integrate them into architectural designs; and assess them against pertinent design and performance objectives and legal requirements.

4 Human Thriving (NAAB PC8, SC1)

Deepen students' understanding of diverse human contexts and deepen student commitment to translating this understanding into healthy, safe, inclusive environments at multiple scales.

5 Global History and Theory (NAAB PC4, PC8)

Ensure that students understand the histories and theories of architecture and urbanism from multiple perspectives, framed by diverse social, cultural, economic, and political conditions.

6 Professional Practice (NAAB PC1, PC6, SC2)

Develop skills and knowledge needed for the practice of architecture including its diverse career paths and opportunities, professional ethics, business processes, regulatory requirements, and principles for effective leadership and collaboration.

7 Learning Culture (NAAB PC7)

Ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

8 Research and Creative Inquiry (NAAB PC5)

Develop skills to critically and meaningfully understand and engage, through research, design, and other forms of creative inquiry, the role and agency of architectural design for possible, probable, and preferable futures.

SSC1 Ethics, Integrity, Commitment to Diversity/Inclusion

Reflection on the dynamic relationships among power, inequality, identities, and social structures. Thoughtful engagement with one's values, intersectional identities, experiences, and diverse perspectives and people. Application of ethical and inclusive decision-making in the context of personal, academic, professional, and collaborative pursuits.

SSC2 Critical and Creative Thinking

Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.

SSC3 Scientific Inquiry and Research Skills

Application of scientific inquiry and problem-solving in various contexts. Analysis of theories, replication of procedures, and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.

SSC4 Civic and Global Responsibility

Knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. Engagement in responsible, collaborative, and inclusive civic and cross-cultural learning, with an emphasis on public, global, and historical issues.

SSC5 Communication Skills

Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.

SSC6 Information Literacy and Technological Agility

Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

Academic Electives (18 credit hours)

Humanities (min. 6 credit hours)

Social Sciences (min. 6 credit hours)

Natural Sciences and Mathematics (min. 3 credit hours)

Arts & Science Elective (3 credit hours)

Note: Please view Appendix, Item #3 for additional information.

M.Arch General Studies

General studies requirements are satisfied by the student's completion of the general education program of their previous institution's baccalaureate degree.

Satisfaction of general studies is completed by reviewing student transcripts as part of the application process. Students must have completed their undergraduate degree to satisfy the requirements. Students' bachelor degrees are subject to verification by the Graduate Student Enrollment office, who reviews the accreditation of the undergraduate institution, as well as the official certified final transcript and degree of the student.

MSCHE Standard III requires that: An accredited institution possesses opportunities for the "development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula."

Within the M.Arch program, these opportunities are primarily made available in ARC 650, the 1-credit research seminars and in ARC 698: Directed Research and ARC 998: Thesis.

Note: Please view Appendix, Item #3 for additional information.

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

B.Arch Optional Studies

Academic Electives (18 credit hours of the 46 General Studies Credits)

Open Electives (18 credit hours)

Of the 157 total credits in the B.Arch curriculum, 72 credits allow the student flexibility to choose content. This includes, but is not limited to, the general studies credits (46 c.h.), the global programs in New York City, London, Florence, and Syracuse (12 c.h.), ARC 498: Directed Research (6 c.h.), and architecture professional electives (12 c.h.) and architectural history electives (6 c.h.). Students often use this flexibility to incorporate a minor to their academic plan.

Advanced Architectural Design Studios:

In ARC 407: Architectural Design VI and ARC 408: Architectural Design VII and students are presented with options for which they ballot. The options are to study abroad in Florence or London, away in New York City, or remain in Syracuse and complete a studio with a visiting studio instructor. Students who remain in Syracuse ballot again for one of the Visiting Critic studio options.

ARC 407: Architectural Design VI (6 credit hours)
ARC 408: Architectural Design VII (6 credit hours)

Directed Research:

In ARC 498: Directed Research, students have two primary options: 1) ballot for one of the course offerings; or 2) secure an advisor and complete Directed Research using a structure that relies on guided research and individual production, supported by a singular faculty member.

ARC 498: Directed Research (6 credit hours)

Architecture Electives:

Architecture History Electives (6 credit hours)
Architecture Professional Electives (12 credit hours)

Note: Please view Appendix, Item #3 for additional information.

M.Arch Optional Studies

Of the 92 total credits in the M.Arch curriculum, 32 credits allow the student flexibility to choose content.

Advanced Architectural Design Studios:

In ARC 608: Architectural Design VII students are presented with options for which they ballot. The options are distinct studios in Syracuse led by visiting studio instructors. Students can choose to take two of these studios or, instead of a second studio, students can take six credits of Professional Electives.

ARC 608: Architectural Design VII (6 or 12 credits)

Directed Research/Thesis:

Students have the option to ballot for one of the ARC 698: Directed Research course offerings or complete an independent thesis with the advising of a faculty member, ARC 998: Thesis.

ARC 698: Directed Research / ARC 998: Thesis (6 credit hours)

Architectural Research:

Each year multiple 1-2 credit design research workshops are offered. During their study, students must enroll in and complete five credits in this area.

ARC 650: Architectural Research (5 credits)

Architecture and Open Electives:

Architecture History Electives (3 credit hours)
Architecture Professional Electives (0, 3, 6, or 12 credits)
Open Electives (0, 3, or 6 credit hours)

Note: Please view Appendix, Item #3 for additional information.

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

Degrees Offered

Bachelor of Architecture (B.Arch)
(157 credit hours)

Master of Architecture (M.Arch)
(92 credit hours)

Master of Science in Architecture (MS.Arch)
(30 credit hours)

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

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

157 c.h.	Year 1 - F	Year 1 - S	Year 2 - F	Year 2 - S	Year 3 - F	Year 3 - S	Year 4 - F	Year 4 - S	Year 5 - F	Year 5 - S
Design-54	ARC 107	ARC 108	ARC 207	ARC 208	ARC 307	ARC 407	ARC 408	ARC 409		ARC 498
History-12		ARC 133	ARC 134				Elective	Elective		
Theory-6	ARC 141			ARC 242						
Rep-6	ARC 181	ARC 182								
Str-6				ARC 211	ARC 311					
BldgSys-12		ARC 121	ARC 222		ARC 322	ARC 423				
ProPrac-3									ARC 585	
ArchElec-12						ARC 500 x2	ARC 500	ARC 500		
A&S Req-10	WRT & FYS		Quant.	WRT						
A&S Elec-18			Elective	Elective			Elective	Elective	Elective	Elective
Open-18					Open			Open	Open x2	Open x2

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 consists of 157 credit hours (c. h.) of coursework, including 99 c. h. of required architecture courses in the subject areas of design, history, theory, technology, structures, representation, and professional requirements, and 12 c. h. of professional electives. It also includes 9 c. h. of Arts & Sciences requirements, along with 18 c. h. of Arts & Sciences electives, and 12 c. h. of open electives. The curriculum chart on the previous page shows a typical path through the curriculum over the baseline five years of study. Students most often register for between 15 c. h. and 18 c. h. per term during, 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 degree requirements on a part-time basis in order to lower their course load below 12 c. h..

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

The M.Arch curriculum consists of 92 credit hours (c h.) of coursework, including required architecture courses in the subject areas of design, media, history, theory, technology, structures, and professional electives. It also includes 6 c. h. of open electives. A typical path requires 10-16 c. h. per semester over the baseline 3 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 27 c.h.). As part of the application process, students may request advanced standing in design (usually two studios, ARC 604: Architectural Design I and ARC 605: Architectural Design II), which is granted based upon review of portfolios by the admission committee. Faculty members teaching in other areas of the curriculum oversee the granting of equivalent credit during orientation week.

92 c.h.	Year 1 - F	Year 1 - S	Year 2 - F	Year 2 - S	Summer	Year 3 - S	Year 4 - F
Design-42	ARC 604	ARC 605	ARC 606	ARC 607	ARC 608	ARC 608	ARC 698
History-9		ARC 631	ARC 639				Elective
Theory-6	ARC 641			ARC 642			
Media-6	ARC 681	ARC 682					
Str-6		ARC 611	ARC 612				
BldgSys-9	ARC 621		ARC 622	ARC 623			
ProPrac-3						ARC 585	
ArchElec-6						ARC 500	ARC 500
Research-5	ARC 650	ARC 650	ARC 650	ARC 650		ARC 650	

Note: The table above depicts the most common curriculum chart for M. Arch students. For variations, please see Section 4.2.3 - Optional Studies, to learn how variations are developed.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework

in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Not applicable.

4.3 Evaluation of Preparatory Education

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

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

B.Arch Student 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. Admission to the undergraduate program is competitive. Applicants must be strong academic performers and possess design skills. Each year approximately 150 new students enter the School of Architecture as freshmen or transfer students. In 2023, the entering class of 156 was selected from 1,746 applicants. Transfer students are only admitted to the undergraduate program in the fall semester. The school can accept transfer credits from other accredited institutions of higher learning, including domestic and foreign universities and domestic 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 3.9 weighted.

Standardized Test Performance

Syracuse University has been a test optional institution for the past three admission cycles. When submitted, SAT or ACT scores are also considered (whichever is higher). Admitted students to the School of Architecture

have the highest standardized test scores on campus. The students admitted to the School of Architecture this past year had an average combined critical reading and math score of 1427. (The overall university average for admitted students last year was approximately 1366).

Personal Essay and 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 experiences, 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 via a virtual interview.

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 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. 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 and creative 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.

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 score of 21 and a speaking sub score of 20, though most 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, a minimum of pre-calculus, and portfolio review. Interviews are scheduled as needed, at the discretion of the Undergraduate Program 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, prerequisite coursework, and relative rigorous coursework are especially important for a transfer applicant. Demonstrated achievement (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 first-year students. 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 and 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 transferable 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, standardized 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. Candidate for merit-based scholarships.
2. Strong Candidate: Desirable to recruit. Indicators of probable success in the program.
3. Strong Artistic Ability: Desirable to recruit. The candidate will likely succeed in our program.
4. Weak Candidate: Concerns about talent or ability to perform well in the program.
5. Do Not Admit: Very weak candidate, unlikely to succeed in program.

Advanced Standing

As a design-based program, the school requires eight 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 the 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 Program 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 a waiver from 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* 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 or university.

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

M.Arch Student 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 2024, there were a total of 171 applicants: 79% were admitted resulting in a yield of 12% (21 students).

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 composed of the Graduate Program Chair and several 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 to apply to the M.Arch or the M.S. programs.

Portfolio

All portfolios are submitted digitally. 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 not required of applicants to the M.S. Architecture or the M.Arch degree programs.

English Language Proficiency exams are required of all non-native English speakers.

English Proficiency

All non-native English speakers must take the TOEFL exam (or another approved proficiency exam, including Duolingo, Pearson or IELTS exams). Those that score less than 100 (or equivalent) 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 virtual 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 651: 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.

Interviews are not required for admission, but applicants may request an in-person or virtual interview. The Graduate Program Chair conducts all in-person interviews.

Written Statement

All applicants submit a written statement responding to one of the following prompts to better understand the goals of the applicant: 1. Describe the most impactful learning moments you experienced in the past few years, and why it had an impact on you and your decision to apply to graduate school. This could be in the context of your formal education (a course you took, prior degree studies), or it could be a unique travel experience, what you learned from others, or a professional life experience outside the classroom; 2. Who/What has influenced your career and/or professional aspirations, and why? This could be a range of possibilities, from mentors to colleagues, to someone or something you admire, to a place or subject matter that changed your perspective on studying architecture; 3. What is most intriguing to you outside of architecture and why? This could be framed as a particular hobby you enjoy, places you've traveled, and/or meaningful experiences that have influenced you as a future designer; or 4. What are your goals and ambitions for joining the graduate program at Syracuse Architecture? Are there particular professors you would like to work with, exciting projects you want to be a part of, or opportunities you want to take advantage of while you are here? Be as specific as you can be for this question.

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 25 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 coursework that essentially duplicates a course within the graduate curriculum. No more than 30% (27 credit hours of a total 92) 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 in those areas.

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. They may also designate advanced standing in the architectural design studio sequence based on assessment of the Admissions Committee and the Graduate Program Chair.

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

B.Arch Standards

Preparatory education experience is not required other than successfully earning a high school diploma or GED equivalency. All required accreditation criteria are met within the five-year B.Arch professional degree program.

M.Arch Standards

As noted previously, 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 25 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.

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

B.Arch Evaluation

The Undergraduate Program lists all requirements of its application process on the official webpage. Our curriculum is designed for students to acquire a first professional degree within five years.

Students in the Syracuse Architecture B.Arch program are encouraged to participate in full-time study and must enter the program during the fall semester. More information about the curriculum, courses, and student work can be found on our webpage.

Undergraduate Admissions: <https://soa.syr.edu/admissions/undergraduate.php>

M.Arch Evaluation

The Graduate Program lists all of the requirements of its application process on the official webpage. Our curriculum is designed for students with baccalaureate degrees, in any field, to acquire a first professional degree within three years, but also supports advanced standing for students with baccalaureate degrees in architecture and related fields.

Students in the Syracuse Architecture M.Arch program are required to participate in full-time study and must enter the program during the fall semester. More information about the curriculum, courses, and student work can be found on our webpage.

Graduate Admissions: <https://soa.syr.edu/admissions/graduate/march/>.

5—Resources

5.1 Structure and Governance

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

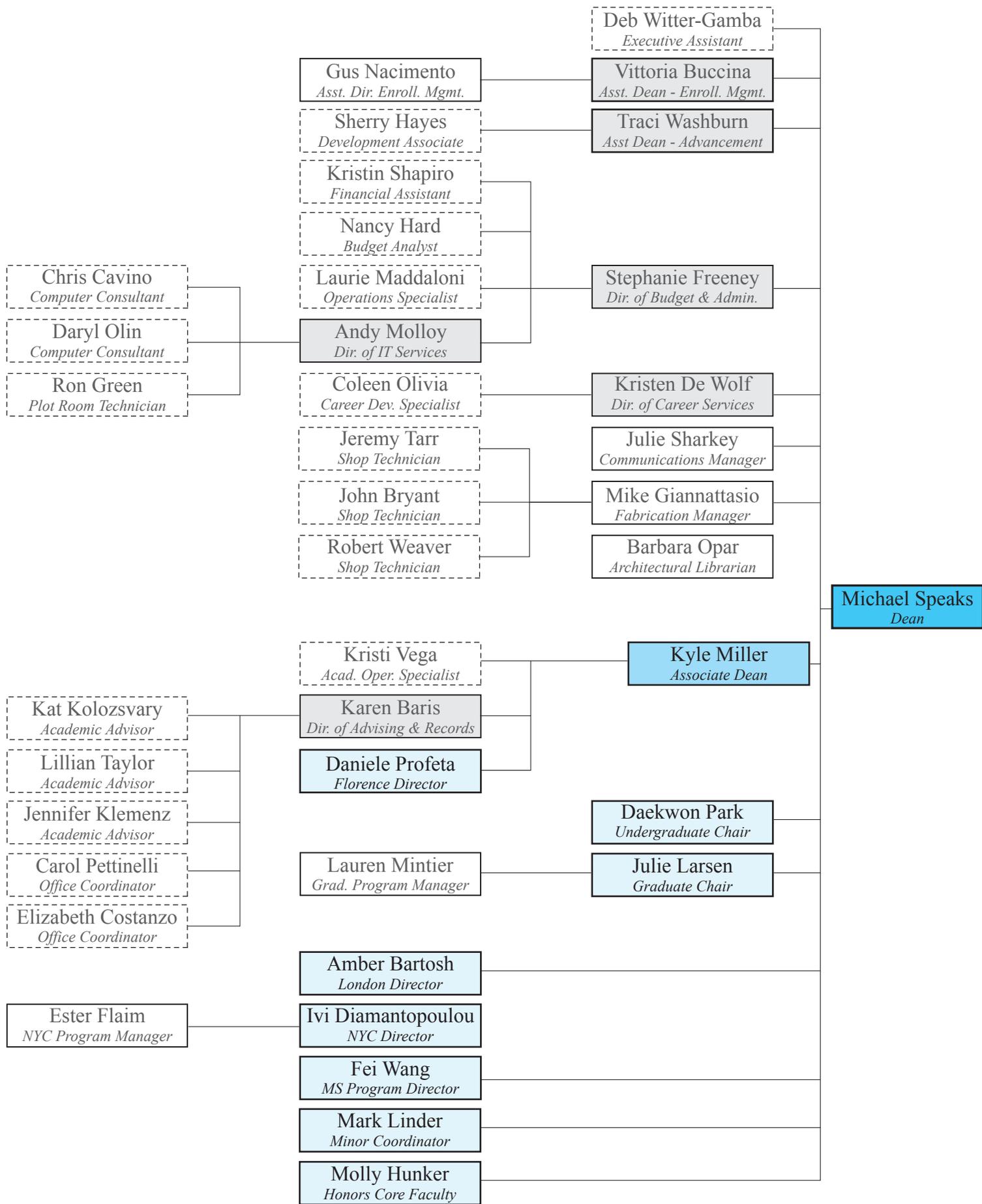
5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

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 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. Kent Syverud is Chancellor and President of Syracuse University. He was appointed by the University's Board of Trustees in September 2013 and assumed the leadership post in January 2014, becoming the 12th leader of the University since its founding in 1870. Lois Agnew is Interim Vice Chancellor and Provost at Syracuse University. She was appointed to the position in July 2024. The Board of Trustees is the governing body of Syracuse University, responsible for the institution's educational mission and fiscal policies. More information on Syracuse University leadership can be found here: <https://www.syracuse.edu/about/leadership-administration/>

The academic administration of the School of Architecture includes the Dean, Professor Michael Speaks, the Associate Dean, Associate Professor Kyle Miller, the Undergraduate Program Chair, Associate Professor Daekwon Park, and the Graduate Program Chair, Associate Professor Julie Larsen. The Dean is responsible for overall policy and administrative oversight, including budget, university relations, alumni relations and development, hiring, and enrollment management. The Associate Dean leads strategic planning, develops new academic initiatives to achieve greater integration of research, teaching, and global programs. The Program Chairs are responsible for the management of their respective programs including recruiting, advising, coordination of curricula, and budget management. The Director of Budget and Administration, Stephanie Freaney, is responsible for financial management, special events, and management of the school's staff. The Assistant Dean for Advancement, Traci Washburn leads advancement and engagement efforts. The Assistant Dean of Enrollment Management, Vittoria Buccina develops strategic leadership in the development, coordination and implementation of the school's enrollment and retention plan.

The Associate Dean, Program Chairs, and the Director meet with the Dean monthly for planning and coordination of school activities. Study abroad and away programs in Florence, London, and New York City each have a director. These programs are led by Daniele Profeta, Associate Professor Amber Bartosh, and Professor of Practice Ivi Diamantopoulou, respectively.

An executive assistant supports the Dean, and the Program Chairs are assisted by administrative staff with responsibility for admissions and student services duties. The Dean's Office has an office coordinator who also provides office support for the faculty and administration. In addition, there are three shared computer consultants who manage the computing environment in Slocum Hall, a career services director and a career services specialist who assist students and alumni with career planning, a director of advising and records and three academic advisors that implement advising strategies to best serve the needs of both graduate and undergraduate architecture students, and four fabrication/model/wood shop technicians. A diagram of the School of Architecture organizational structure can be found on the following page.



The following are job descriptions of all key staff personnel:

Karen Baris, *Director of Advising and Records*: Leads the School's student services team, including academic advisors and the student services support staff. She is responsible for the development and implementation of advising strategies to best serve the needs of both graduate and undergraduate architecture students. Works directly with undergraduate students facing complex academic situations, including those on academic probation and students with academic integrity violations. In addition to advising, she tracks the academic progress of all architecture students, certifies undergraduate degrees, coordinates the architecture curricula and manages architecture course enrollment.

John Bryant, *Woodshop/Fabrication Technician*: Operates, supervises, and trains students in the use of the model shop and maintains appropriate safety and security procedures in the facility.

Vittoria Buccina, *Assistant Dean for Enrollment Management*: Develops strategic leadership in the development, coordination and implementation of the school's enrollment and retention plan. Represents the Syracuse University and the School of Architecture at international, national, regional and local recruiting functions. Collaborates on Graduate Enrollment, Recruitment and Admissions, oversight of the Graduate Ambassador and Peer Mentoring programs, as well as coordinating the review of graduate applications and portfolios.

Christopher Cavino, *Computer Consultant*: Co-manages our information systems and researches ways to best integrate new computing technologies into the school's academic and administrative environment. He provides technical support and IT-related consultation for Architecture faculty, staff, and students; and works with plotting and digital fabrication colleagues, and with the Office of the Dean and communications staff to support the school's web presence.

Elizabeth Costanzo, *Office Coordinator*: Supports the educational and strategic missions of the school as this position assists all faculty, Chairs for the Undergraduate and Graduate programs, as well as admissions. Maintains all building room reservations as well as central room reservations. Ensures that the needs of our students and faculty related to advising, emerging student concerns and faculty needs are met in an expeditious and succinct manner.

Kristen DeWolf, *Director of Career Services*: Provides career and professional development support to students and alumni while cultivating and managing employer relationships. She collaborates with faculty, alumni, and corporate partners to nurture relationships that support placement of full-time and internship opportunities at both the graduate and undergraduate levels. She also serves as the school's NCARB educator with respect to licensure.

Ester Flaim, *New York City Academic Program Manager*: Coordinates the New York City program with the various departments on campus and manages the program's logistics and develops new internship opportunities for the New York City program graduate and undergraduate students.

Stephanie Freaney, *Director of Budget and Administration*: Responsible for non-academic administration including financial management, faculty and staff HR matters, oversight of space and facilities, and organizing all-school events. Monitors overall expense and maintains and updates year-end projections. Consults on resource and financial policy issues such as major equipment and sponsored grants.

Michael Giannattasio, *Fabrication Manager*: Responsible for oversight of all fabrication facilities. Establishes policies for the use of all fabrication facilities and develops training programs for students and student employees. Collaborates with faculty and students on fabrication issues relevant to curricular and course needs. Supervises student employees and maintains environmental and safety standards.

Ronald Green, *Plot Room Technician*: Supervises the daytime operation of the plotting and printing facilities in Slocum Hall. Ensures the smooth operation of the facility and helps students on plotting and printing matters.

Nancy Hard, *Budget Analyst*: Serves as the liaison between Human Resources, faculty, staff and students to assure all personnel-related processes are accurate and compliant. Responsible for all payroll related processes and supervises student employees. Prepares data analysis and reports on various financial funding; assists in managing unrestricted, restricted and grant expenses; processes reimbursements, travel, expenses and payments for staff, faculty, students and visitors; and manages all undergraduate studio expenses.

Sherry Hayes, *Development Associate*: Supports advancement and engagement efforts for the School with the Assistant Dean. Coordinates annual fund initiatives and other School fundraising projects. Research and track prospects, prepare data analysis and reports, and provide liaison with the central engagement office.

Jennifer Klemenz, *Graduate Student Advisor*: Assists students through their curricular path in the Master of Architecture and Master of Science degree programs as well as supporting students through registration advising and other items pertaining to the graduate student record. Tracks degree progress, evaluates transfer and other credit, ensures accuracy of Degree Works for the architecture graduate student population, and certifies graduate degrees in consultation with the Graduate Program Chair.

Kat Kolozsvary, *Academic Advisor*: Provides individual academic advising, pre-registration advising, and progress-toward-degree advising for undergraduate students with last names starting with the letters A-L. Serves as the primary conduit in first semester registration and supporting incoming students as they transition into the University.

Laurie Maddaloni, *Operations Specialist*: Coordinates all aspects of building management including custodial and maintenance issues, public safety, fire safety, and renovations. Serves as the school's liaison with university catering and coordinates major school events. Assists with travel and hotel arrangements for faculty and guests, and tracks expenses. Processes reimbursements, handles weekly payroll and assists with financial management.

Lauren Mintier, *Assistant Director of Graduate Admissions*: Coordinates the admissions process for graduate programs from the inquiry stage through arrival. Serves as the faculty mentor for the Graduate Students in Architecture (GSA), maintains student records and enrollment statistics, and manages graduate program finances. Plans and monitors financial aid and research grant budgets. Provide preliminary advising and day to day guidance to graduate students, cohesive implementation of academic goals, and provides administrative support to the graduate program.

Andrew Molloy, *Director of IT Services*: Provides technical support and consultation for Architecture faculty, staff, and students on computing applications and questions, and manages computing initiatives and the technology budget for the School of Architecture. Manages IT staff, new initiatives and has oversight of the School's IT program.

Gustavo Nascimento, *Assistant Director Enrollment Management and Student Engagement*: Supports enrollment management and student engagement working together with Vittoria Buccina, Assistant Dean of Enrollment Management, to develop strategic plans to admit and retain the best and brightest students.

Daryl Olin, *Computer Consultant*: Co-manages our information systems and researches ways to best integrate new computing technologies into the school's academic and administrative environment. Provides technical support and IT-related consultation for Architecture faculty, staff, and students. Works with plotting and digital fabrication colleagues, and with the Office of the Dean and communications staff to support the school's web presence.

Colleen Oliva, *Career Services and Employer Relations Specialist*: Supports student success by delivering professional development offerings through individual advising sessions, curated career resources and instructional workshops. Works with architecture students and alumni during their internship and job searches by providing résumé feedback, interview coaching and developing search strategies, and helps coordinate employer recruiting and specialty programming.

Barbara Opar, *Architectural Librarian*: Consults on library acquisitions, reserves, the working drawings collection, and any other faculty support issues pertaining to the library system.

Carol Pettinelli, *Directed Research/Office Coordinator*: Provides support to directed research students and advisors, schedules student reviews, administers related balloting, and organizes school-wide directed research events. Assists the Director of Advising and Academic Advisors with various tasks related to student records and provides administrative support to the Office Coordinator in the Student Services suite.

Kristin Shapiro, *Financial Assistant*: Supports the financial unit by assisting with payroll, reimbursement and purchasing processes. Provides financial analysis and audits processes for accuracy.

Julie Sharkey, *Communications Manager*: Manages and coordinates communications activities and initiatives for the school, in close collaboration with the Dean and colleagues within the school and the university's Marketing and Communications division, by contributing to strategic discussions, serving as editor and content manager across all media platforms, and ensuring that all content is focused on engagement of multiple audiences.

Jeremy Tarr, *Woodshop Technician*: Operates, supervises, and trains students in the use of the model shop in Smith Hall and maintains appropriate safety and security procedures in the facility.

Lillian Taylor, *Academic Advisor*: Provides individual academic advising, pre-registration advising, and progress-toward-degree advising for undergraduate students with last names starting with the letters M-Z. Serves as the secondary conduit in first semester registration and supporting incoming students as they transition into the University.

Kristi Vega, *Academic Operations Specialist*: Responsible for the long-term and day-to-day administration, operations, and programming support for the Associate Dean's Office. Administers and executes academic programs including Visiting Critic Studios, enrollment for off-campus programming, faculty mentoring programs, and academic integrity violations.

Traci Washburn, *Assistant Dean for Advancement*: Leads advancement and engagement efforts for the School with the Dean. Responsible for identifying, cultivating, and designing philanthropic opportunities where alumni, parents and friends may support the school's highest priorities. Additionally, manages the School's Advisory Board.

Robert Weaver, *Shop Technician*: Operates, supervises, and trains students in the use of the model shop in Slocum Hall and maintains appropriate safety and security procedures in the facility.

Debra Witter-Gamba, *Executive Assistant*: Provides administrative and secretarial assistance to the Dean. Prepares minutes for faculty meetings and provides liaison with the Provost's and Chancellor's office and other university administrative divisions. Assists with contract preparation and supports faculty RPT and Search committee processes.

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

The responsibility of the faculty of the School of Architecture, consistent with the authority to exercise jurisdiction over the educational program and the internal affairs of the School of Architecture, is 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.

Membership in the faculty is determined by one's University contract appointment to the school, such that all members who voluntarily enter such contract, by extension, voluntarily join the faculty and accept to uphold and abide by the terms and conditions of the school bylaws.

There are four standing faculty committees, two elected ad hoc committees, and two standing school representative titles. They are 1) the School Representatives to the University Senate; 2) the Re-Appointment, Promotion and Tenure Committee; 3) the Teaching Professor Evaluation Committee; 4) the Teaching Professor Promotion Committee; 5) the Faculty Search Committee; 6) the Curriculum Committee; 7) the Faculty Bylaws Committee; and 8) a school Representative to the American Collegiate Schools of Architecture. Annual elections are held in the spring semester to fill upcoming open committee and representative faculty seats for the next academic year. Elected committee members meet the general requirements and duties specified in the faculty bylaws while further abiding by the standing charges and special authorities.

The Re-Appointment, Promotion and Tenure Committee, Search Committee, and Curriculum Committee consult with a Student Subcommittee comprising both undergraduate and graduate representatives elected by their respective student governing bodies. Student Subcommittee members have no voting privileges on their designated committees. Full-time students who will be on campus for the duration of their committee assignment and who are not on academic probation are eligible to serve on Student Subcommittees.

5.2 Planning and Assessment

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

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

Institutional Effectiveness

Assessment and improvement efforts occur regularly through collaboration with Syracuse University Institutional Effectiveness (IE), which orchestrates *Assessment*, *Program Review*, *Shared Competencies*, *Course Feedback*, and *Strategic Planning*. Institutional Effectiveness furthers excellence at Syracuse University by supporting the campus community in evidence-based, collaborative decision making through assessment, program review, accreditation, and academic initiatives.

More information can be found on IE, here: <https://effectiveness.syr.edu/>

Assessment

Syracuse University's framework for assessing student learning and success outcomes is organized into three phases for academic, co-curricular, and functional units: specify and plan, collect and analyze, and action and follow-up.

Assessment is the process of systematically gathering information about the student experience with the goal of improving it. As part of the University's commitment to providing students with an outstanding educational experience in and out of the classroom, the entire campus is engaged in ongoing assessment. The assessment process leads to evidence-based decisions about curriculum and pedagogy, programs and services, and student support. Additionally, assessment is a critical component of our institutional accreditation by the Middle States Higher Education Commission.

The contributions of all academic, co-curricular, and functional areas are key to determining institutional effectiveness. Assessment and action plans have been developed and implemented by 412 academic programs at Syracuse University, 38 co-curricular programs/units, and 70 functional areas to inform decision-making. Faculty and staff review and analyze the information gathered in the assessment process and determine what actions should be taken to improve, apply those actions, and then measure whether they were effective.

More information on university assessment can be found here: <https://effectiveness.syr.edu/assessment/>

Program Review

Program review is an essential process to engage faculty in a systematic evaluation process regarding Syracuse University's academic offerings. Program review contributes to the improvement of the university's academic programs, and informs departmental, school/college, and university discussions, decisions, and recommendations. By giving increased attention to our existing academic offerings, faculty can teach their expertise in the context of academic programs that are best structured to meet the learning goals of our students.

The purpose of program review is to craft and maintain a set of high-quality academic programs that support the university's educational objectives for students while making effective use of institutional resources.

Consistent with Middle States and Syracuse University expectations, academic programs are reviewed for their *quality, demand, cost-effectiveness, and centrality to mission.*

More information on Program Review can be found here: <https://effectiveness.syr.edu/pr/>. The most recent Program Review documents are in the Appendix, Item #8 and #9.

Shared Competencies (Course Tagging)

Syracuse University's Shared Competencies are six university-wide learning goals that enhance undergraduate education through an integrated learning approach. Undergraduate students develop competencies through their major degree courses, liberal arts requirements, and co-curricular experiences. The Shared Competencies enable students to communicate their learning experience, provide pathways for academic development, and integrate different aspects of a Syracuse University education. Each competency includes corresponding framing language that communicates the content of that competency to educators and learners. The framing language suggests a range of knowledge, skills, and attributes that each competency entails.

1. **Ethics, Integrity, and Commitment to Diversity and Inclusion:** Reflection on the dynamic relationships among power, inequality, identities, and social structures. Thoughtful engagement with one's values, intersectional identities, experiences, and diverse perspectives and people. Application of ethical and inclusive decision-making in the context of personal, academic, professional, and collaborative pursuits.
2. **Critical and Creative Thinking:** Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.

3. Scientific Inquiry and Research Skills: Application of scientific inquiry and problem-solving in various contexts. Analysis of theories, replication of procedures, and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
4. Civic and Global Responsibility: Knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. Engagement in responsible, collaborative, and inclusive civic and cross-cultural learning, with an emphasis on public, global, and historical issues.
5. Communication Skills: Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.
6. Information Literacy and Technological Agility: Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

More information on Syracuse University Shared Competencies can be found here:

<https://effectiveness.syr.edu/shared-competencies/>

Course Feedback

Syracuse University’s holistic approach to enriching teaching and learning focuses on faculty self-reflection, professional development, class observation, student course feedback, and measuring student learning.

Core elements of the course feedback framework include:

- Students can provide feedback on their courses regardless of delivery format, time schedule, or campus location.
- The process provides actionable feedback to improve teaching and learning, rather than individual instructor ratings.
- Each school/college continues to determine how course feedback is used within their respective area about teaching, learning, promotion, and tenure.
- The majority of course feedback items address departmental and instructor needs; the form also includes a set of common questions used for all Syracuse University courses.

More information on Course Feedback can be found here: <https://effectiveness.syr.edu/course-feedback/>

Strategic Plan

Syracuse University’s academic strategic plan, “Leading With Distinction,” was unveiled in September 2023 following a yearlong planning process involving hundreds of faculty, staff, students and administrators from every school, college and unit. It is a living document offering a shared vision that is inclusive of voices representing all areas of our diverse and vibrant university community. Identifying areas of distinctive and aspirational excellence and outlining major commitments and goals, the plan charts a course for the next five years, offering a framework for advancing academic excellence, fostering a sense of welcome and belonging for all members of our campus community and ensuring our collective success.

The University Academic Strategic Plan can be found here: <https://academicaffairs.syracuse.edu/asp/>

Led by Dean Michael Speaks, Associate Dean Kyle Miller, and former Associate Dean for Research Eliana Abu-Hamdi, the School of Architecture Academic Strategic Plan was developed in parallel to the plan developed by the university and in collaboration with School of Architecture faculty, staff, and students by collecting and analyzing reports from various administrative and academic areas, and open conversation to consider input of various constituencies within the school community. Building on efforts initiated in 2013 the school will continue to emphasize interdisciplinary connections, collaborative learning, and global engagement, with an increased emphasis on inclusivity and sustainability in professional practice as well as equitable student experiences and access to global experiential learning.

The School of Architecture identifies five areas as priority strategic objectives, all of which are linked to university initiatives, including *Shared Competencies*, program level *Learning Outcomes*, and NAAB *Program and Student Criteria*:

1. Develop Leaders in Inclusivity and Sustainability in Professional Practice

To ensure that our students remain competitive and coveted in the marketplace, the school is committed to maintaining the highest standards of academic excellence by assessing and evolving our required courses and elective offerings. Upon graduation, our students are not only equipped to be leaders in professional practice but are also responsible for and able to design with sensitivity to the natural environment. We will increase experiential learning opportunities unique to Central New York, both rural and urban. For example, there are major infrastructural projects such as the redevelopment of I-81 and the introduction of Micron, providing opportunities to link design at various scales to local and national economic, political, and social challenges and opportunities. We will use the following strategies to achieve these goals:

A. Improve Curricula: The administration and faculty will collaborate to evolve required course content to ensure we are most effectively preparing our students to be leaders in an ever-changing landscape of professional practice in architectural design and allied disciplines. We will develop a practice of offering recurring electives in important areas of architectural inquiry such as sustainable design and construction, socially responsible and inclusive design, and advanced design and visualization technology, which will also be annually reflected in our ARC 498/698: Directed Research offerings.

B. Support Student Learning: With a growing student population comes a growth in the gap of our student's abilities. We will enhance the newly created studio tutoring program to provide support to all students, especially those who struggle with acquisition of new skills and comprehension of conceptual and technical aspects of building design. We will offer small group workshops in building information management software and generative algorithmic design to increase the abilities of our students to succeed in the classroom as well as in professional practice.

C. Assess Teaching Formats and Structures: To ensure faculty and student success in the classroom, we will assess the possibility to deliver course content using alternative course structures, which may include module-based instruction and team teaching. We will revisit and evolve studio coordination policies to ensure equity among faculty and students alike regarding contribution to and advancement in the core studio sequence, respectively.

2. Provide Professional Development Opportunities for Faculty and Staff

Our faculty and staff members are an integral part of our school community. We will continue to support their professional development to acknowledge and grow their value to students and one another. Faculty engage with students, other academics and professionals, and the broader public on

issues of pursuing academic excellence and attaining recognition for scholarship and creative work. We are committed to providing our faculty with training that will support them in the classroom and their engagement with the built environment through research and practice. Staff are often engaged with student facing efforts and, as such, they value continued training and professional development on issues related to financial equity, diversity, mental health, and cultural representation. We are committed to providing our staff with any training needed or requested to aid in these efforts, and will use the following strategies to achieve these goals:

A. Peer-to-Peer Support: We will develop professional affinity groups for incoming faculty to help support their early academic and professional career development and transition to Syracuse University. This effort will expand beyond professional mentorship to include peer-to-peer collaboration, communication, and retention.

B. Research Support and Mentorship: We will create groups in support of teaching and career development goals, to aid in achieving major milestones such as publication, conference participation, grant acquisition, interdisciplinary collaboration, project realization, and award recognition.

C. Training Sessions: To empower our faculty and staff regarding assisting our students and one another in academic and professional development, we will organize professional training sessions and workshops on a variety of topics such as academic advising and career development throughout the academic year. These sessions will be led by external invited speakers as well as university specialists.

3. Expand Interdisciplinary Research and Scholarship

The School of Architecture is committed to interdisciplinary collaboration between schools within and beyond Syracuse University, cultivating partnerships and collecting resources to develop and sustain a robust faculty research agenda able to address technological, design, industry, and community challenges by merging disciplines and areas of expertise. This effort is in direct support of our well established, growing roster of faculty engaged in community facing research, allowing us to become further recognized as a reliable partner to local communities, demonstrating the value of design in relation to ongoing economic, infrastructural, social, and spatial challenges. Additionally, through ARC 498/698: Directed Research, we are committed to ensuring that every student has a meaningful and robust experience in conducting collaborative architectural research in areas of growing significance within architectural practice including urban design issues, advanced digital design and fabrication, and sustainable design and construction. We will use the following strategies to achieve these goals:

A. Community-Engaged Design: Faculty research is deeply committed to equitable design strategies, pursuing projects that convene building technology, environmental efficiency, and community partners. With continued support from granting agencies, faculty can engage in participatory design strategies, working in tandem with underrepresented communities, demonstrating how architecture can successfully combine aesthetic value while meeting the functional needs of the community.

B. Building Technology and Environmental Efficiencies: Faculty-led research projects have already left an impact not only on the Syracuse University campus, where the largest building energy retrofit project is underway, but also within the community, where underrepresented populations, such as the refugee community, have benefitted from our unique expertise in design and technology through our faculty led design-build projects. This support extends our goals towards advancing architectural pedagogy, experiential learning, and community engaged design-build.

C. Research Development and Scholarly Impact: Architecture faculty have been awarded sizable government sponsored grants to support design research in the field of building technologies, building retrofit, and climate efficiency. In addition, we are building a portfolio of design research grants and funding support from private corporations and industry partners. Faculty feature their research in exhibitions, conference presentations, essays, and journals. The school will support faculty as they engage in even more rigorous academic venues for exchange, further advancing the field of study and disseminating research achievements to a broader audience.

4. Strengthen and Broaden Diversity, Equity, Inclusion, and Access Initiatives

The goal of the newly formed Diversity, Equity, Inclusion, and Access (DEIA) Council is to address the needs of students, staff, and faculty at the intersection of education, health, well-being, and identity. The role of the council is to advocate for and empower all members of the School of Architecture by cultivating partnerships and collecting resources to create and sustain a learning and working environment that is inclusive, equitable, and diverse. We will use the following strategies to achieve these goals:

A. Diversify Course Content (References): The Council has created and will maintain and grow a shared repository of readings, research, and design resources. This repository contains content that addresses diverse topics, regions, populations, policies, etc. This pedagogical tool is intended to be a community effort that is timely, malleable, and helps address growing interest in DEIA related issues.

B. Enhance Student Advocacy: The Council will meet with the elected student council weekly to acknowledge, assess, and address student concerns. These conversations will extend to year-wide listening sessions to allow students to share DEIA related experiences, needs, and requests. The goal is to gather insight on pressing concerns and develop action plans to best address issues raised.

C. Improve Teaching and Advising Practices: The Council will host faculty and staff workshops to better address DEIA needs in the classroom and in student advising. The Council will host workshops with experts, focusing on issues related to mental health, equity in the classroom, and productive learning environments. These joint workshops provide opportunities for inter-office exchange, cross-curricular collaborations, and, most importantly, a space where faculty and staff can continue to innovate and evolve student learning approaches as they relate to equity and access in the classroom.

5. Grow Scholarship Support and Enhance Global Experiences

As Syracuse University enters the final phase of the *Forever Orange* campaign, scholarship and global experience support have remained the highest priority in fundraising. With new milestones over the last 10 years, new business momentum has grown on average 31.5% year over year since 2019, culminating in fiscal year 2022 with \$2.1 million in new commitments, the school's highest achievement in its 150-year history. Additional areas of priority include bolstering the school's endowment for perpetual support and adding \$2.15 million in new endowed funding since 2019. We will use the following strategies to achieve these goals:

A. Focused Fundraising: With increased enrollment and a remarkable 97% of all architecture students electing to study abroad/away, global experience scholarship support is of the highest importance to our students and alumni. Identifying, cultivating, and soliciting donors who themselves spent at least a semester abroad while at Syracuse has proven a successful strategy. Last fiscal year alone, the school closed more than \$370,000 in new commitments for global experiential learning experiences.

B. Inclusive Support: Syracuse Architecture, recognized as one of the most distinguished programs for design, also aspires to be the most inclusive in architecture education. Eliminating financial barriers for current students while supporting their desires to study abroad/away is a top priority. In a unique position, the school will continue to award over 10 donor-created scholarships each spring to upper-class students to enhance their 5-year academic career including global study, capstone research, and summer internships.

C. Enhanced Experiential Learning: The Visiting Critic Studio provides professional mentorship and real-world project exposure for both undergraduate and graduate students at the school. From developing student housing in Syracuse to studying rising water levels in Southern Florida, donor backing for the Visiting Critic Studio Fund will support experts in the classroom, studio technology enhancements, and student site visits, allowing for practical collaborations that make a true impact in the future of architectural education and practice.

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

DEIA Commitments

We will primarily measure success in this area quantitatively, increasing professional elective offerings in sustainable and socially responsible architecture and collaboration across required courses within each year and in each curricular area.

If we have at least five courses in the aforementioned areas (we offered three in 2023-2024), and more collaborative teaching (there are few occurrences of faculty collaborating across required courses), we will be able to claim success.

Experiential Learning Commitments

Success will be measured by how much we grow scholarship support (continuing our record of 31.5% annual increase in financial commitments to the school) and by creating opportunities for every student to have a global study away experience without it being a financial burden or concern. Currently, 97% of our students participate in our study abroad/away programs; and 67% of our students study abroad/away for two semesters. Our goal is to have 100% participation in at least one semester away/abroad by the academic year 2025-26.

Student Commitments

We will measure success quantitatively through the provision of opportunities that educate students on socially and environmentally conscious design. We will be able to claim success if we offer two professional electives each semester that address social, political, or economic concerns that are related to the built environment. We can claim success if we can meet our goal of holding three DEIA student council sponsored events per year, each addressing a primary concern (mental health, stress, time management, etc.).

Faculty and Staff Commitments

We will measure success through the presence and continued effectiveness of groups and events. Effectiveness will be measured based on attendance and feedback solicited from attendees and participants in support groups. Our goal will be for support and mentorship groups to enhance research productivity as well as staff abilities and areas of expertise.

We will be successful if recognition in respected venues for dissemination of faculty research increases and if staff continue to increase their ability, through professional training, to support students and faculty in academic

matters. We are currently gathering data on research funding and dissemination to use as a baseline. We will also gather data on staff preparedness to support students academically, personally, and professionally.

Research/Creative and Interdisciplinary Commitments

We will measure success quantitatively, through increased public and private sponsorship for research in humanities, STEM, and community-engaged projects focused on improvement of rural and urban areas, directly informed by participant observation/critique. We can claim success if we increase the number of sponsorships received (12 in 2022-2023) to support this research.

We will be able to claim success if we maintain the number of community-engaged projects offered as directed research (we currently have two) and exceed goals if we can add one other, on topics aligned with our commitment to developing leaders in inclusivity and sustainability in professional practice.

We can claim success if we can include ARC 498/698: Directed Research offerings that are related to faculty funded research on local area community projects. We will also expand our efforts to address issues related to environmental concerns into our building technologies and climate efficiencies research and course offerings.

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

It's been helpful to spotlight the School of Architecture Strategic Plan and its implementation at various points throughout academic year 2023-2024, most notably at the faculty and staff retreat, which was entirely dedicated to plan implementation, and in determining focal points for summer administrative effort. The committee that authored the plan has benefited from these moments during which intense focus and feedback on the plan and its implementation was provided.

The School of Architecture Strategic Plan has proven to be an effective roadmap. Of the many strategies and initiatives, we've highlighted critical items for immediate development:

- Bolster support for new educators. We will develop a more robust orientation which furthers teaching ability and creates affinity and support groups for new educators.
- Following two years of observation and data collection regarding DEIA, implement strategies for creating inclusive classrooms and a supportive workplace for staff.
- Develop strategic means of communicating the value of architectural design research to others on campus, in the Syracuse community, and beyond New York state.
- Commit to architectural design research areas that inform the proposal and selection of ARC 498/698: Directed Research courses, professional elective offerings, and strategic hiring.
- Assist students with personal/professional development, enhancing their resilience, motivation, and ability to be proactive in shaping their future professional trajectory.

Regarding progress made in specific areas of the plan:

Curricular Commitments, Experiential Learning Commitments

Adhering to our implementation plan, we've made progress on these commitments, and will continue to follow our metrics, timeline, resources, and reporting. We evolved our approach to developing elective offerings that correspond to school research themes and expanded study abroad/away to Los Angeles and South Korea/Japan.

The Associate Dean will move into a key role as it relates to initiating conversation on curriculum as well as reviewing and improving teaching practices.

DEIA Commitments

This is an area where a need for considerable improvement exists. As a result of key faculty and staff DEIA Council members, we've appointed new leaders and have a desire to transition from observation and data collection to implementation of strategies that increase inclusivity in the school for all faculty, students, and staff.

Research and Creative Commitments

Our metrics for ensuring success in faculty research, as well as our timelines and resources for these commitments remain the same. Public and private sponsorship for faculty research is at an all-time high. The Dean and Associate Dean will provide research support for faculty following the departure of the Associate Dean for Research.

Faculty and Staff Commitments

We've formed affinity groups for beginning educators as well as faculty within the same curricular areas to assist them with developing pedagogical techniques that address challenges tied to course development and student achievement. Our timeline for meeting faculty and staff commitments remains as is in the plan.

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

With respect to learning outcomes and opportunities, Syracuse University School of Architecture identifies the following as areas of distinctive and aspirational excellence, compared to peer institutions and other schools and colleges at Syracuse University.

Student Academic and Social Experiences

Beginning with our engaged recruitment efforts, experiential studio-based learning, expansive career services, and maintenance of professional relationships after graduation, Syracuse Architecture prioritizes a sense of belonging for all students. Faculty contribute to the student experience by supporting and promoting student group activities and constructing classroom environments that utilize experiential inquiry to prioritize academic excellence through immersive learning opportunities outside of the classroom and Syracuse, New York. Staff members provide continual support to our students through advising, engagement activities, and career services. Students support one another through mentoring, tutoring, and collaboration in student groups. Highlights in student experience include customized career development services that begin early in the program, enhanced opportunities for peer-to-peer support academically and socially, and student-led initiatives in the areas of diversity, equity, inclusion, and access.

Our goal is to assist students in developing the capacity to understand, analyze, and appreciate global diversity in 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 thoughtful citizen. Our continued commitment to this area of excellence is present in our strategies to diversify course content, enhance student advocacy, and improve teaching and advising practices, as well as in our academic assessment strategies.

Building Technology and Building Performance Research

Through innovative pedagogy, student group activities, and faculty research, we are committed to addressing environmental, societal, and economic factors that have profound effects on today's world. Engagement with emerging building technologies allows our teaching and learning community to advance our understanding of sustainability, building efficiency, and climate change to foster innovative practices in our curriculum and research. To achieve this, we establish architectural design studios that address emerging environmental concerns such as water quality, pollution, environmental justice, etc., as a means of better ensuring human thriving. We develop knowledge and enhance skills in the areas of building energy and sustainability principles, metrics, and design approaches, and their profound environmental and social impacts. We enable students to assume leadership roles in advancing higher standards for ecological and architectural design centered on human wellness and equity.

Global Presence and Engagement

All our students engage with the world beyond Syracuse daily and through a variety of mechanisms and platforms. With a student population that is geographically diverse, we benefit from a school community that has a wealth of unique lived experiences, cultural traditions and values, and broad professional aspirations. Academically, our students engage with global histories of architecture in built, imagined, and destroyed environments. They study buildings constructed across the globe and assess the interrelation of building and climate change globally. Additionally, throughout our professional degree programs, students learn from and work with an increasingly diverse faculty with respect to race and ethnicity, academic training, professional experiences, and areas of research. As students advance in our curriculum, structured opportunities for global engagement are more immersive and sustained. Since 1980, our students have had the opportunity to study in Florence. For over a decade, students also have had the option to study in London and in New York City. Beginning in fall 2023, students have had the option to study in Korea. We maintain a commitment to engaged, global citizenship through global study and internship experiences. Our continued commitment to this area of excellence is present in our strategies to diversify course content and increase access to and enhance experiential learning.

5.2.5 Ongoing outside input from others, including practitioners.

The School of Architecture Advisory Board is a source of advice and counsel to the Dean and provides a conduit of information to and from the membership of the board on matters pertaining to the direction, health, and future of the School of Architecture.

The Advisory Board includes representatives from School of Architecture alumni, members of the Syracuse University Board of Trustees, academics from outside institutions, and friends of the school.

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

Annual Program Review, conducted in collaboration with *Institutional Effectiveness* yielded the following results:

B.Arch Self-Assessment

Improvement of Teaching and Learning Culture

The B.Arch program has implemented several peer learning and support programs that significantly improve the school's teaching and learning culture. The newly created Undergraduate Program Associate (UPA) provides opportunities for upper-class students with valuable teaching and leadership experience. UPAs support the instructor

in teaching core architecture classes. The program was initiated in Spring 2023 with 26 UPAs for six architecture courses. We hired 30 UPAs for nine courses during Fall 2023 and 35 UPAs for 9 courses during Spring 2024. The feedback from faculty and students has been very positive, and the level of interest in students who want to become a UPA is increasing.

Expansion of Tutoring Program

We are expanding the Undergraduate Tutoring program managed by the Academic Advisors. We maintain a group of qualified undergraduate tutors hired through a competitive selection process. The tutors provide individual sessions or conduct group tutorial sessions by request from individual students or faculty members. Topics of group sessions include representation, software tutorials, and physical model building, among others. Tutoring is provided for studios as well required courses in building systems, history, and structures.

Improvement of School Culture and Peer Mentoring

The school also further expanded the existing teaching and support programs. The student mentoring organization, including the Undergraduate Student Ambassadors, the Student Mentor Squad (SMS), and the International Mentor Squad (IMS), provides valuable student support. Led by the Office of Enrollment Management, these mentoring organizations provide orientations, peer advising, and socializing opportunities for prospective students and first- and second-year students.

Emphasis on Diversity, Equity, Inclusion, and Access

We continue to foster and support various discussions and activities relating to diversity, equity, inclusion, and access (DEIA). In 2022, the school formed the DEIA Council led by Associate Dean for Research Eliana Abu-Hamdi, Associate Professor Yutaka Sho, and Academic Advisor Gus Nascimento. In 2024, the Council now consists of Gus Nascimento collaborating with elected student representatives. Together, they represent staff, faculty, and student interests and needs related to DEIA. This Council succeeds and builds on the former DEI Student Council guided by Professor Lori Brown and Associate Professor Joseph Godlewski. The DEIA Council continues to work closely with the administration, staff, and students, addressing and voicing their needs related to teaching and learning culture, engagement, curriculum, and accommodations.

The program also continues to support student organizations, including the National Organization of Minority Architecture Students (NOMAS), Future Designers for Syracuse (FDA), American Institute of Architecture Students (AIAS), Architectural Student Organization (ASO) through UG Chair Forums, field trips, and student events. The school also encourages and supports diverse cultural events such as the Lunar New Year, Black History Month, and Holi Celebration.

Expansion of the B.Arch Program

During the past four years, the B.Arch program has expanded in facility size and student, staff, faculty numbers. In response to the significant increase in enrollment numbers, the school has enhanced the 1st-year learning experience. The student-to-faculty ratio has been lowered from 21:1 to 15:1 for the 1st-year studio sections. Graduate TAs, UPAs, Studio Tutors, and SMS provide additional teaching and mentoring support. We also increased the number of academic advisors (from two to three) to accommodate the increasing student population.

Fifth-Year Experience

Improving the fifth-year student experience is the most pressing goal for the program. The critical challenge is the absence of architecture courses in the B.Arch curriculum during the first semester of fifth year. Although there are options such as ARC 585: Professional Practice and professional elective courses during this semester, students can

choose to take these in other semesters. Because of this, an increasing number of students take a semester off, go part-time, participate in the Syracuse University World Partner programs, or plan to graduate earlier. In addition to financial consequences for the School of Architecture, the students are losing the opportunity to further develop and advance their knowledge, expertise, and skills in architecture beyond the core curriculum.

According to a student and faculty survey and discussion, the diverse experiences and options include, but are not limited to advanced research, building expertise, professional preparation, travel, and community engagement. Additional course topics in demand are advanced design studio, urban design, housing, social, political, technology, theory, ARC 498: Directed Research preparation, media/representation, computational design, design-build, internship program, and off-campus courses.

With this change, the students can better prepare for the advanced research and design they will conduct during their final semester and beyond (practice or postgraduate studies). The Curriculum Committee, in consultation with the faculty and administration, is working on improving the curriculum to provide the 5th-year students with more diverse culminating experiences.

M.Arch Self-Assessment

Improvement of Teaching and Learning Culture

With the addition of the Undergraduate Program Associates (UPAs), initiated in Spring 2023 for the B.Arch program, the overall team initiative for each course has provided more opportunities for graduate students hired as Teaching Assistants to take leadership roles within the classroom. The graduate students engage in mentoring of UPAs (who are primarily upper-level undergraduates), provide peer learning and engage in support programs (tutorials, workshops, etc.) that significantly improve the school's teaching and learning culture. The graduate students work with UPAs and learn to be team leaders in many courses (from studio, to structures, history, etc.), helping to guide undergraduates into teaching roles. These are very valuable teaching and leadership experiences for the graduate students.

Improvement of School Culture and Peer Mentoring

The school also further expanded the existing teaching and support programs. The graduate student organization, Graduate Students of Architecture (GSA) is the primary Student organization that provides valuable student support to the Graduate Chair. Led by the students, their mentoring provides orientation to incoming students, peer advising, socializing opportunities, student events, and professional networking for prospective and current students.

Emphasis on Diversity, Equity, Inclusion, and Access

We continue to foster and support various discussions and activities relating to diversity, equity, inclusion, and access. The M.Arch program supports student organizations, including the National Organization of Minority Architecture Students (NOMAS), Future Designers for Syracuse (FDA), American Institute of Architecture Students (AIAS), Architectural Student Organization (ASO). The school also encourages and supports diverse cultural events such as the Lunar New Year, Black History Month, and Holi Celebration.

The M.Arch program is also committed to diversify the student body with different social, cultural, and economic backgrounds with an aim to bring a more well-rounded voice to the program. As of this year, among the 21 students matriculating into the program, 25% are minorities in the United States or from another country, including Nigeria, China, and Iran. These students were some of the strongest candidates and the top choices of the faculty admissions committee, and we were able to offer generous merit scholarships to most of these students. The graduate program will strive to increase diversity among the students and faculty, as well as outside critics brought in for workshops, reviews, and lectures.

Graduate Student Financial Support

Each year the M.Arch program has allocated funds to support student research, creative work, research, and/or travel. All graduate students in architecture are invited to submit proposals for the use of these funds. The available funding was increased to up to \$3,000 and students are highly encouraged to submit a proposal that demonstrates an ability to conduct and conclude an exciting and relevant investigation and research topic that supports a critical framework of their academic coursework.

Expansion of the M.Arch Program

In recent years, the M.Arch program has reevaluated the identity and visibility of the program to focus more attention on the fundamentals of architecture and design with an emphasis on issues of advanced technology, digital fabrication, sustainability, and environmental impact. We are expanding the ways we can reach prospective students (through online initiatives, virtual presentations, etc.). The Graduate Program Chair initiated an Instagram account for the M.Arch program, which is helping to create more visibility and articulate the agenda for the program. This has proven successful, as many prospective students reference the online presence and strong work of the students. We are, once again, holding open houses in March to invite admitted students to see the school, meet with current students, and highlight student and faculty work through an exhibition. This has also proven more successful than in recent years, with the largest number of student attendance this past year.

Recruitment, Applications, and Enrollment

Applications for the M.Arch program have steadily dropped since 2018 with 208 applicants down to 171 applicants in 2024, with 79% admitted, resulting in a yield of 12%. We need to address this trend and are looking for opportunities to get more exposure to the M.Arch program, with the expectation that if students know more about faculty, faculty research, and student work, there will be more interest in the program. We did however reduce the acceptance rate to 75-77% from recent years with much higher acceptance rates in the 95th percentile. As a result, we have still seen an increase in matriculation from last year of nine matriculated students in 2022 to 21 students in 2023. It is early to see if our new strategies are helpful, but the trend is we see higher quality student applicants accepted without a drop, but an increase in matriculation, which are good signs that the quality of the program is improving.

Previously, the program was admitting more students with advanced standing with the assumption that more students would matriculate due to reduced credits needed to fulfill the degree. Unfortunately, as a result, many students admitted with advanced standing did not have the background or skills to excel in an advanced studio. None-the-less, the higher numbers still did not materialize and as a result, students are not receiving a well-rounded education with enough emphasis on architecture and design. Based on a faculty vote in Spring 2022, we reduced the number of required credits from 110 to 92, which has made the program more competitive with other graduate programs. There is now less of a need to accept many students into the advanced standing track. In current and future application cycles, the admissions committee have scrutinized applicants more carefully as to who receives advanced standing and limiting the number of students who receive it to only those with a bachelor's degree in architecture.

5.3 Curricular Development

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

In addition to collaboration with Syracuse University Institutional Effectiveness, the School of Architecture focuses on maintaining standards of excellence that reflect a long-standing reputation for developing and graduating capable, creative, and professionally-oriented students, ever mindful of emerging developments in academia and practice, standards of design research, scholarship, creative work, international student enrollment, student learning beyond

short-term technology skills, collaborative and international practices, and sustainability and climate change requiring our engagement and leadership.

Regarding 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 in the discipline and industry, and maintain exposure to the latest scholarship
- Weekly meetings of the *Curriculum Committee*, which annually reviews and assesses the past performance, recent developments, and future projections of all curricula at the school in consultation with the faculty and student subcommittee
- Weekly 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
- Weekly 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

Regarding our broader mission of the School of Architecture, 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 members 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), National Organization of Minority Architecture Students (NOMAS), and the Graduate Student Organization (GSA), regarding school wide 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

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

In 2021, the B.Arch and M.Arch programs created new program-level learning outcomes that serve as the basis for Syracuse University’s annual academic assessment and the next National Architectural Accrediting Board (NAAB) accreditation cycle. The eight program-level outcomes were crafted from course-level learning objectives and NAAB's new Program and Student Criteria.

Program Learning Outcomes

1. Develop a holistic understanding of the dynamic between built and natural environments with the goals of mitigating climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.
2. Understand the role of the design process in shaping the built environment and develop the ability to make architectural design decisions that demonstrate the synthesis and thoughtful integration of human, technical, regulatory, and environmental demands and requirements.
3. Understand established and emerging systems, technologies, and regulatory requirements of building construction as well as their underlying principles; develop skills to effectively and creatively integrate them into architectural designs; and assess them against pertinent design and performance objectives and legal requirements.
4. Deepen students' understanding of diverse human contexts and deepen student commitment to translating this understanding into healthy, safe, inclusive environments at multiple scales.
5. Ensure that students understand the histories and theories of architecture and urbanism from multiple perspectives, framed by diverse social, cultural, economic, and political conditions.
6. Develop skills and knowledge needed for the practice of architecture including its diverse career paths and opportunities, professional ethics, business processes, regulatory requirements, and principles for effective leadership and collaboration.
7. Ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

8. Develop skills to critically and meaningfully understand and engage, through research, design, and other forms of creative inquiry, the role and agency of architectural design for possible, probable, and preferable futures.

The definition of the eight program-level learning outcomes was a multi-year faculty-wide endeavor. The course-level learning objectives were collected from all existing architecture course content. Upon cross-checking with the NAAB's criteria, our faculty members created and collectively refined the eight program-level learning outcomes. The ongoing internal assessment shows that the students successfully achieve the learning goals, outcomes, and objectives defined in the program Learning Outcomes.

The diagram previously shared in the Introduction shows how the program-level learning outcomes map to the 2020 NAAB Program and Student Criteria.

B.Arch Relationship

Course assessment and curricular development are coordinated between the Undergraduate Program Chair and individual faculty members teaching in the B.Arch program. Learning Outcomes are discussed annually, and a plan is developed with Studio Coordinators to ensure thoughtful introduction, fulfillment, and assessment of Program and Student Criteria. Measures and targets are discussed and agreed upon, and results are calculated by the Undergraduate Chair and course instructors at the end of the semester. This process is captured in the Self-Assessment Tables in Section 3: Program and Student Criteria.

M.Arch Relationship

Course assessment and curricular development, including student criteria, expectations and outcomes are based on course evaluation templates, “Faculty Summary of Student Learning,” that ask faculty to evaluate courses for strengths, weaknesses, and improvements. The course and measures are listed along with suggestions for improvements. These evaluations were measured from 2018-2021. The M.Arch program used the evaluations to make updates and changes to the current curriculum. Since 2022, we have been implementing changes to the curriculum based on our evaluation of the courses.

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

B.Arch & M.Arch Roles and Responsibilities

Syracuse University	School of Architecture Administration	School of Architecture Faculty	School of Architecture Students
<ul style="list-style-type: none"> - University Senate course approvals - IE Course Feedback, Program Review - Shared Competencies 	<ul style="list-style-type: none"> - Associate Dean reviews Course Feedback - Strategic Plan development - Undergraduate & Graduate Chairs oversee curriculum 	<ul style="list-style-type: none"> - Curriculum Committee is charged annually, reports to faculty 	<ul style="list-style-type: none"> - Reappointment, Promotion, & Tenure; Search; and Curriculum Student Subcommittees - Complete Course Feedback

Regarding the school’s curricular mission, the development of agendas and initiatives relies on the following:

- Regular meetings of the *Curriculum Committee*, which is composed of five, two-year term seats as follows: two seats will be reserved for tenured faculty members; two seats for tenure-track faculty members, and one seat for a full-time non-tenure-track faculty member. The Undergraduate and Graduate Program Chairs

are ex-officio members. The Dean and Associate Dean may not serve on the *Curriculum Committee*. The committee is charged: to review and assess the past performance, recent developments, and future projections of all curricula at the school in consultation with the faculty and student subcommittee; to receive, review and prioritize curriculum change proposals; to annually and in a timely manner manage all necessary filings with the University Senate regarding new, changed and inactivated courses and programs as approved by the faculty; to specifically study or develop proposals on curriculum changes, per faculty motion, mindful of their operational implications; and, to report annually to the faculty on the outcomes of the above.

- Regular meetings of the *Academic Executive Team* to assess academic and financial implications of proposed curriculum changes.
- Program Review, administered by *Institutional Effectiveness*, which requires a thorough assessment of degree programs to confirm each program continues to support the university's educational objectives for students while making effective use of institutional resources. Each program is assessed once every four years. The Program Chairs author reports which are then reviewed and responded to by the *Curriculum Committee*, presented to the faculty, and approved by the Dean before submission to *Institutional Effectiveness*.
- Annual review and update of university syllabi requirements referencing the latest developments in student support services regarding religious observance days, disability service accommodations, and academic integrity requirements
- Semesterly university-sponsored course evaluations managed autonomously via-email by the *Institutional Effectiveness*, which include follow-up summary reports to administrators and individual faculty. Since 2011, centrally administered evaluations have caused a significant drop in student participation.
- Weekly studio coordination meetings for all core studios to develop design problem criteria and evaluation standards
- (B.Arch Only) Regular assessment of Syracuse University Shared Competencies. Starting in the 2024-25 academic year, the Shared Competencies are assessed on an annual basis focusing on two competencies per year. During the fall semester, selected faculty participate in professional development to align assignment(s) with the specific Shared Competencies rubric. During the spring semester, faculty engage students in the aligned assignment and score student work with the Shared Competencies rubric.

5.4 Human Resources and Human Resource Development

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

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

Members of the faculty are assigned to teach courses in their area of expertise, including architectural history, theory, building systems, architectural design, representation, structural systems, and media. Additionally, faculty contribute to university and school service (appointed and elected committees) and conduct research. Select faculty members are individually accountable for maintaining good professional standing with respect to licensure in different states and/or countries. To balance faculty workloads, the school annually considers requests for research leave and teaching relief, including guaranteeing pre-tenure research leave for tenure-track

assistant professors. Last year, the faculty voted to alter the school bylaws to ensure a more equitable distribution of service responsibilities internal to the school.

Faculty development in relation to disciplinary knowledge and contemporary practice is promoted and advanced by the school in three primary ways: through support from the Office of the Dean, course assessment and development, and external/internal programming. The Office of the Dean facilitates relationships between faculty members and institutions and/or organizations helping to generate research sponsorship and collaboration. The Office of the Dean also offers summer and annual grant opportunities to faculty members to advance their research toward dissemination and acknowledgement.

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. Recently, curricular area working groups were formed to encourage debate and dialogue between faculty for the purposes of continual advancement of the curriculum and pedagogy.

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). Within the context of studio teaching and in required and elective courses, guest lecturers are invited to speak about specific areas of investigation unique to course content. These lectures are often open to the school community and may be attended by members of the faculty and other students.

The School offers a variety of venues for the exchange of ideas. This past year, the Dean organized *Faculty Seminars*, where a faculty member presents a project to faculty colleagues for discussion. Last year, faculty presentation topics included zero-waste construction, media and communication, and international practice. Additionally, on an annual basis, the Associate Dean organizes *New Faculty Conversations*, a platform for new faculty to present their work to the school community. Both public and private sessions are held several times a year to prompt faculty debate on current issues pertinent to practice and the discipline. 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.

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

Kristen DeWolf, Director of Career Services, serves as the school's architect licensing advisor. Kristen manages a comprehensive career services program in which students are introduced to the Architectural Experience Program (AXP), the Architecture Registration Exam (ARE) and jurisdiction licensing. Over the course of each academic year, sessions are offered to provide more depth of information regarding the AXP/ARE, including a workshop through the student organizations of AIAS and Alpha Rho Chi. Kristen attends NCARB's annual AXP Coordinators Conference, and maintains contact with Martin Smith, Assistant Vice President, Experience + Education at NCARB. Martin and his team have hosted information sessions for the students to build their understanding of the licensure process. Kristen stays connected to the advisor's community through the NCARB Community Forum and LinkedIn. NCARB/AXP informational sheets also have a permanent place on the career services bulletin board located in a high-traffic area of the school and are shared with all prospective and incoming students through the admissions process.

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 careers. The team offers regular information and work sessions on professional profile development, job search strategies, and professional ethics. Sessions are

offered to cover National Council of Architectural Education Registration Board (NCARB), Architectural Experience Program (AXP), the Architecture Registration Examination (ARE) and jurisdictional licensing requirements. Career panel discussions are included in these events, allowing current students and practicing architects to share career path stories and guidance. Additionally, Career Services maintains an extensive global network of alumni, employers, and friends of Syracuse Architecture. All students are encouraged to become part of the SUArch Connect network and seek networking connections related to architecture and alternative career directions.

To improve in this area, we will be introducing a required informational session for all second-year undergraduate students as a comprehensive overview of the licensure process and components. In this session, and through enhancements to our mentor network, we will offer additional individual and group guidance and support in the areas of AXP, ARE preparation and overall licensure.

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

The school and university are committed to the support of faculty and staff development.

On a university-wide basis, the Office of Academic Affairs is responsible for defining and upholding the academic standards of Syracuse University. 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 and enabling environment for all faculty members by providing a broad range of programs and services in support of faculty teaching, research and professional development. Academic Affairs 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.

Faculty Professional Development Opportunities

Faculty development opportunities exist on multiple levels. The School of Architecture supports faculty travel to national conferences such as the ACSA and CCA. Approximately \$30,000 is budgeted annual for faculty travel. All faculty are encouraged to maintain currency in their field of specialization/interest. Faculty research grants and faculty travel support in the amount of \$90,000 are made available each year to support such activities. In addition, the school provides a research allotment to all tenure-track faculty new to the School of Architecture to provide immediate access to research funding for newly hired faculty eligible. This funding has been awarded in amounts of \$3,000 to \$10,000 per newly hired faculty member. To further produce support for faculty while increasing opportunities for students to participate in research, research interns are provided to faculty in support of their research agendas. Lastly, the University's Office of Sponsored Programs (OSP) provides support in identifying sources of sponsored research funding and in crafting proposals for funding and sponsorship.

Staff Professional Development Opportunities

Professional development for all staff is encouraged and supported. The school financially supports up to one regional or online professional conference for each staff member per year, as well as any professional membership staff may want/need in their professional capacity.

Syracuse University Office of Human Resources has centrally available learning and development opportunities for all staff. These are opportunities to contribute to the School of Architecture and the Syracuse University

mission, while simultaneously providing staff with the opportunity to grow personally, develop professional skills and knowledge, and advance one's career path.

The school also regularly encourages utilization of the various resources available to staff, both formal and informal: identifying a more experienced person to be a mentor, attendance in a webinar, volunteering for a committee, or taking a class. An example of this is a Project Management Certification Course taken by three of our staff members in the past three-years. The class was designed to develop a participant's project management skills, teach the varying skills that it takes to be a great project manager, and comprehension of the project management process and tools needed to run a successful project.

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

Advising Services

Academic advising is an essential component of a Syracuse University education. The School of Architecture academic advising is overseen by the Director of Advising and Records, Karen Baris. There are two full-time undergraduate academic advisors and one half-time graduate student advisor.

Undergraduate students are required to meet with their academic advisor at three specific points in their five years: their first, fourth, and eighth semesters. During their first-semester required advising seminar, students are introduced to university resources, advising and registration tools and have an opportunity to ask questions prior to spring class registration. In their fourth semester, students have selected their off-campus (global) placements and meet with their advisor to map out their curriculum plan taking that into consideration. Finally, in the eighth semester, students have a final degree-check meeting with their advisor and discuss ARC 498: Directed Research planning. In addition to these required meetings, undergraduate students are welcome to connect with their advisor via email, or scheduled meeting (in-person or virtual).

Graduate students are encouraged to meet with their academic advisor each semester before registration. Curriculum planning is highly individualized for graduate students due to course sequencing and teaching assistantships.

Mental Well-Being

All students have access to Syracuse University's Barnes Center, which serves as a hub for student wellness and features programs, services and offerings that promote holistic health and well-being, all in one accessible, centralized space on campus. Through support for the school and university, every Syracuse University student will have the capacity to learn, connect and thrive in a healthy, respectful and supportive environment. The school and university strive to be leaders in wellness by providing integrated care and an unsurpassed student experience, and endeavor to create an inclusive and welcoming environment that is safe and comfortable for all.

Career Guidance, Internship, and Job Placement

The career services office takes an individualized approach to the internship and job search as students have differing career goals. A comprehensive program to support students in every phase of career development is introduced to students early as their first semester. The team assists with the preparation of resumes, cover letters, sample pages, portfolio, and job/internship strategy. The essentials of networking, interviewing, follow-up, salary negotiation, and offer acceptance are also reviewed each semester, meeting the needs of the students when most appropriate for recruiting timelines. Students are introduced to the licensure process including the Architectural Experience Program (AXP), the Architecture Registration Exam (ARE), and jurisdiction licensing. Over the course of each academic year, specific sessions are offered to provide more depth of

information regarding AXP/ARE, salary negotiation, professional ethics, including theft of intellectual property, and portfolio design.

In addition to individual meetings and career related information sessions, other activities are scheduled throughout the academic year to connect students with industry professionals for additional conversation regarding career related content and licensure. These include alumni portfolio reviews, SHOPTalks (company informational sessions), and Industry Career Conversations, an overview of potential career paths successfully navigated by alumni and friends of the Syracuse Architecture program.

Employers are invited to campus throughout the academic year (based on hiring need) to meet with students interested in both summer internships as well as permanent full-time positions. An in-person career fair and a virtual networking fair are hosted in the fall semester to allow for introductory conversations and first impressions. *Interview Blitz Days*, scheduled in late February/early March, sees 40-50 employers conducting interviews, participating in career panels, and formal networking events. Additional interviews are scheduled throughout the academic year. If campus visits are not possible for employers, arrangements to interview virtually are scheduled.

5.5 Social Equity, Diversity, and Inclusion

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

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

Commitment to Social Equity, Diversity, and Inclusion: Resource Allocation

In our school, the commitment to diversity, equity, inclusion and access (DEIA) is evident through the strategic allocation of human, physical, and financial resources. These resources are designed to support and enhance our DEIA initiatives and create an inclusive environment for all members of our academic community.

Physical Resources

Syracuse University leverages a variety of physical spaces and centers dedicated to supporting diverse communities. These include:

- Barnes Center at the Arch: <https://experience.syracuse.edu/bewell/>
- DEIA Office: <https://diversity.syracuse.edu/>
- Center for Disability Resources (CDR): <https://disabilityresources.syr.edu/>
- Office of Multicultural Affairs: <https://www.syracuse.edu/campus-life/inclusion-access/>
- Hendricks Chapel: <https://chapel.syracuse.edu/>
- LGBTQ+ Resource Center: <https://experience.syracuse.edu/lgbtq/>
- Veteran Resource Center: <https://veterans.syr.edu/why-su/national-veterans-resource-center>
- Native Student Program: <https://experience.syracuse.edu/multicultural/programs/native-student-program>

- La Casita Cultural Center: <https://lacasita.syr.edu/>
- Intercultural Collective: <https://www.syracuse.edu/stories/schine-student-center-intercultural-collective/>
- Hillel: <https://www.syracusehillel.org/>

In Slocum Hall, we actively engage with these resources by inviting representatives from many of these offices to speak with our students. We also host DEIA forums with every cohort class in the B.Arch and M.Arch programs. These forums are conducted in the Slocum Auditorium, and the Slocum Atrium is frequently utilized for DEIA engagement activities, ensuring that our DEIA initiatives are integrated into the academic experience.

Human Resources

Staff member Gus Nascimento is responsible for leading and coordinating all DEIA initiatives within the school. His role involves chairing the DEIA Council and directing efforts to embed DEIA principles across all faculty, staff, programs, and activities. His efforts are instrumental in advancing the school's DEIA objectives, ensuring that these principles are integrated into every facet of the academic environment, and fostering a culture of inclusivity and equity throughout the institution.

Financial Resources

In the position, Gus Nascimento is in a dedicated, paid role, reflecting the school's commitment to specialized leadership in DEIA. Additionally, a specific budget is allocated for DEIA leadership development, which supports both student leadership development and professional development for staff and faculty.

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

As a university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success by fostering a richly diverse and inclusive community of learning and opportunity.

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 to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in university programs, services, and activities.

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, multicultural, and international worldview. The university community recognizes and values the many similarities and differences among individuals and groups. We are committed to preparing students to understand, live among, appreciate, and work in an inherently diverse country and world made up of people with different ethnic and racial backgrounds, military backgrounds, religious beliefs, socio-economic status, cultural traditions, abilities, sexual orientations and gender identities. To do so, we commit ourselves to promoting a community that celebrates and models the principles of diversity and inclusivity.

Within the School of Architecture, we've developed and maintain a commitment to hiring diverse faculty and staff. To ensure we do so, we recruit diverse individuals through collaborations with Asians in Higher Education, Veterans in Higher Education, Hispanics in Higher Education, Native American in Higher Education, Disabled in Higher Education, and HBCU Connect. During the last and next accreditation cycle we will continue to ensure that our faculty roster is made up of individuals from diverse backgrounds with regards to race and ethnicity, geographic origin, and lived experiences, to match our exceptionally diverse student population.

During the academic year 2023-2024, the School of Architecture employed 44 full-time faculty members. The demographic breakdown was as follows: 6 Asian, 1 Black or African American, 3 Hispanic of Latino, 0 Native Hawaiian or Other Pacific Islander, 29 White, 0 Two or more Races, 4 Nonresident Alien, and 1 Race/Ethnicity Unknown, with 25 men and 19 women. Among 30 part-time faculty employed during the academic year 2023-2024, the demographic breakdown was as follows: 9 Asian, 3 Black or African American, 4 Hispanic of Latino, 0 Native Hawaiian or Other Pacific Islander, 14 White, 0 Two or more Races, 0 Nonresident Alien, and 0 Race/Ethnicity Unknown, with 19 men and 11 women.

	Asian	Black or African American	Hispanic of Latino	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Non-resident Alien	Race/Ethnicity Unknown
Faculty	20.2%	5.4%	9.5%	0%	58.1%	0%	5.4%	1.4%

The combined faculty demographic breakdown is as follows: 20.2% Asian, 5.4% Black or African American, 9.5% Hispanic of Latino, 0% Native Hawaiian or Other Pacific Islander, 58.1% White, 0% Two or more Races, 5.4% Nonresident Alien, and 1.4% Race/Ethnicity Unknown, with 59.4% men and 40.6% women. During the academic year 2023-2024, the School of Architecture employed 30 staff members, 21 women and 9 men. Racial demographics are not available for this group, which is predominantly white.

Undergraduate student demographics during the academic year 2023-2024 were as follows: 99 Asian, 19 Black or African American, 71 Hispanic of Latino, 1 Native Hawaiian or Other Pacific Islander, 235 White, 31 Two or more Races, 285 Nonresident Alien, and 16 Race/Ethnicity Unknown. From the undergraduate student population of 737, 428 were women and 309 were men. Graduate student demographics during the academic year 2023-2024 were as follows: 5 Asian, 4 Black or African American, 5 Hispanic of Latino, 0 Native Hawaiian or Other Pacific Islander, 23 White, 1 Two or more Races, 19 Nonresident Alien, and 0 Race/Ethnicity Unknown. From the graduate student population of 57, 29 were women and 28 were men.

	Asian	Black or African American	Hispanic of Latino	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Non-resident Alien	Race/Ethnicity Unknown
Students	13.2%	2.9%	9.6%	.1%	32.5%	4%	38.3%	2%

The combined student demographic breakdown is as follows: 13.2% Asian, 2.9% Black or African American, 9.6% Hispanic of Latino, .1% Native Hawaiian or Other Pacific Islander, 32.5% White, 4.0% Two or more Races, 38.3% Nonresident Alien, and 2.0% Race/Ethnicity Unknown, with 42.4% men and 57.6% women.

In summary, the school's commitment to diversity and inclusion has increased the number of faculty from diverse backgrounds that hail from diverse locations around the globe, mirroring the diversity among our student population that has existed for some time and further promoting a celebration of the uniquely rich cultures represented in our school community.

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

Since the last accreditation cycle, our plan to maintain and increase student diversity has focus on several key areas:

Outreach and Recruitment

We have expanded our outreach efforts to include a broader range of high schools and community organizations, with a particular focus on those serving underrepresented groups.

Since our last accreditation cycle, we increased the percentage of students of color from 28% to a record high of 40% in 2020. On average, our student population includes 33% students of color (Black, Hispanic/Latino, Native American), compared to Syracuse University's average of 30%.

When considering international students, our program's representation of non-predominantly represented groups rises to 65%.

Support and Retention

We have implemented targeted support programs, such as mentorship and academic support services, specifically designed to assist underrepresented students in their academic and professional development.

This includes organizations such as NOMAS, Women in Design, DEIA Council Historic Chinese Architecture Association, International Mentor Squad and Student Mentor Squad.

With the implementation of DEIA initiatives at our school, we have built key programs specifically designed to address the historical concerns and unique needs of design students.

These initiatives include tailored support services, targeted outreach, and specialized resources aimed at fostering an inclusive academic experience and addressing long-standing issues faced by students from various backgrounds.

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

At Syracuse University, the Office of Diversity and Inclusion advances diversity, equity, inclusion, and accessibility (DEIA) at Syracuse University and envisions a campus where everyone feels welcomed and valued. Syracuse University was founded on the principle of inclusivity when it opened its doors to both men and women, a rare occurrence in the 1870s. The university commitment to diversity and inclusion coupled with responses to the voices of students, faculty, and staff have resulted in a continuous advancement of DEIA, particularly in the face of adversity. More information can be found here: <https://diversity.syracuse.edu/>

Regarding School of Architecture initiatives, and as written in Section 5.2: Planning and Assessment, the goal of the newly formed Diversity, Equity, Inclusion, and Access (DEIA) Council is to address the needs of students, staff, and faculty at the intersection of education, health, well-being, and identity. The role of the council is to advocate for and empower all members of the School of Architecture by cultivating partnerships and collecting resources to create and sustain a learning and working environment that is inclusive, equitable, and diverse.

A. Diversify Course Content (References): The Council has created and will maintain and grow a shared repository of readings, research, and design resources. This repository contains content that addresses diverse topics, regions, populations, policies, etc. This pedagogical tool is intended to be a community effort that is timely, malleable, and helps address growing interest in DEIA related issues.

B. Enhance Student Advocacy: The Council will meet with the elected student council weekly to acknowledge, assess, and address student concerns. These conversations will extend to year-wide listening sessions to allow students to share DEIA related experiences, needs, and requests. The goal is to gather insight on pressing concerns and develop action plans to best address issues raised.

C. Improve Teaching and Advising Practices: The Council will host faculty and staff workshops to better address DEIA needs in the classroom and in student advising. The Council will host workshops with experts, focusing on issues related to mental health, equity in the classroom, and productive learning environments. These joint workshops provide opportunities for inter-office exchange, cross-curricular collaborations, and, most importantly, a space where faculty and staff can continue to innovate and evolve student learning approaches as they relate to equity and access in the classroom.

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

Syracuse University is committed to being an equal-opportunity institution. The university strictly prohibits discrimination and harassment on the basis of race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and expression, veteran status, or any other status protected by law. The nondiscrimination policy applies to admissions, employment, and participation in all University programs, services, and activities. The university ensures that admissions and financial aid procedures are free from discrimination. For more information on our diversity and inclusion initiatives, please visit:

- Human Resources: <https://hr.syr.edu/our-workplace/>
- Inclusion at Syracuse University: <https://inclusion.syr.edu/>
- Diversity at Syracuse University: <https://diversity.syracuse.edu/>
- Multicultural Experience: <https://experience.syracuse.edu/multicultural>

Diversity, Equity, Inclusion, and Accessibility (DEIA) Landscape

DEIA is advanced across campus through a range of people, departments, and initiatives:

- *Office of Diversity and Inclusion (ODI) Staff:* The ODI team supports students, faculty, and staff in advancing DEIA within their respective areas of focus. Read more here: <https://diversity.syracuse.edu/contact/>

- *Office of Strategic Initiatives (OSI)*: OSI leads DEIA efforts specifically for faculty members.
- *Councils and Committees*: Our councils and committees provide advisory support to the Vice President for Diversity and Inclusion. Read more here: <https://diversity.syracuse.edu/about/councils-committees/>
- *Academic Strategic Plan (ASP)*: The ASP integrates diversity, equity, inclusion, and accessibility into its goals and commitments, guiding the academic direction of the campus. View the Academic Strategic Plan here: <https://academicaffairs.syracuse.edu/asp/>
- *Diversity, Equity, Inclusion, and Accessibility Plan*: This five-year plan offers a comprehensive framework for DEIA work across the campus. Read more here: <https://diversity.syracuse.edu/about/deia/>
- *Campus-Wide Resources*: DEIA efforts exist throughout the campus. Examples include:
 - *Cultural*: The Intercultural Collective, La Casita Cultural Center, Community Folk Art Center, Hillel
 - *Disability*: Reasonable Accommodations, ASL Interpreting Services/CART, Center for Disability Resources, InclusiveU
 - *Bias and Discrimination*: Report a Bias Incident, Office of Equal Opportunity, Inclusion and Resolution Services, Bias Incident Investigation Tracker, Bias Education
 - *Inclusion*: Conversations About Race and Ethnicity (C.A.R.E.), Office of the University Ombuds, International Living Learning Community, Staff Flexible Work Arrangements

5.6 Physical Resources

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

Slocum Hall

Slocum Hall, the School of Architecture's campus home, offers an ideal environment for teaching, research, production, and exhibition. Constructed in 1918 and listed on the National Register of Historical Places, the five-story building underwent a dramatic redesign from 2006-2008 to enhance and restore original qualities while updating it technologically, functionally, and aesthetically. Slocum Hall now includes a vast open central atrium space, an auditorium as well as expanded studio, research, and office space.

The building's openness provides a cohesive setting that generates activity and communication between students, faculty, and visitors, supported by interconnecting vertical spaces or atria within the building. The central atrium and additional openings in the bearing wall allow pathways for natural light and ventilation. Facilities are closely integrated with the school's pedagogical priorities. Public review spaces, an exhibition gallery, the architecture reading room, faculty offices, and the café are located along the perimeter of these atria to encourage collaboration and exchange.

More information on Slocum Hall can be found here: <https://soa.syr.edu/school/slocum-hall/>

Floor plans for Slocum Hall are provided on the following pages.

Smith Hall

The newly acquired studio space in Smith Hall can accommodate around 40 desks, and the fabrication spaces can house a significant amount of new equipment and tools (overall, approximately 50% increase in woodworking and digital fabrication capacity). In addition to this, there are spaces for spray booths, assembly, and a materials collection library. An additional staff member was hired to manage the fabrication facility at Smith Hall.

5.6.1 Space to support and encourage studio-based learning.

Studio spaces are located on every floor in Slocum Hall in the following rooms, 026, 106, 108, 114, 124, 126, 208, 224, 314, 408, 414, and 424. Every studio space has enough desk or table space and chairs for every student to have their own space to work and store their belongings. Additionally, each space is equipped with enough locations for power supply for students to power their laptops and additional equipment. All studios are also fitted out with mounted projectors and projection screens, which are often used for studio section lectures and tutorials. Students with a personal computer at their studio desk can print to the lab plotters and access files stored on the various shared network folders.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Lecture Hall and Seminar Rooms

Slocum Hall's auditorium is a central gathering space for curricular and non-curricular activity. As a result of enrollment numbers for some incoming and continuing classes exceeding the capacity of the auditorium, the School of Architecture has scheduled classes in other auditoriums on campus as well. Rooms 101, 104, 307, 325, 401, 402, and 404 serve as multi-functional spaces that are used to host seminars, small group tutorials, tutoring, small lectures, etc.

Reading Room and Library

Bird Library, the University research library for the humanities and social sciences, has an excellent collection of more than 25,000 architecture titles including back runs of key periodicals. Carnegie Library, at the heart of the main quad, houses resources in landscape architecture and building technology. Syracuse University Libraries also includes significant map resources, rare books, and archival holdings.

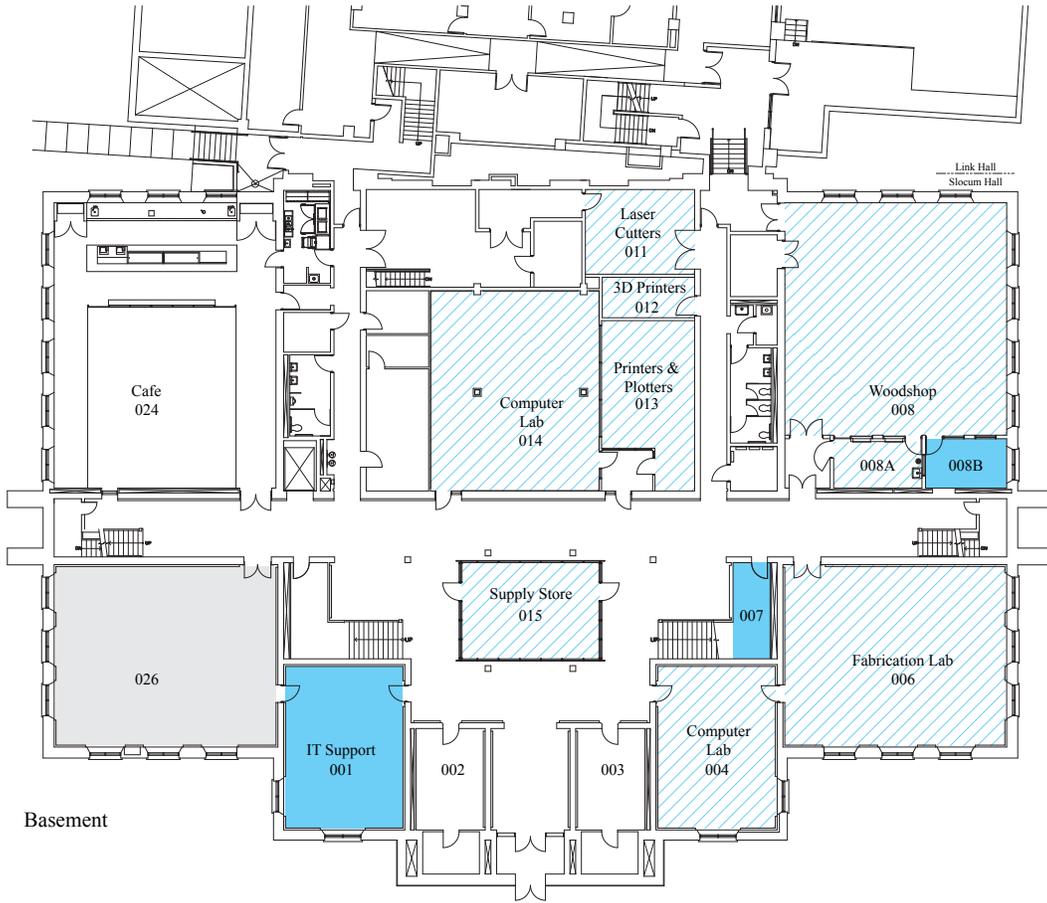
The King+King Architecture Library on the third floor of Slocum Hall serves the needs of the School of Architecture and its students for quick access to core monographs, course reserves, current periodicals and unique resources like prints of working drawings and physical materials samples. The general stack collection of more than 3,500 titles includes such commonly used architecture books as history surveys, titles on key figures in architecture, books on building types and detailing, technical sources, and reference standards. The Librarian for Architecture, Barbara Opar is on site. The King+ King Architecture Library provides a quiet and convenient place to study and is interconnected with the larger Syracuse University library system.

Computing and Fabrication

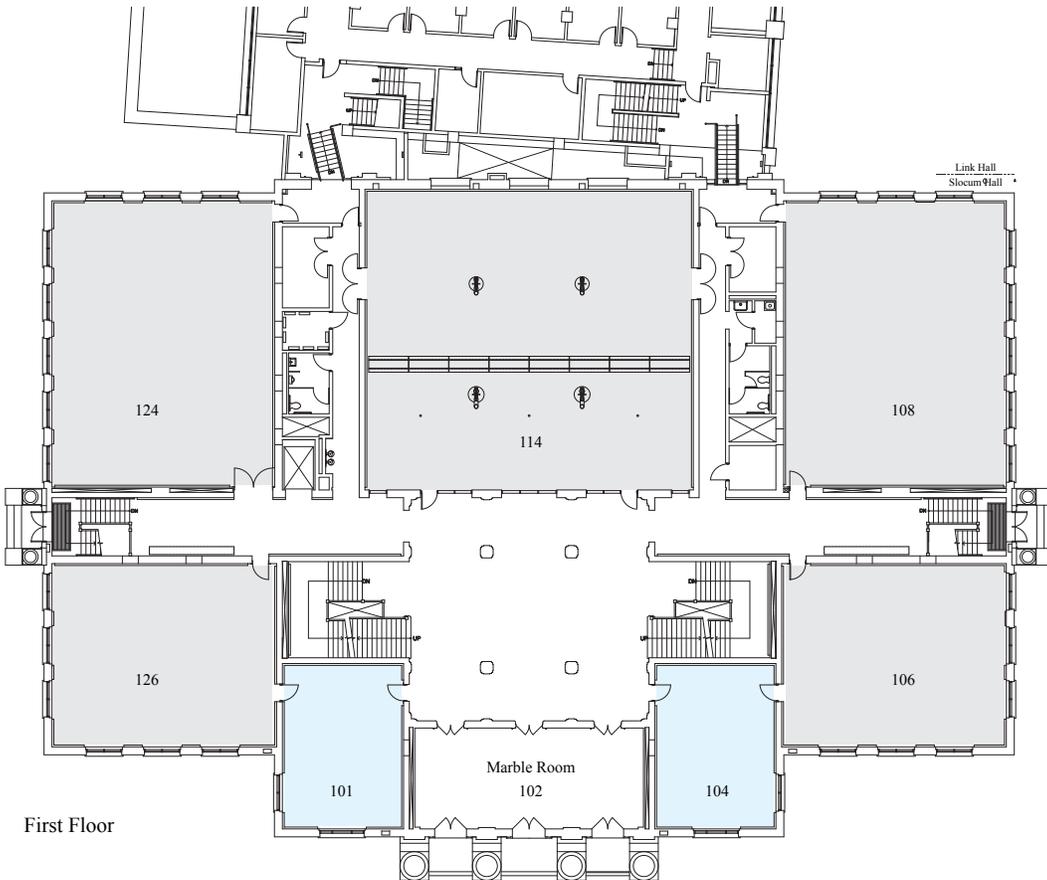
The School of Architecture has two computer clusters, containing 60 latest-generation PCs connected to their own network and servers. State of the art software is available for a wide range of applications: 2D and 3D drafting; modeling, visualization, rendering and animation; image manipulation; desktop publishing; web page generation; video production; and GIS. More information on computer labs can be found here:

<https://soa.syr.edu/resources/technology/computing/computer-labs/>

- Studio
- Classroom
- Office
- ▨ Shared Resources

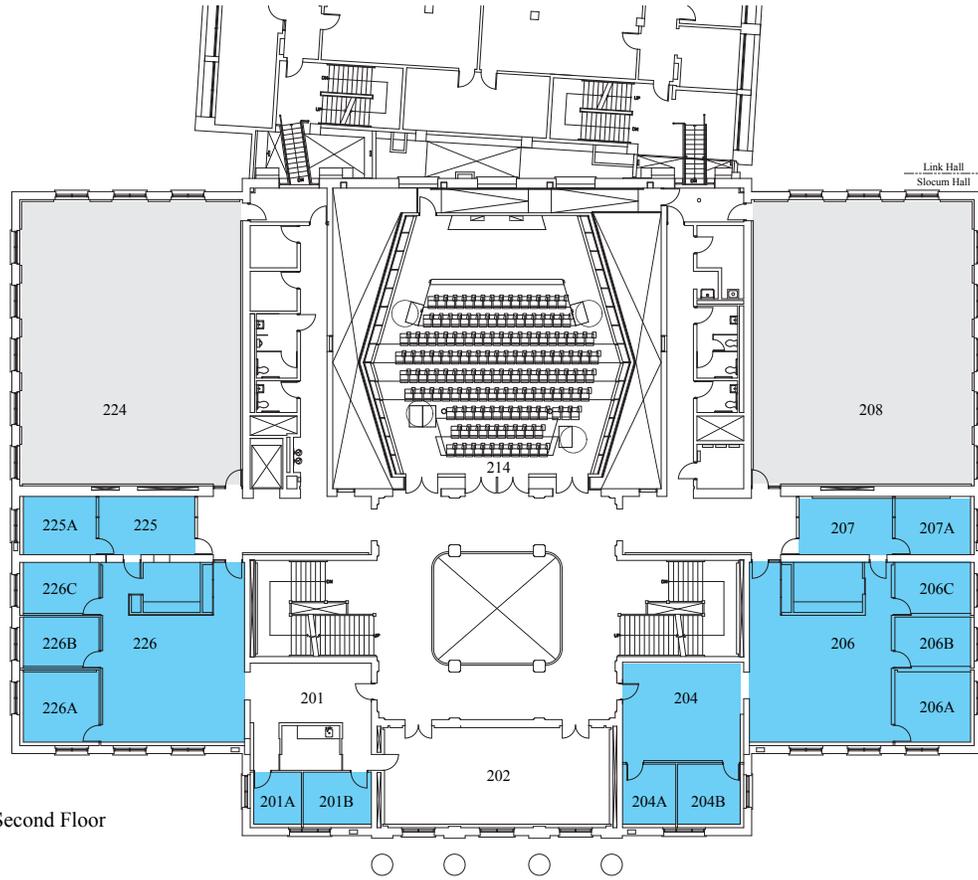


Basement

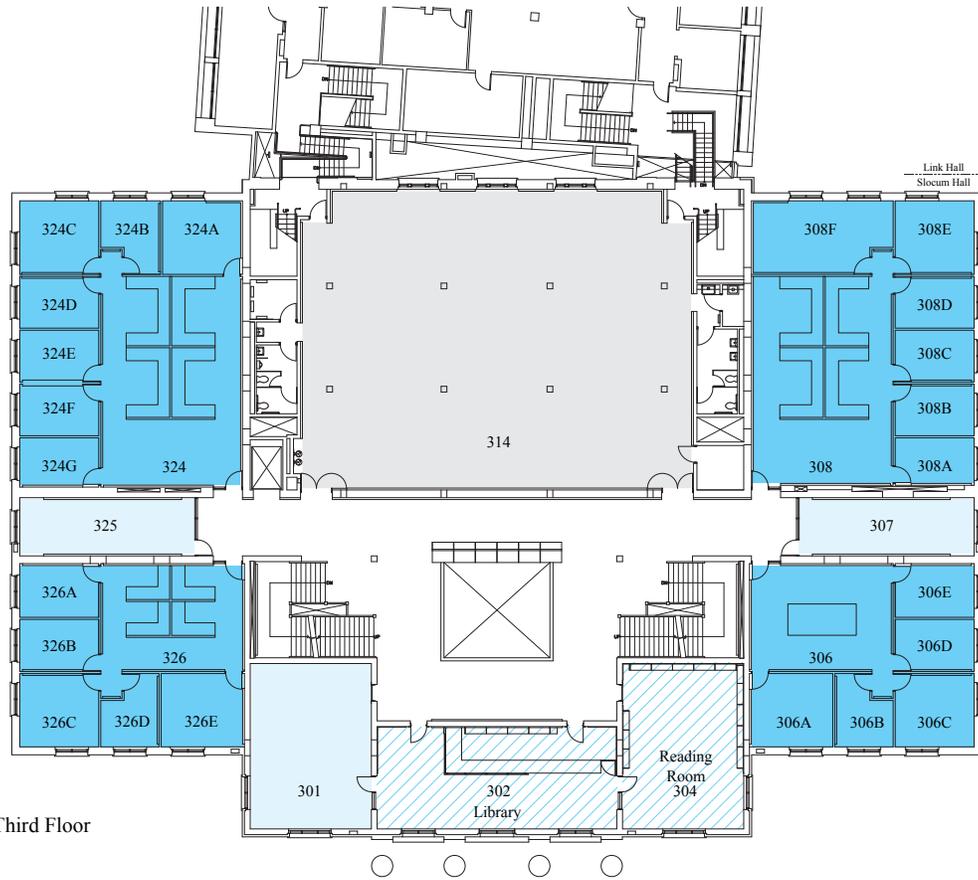


First Floor

- Studio
- Classroom
- Office
- Shared Resources

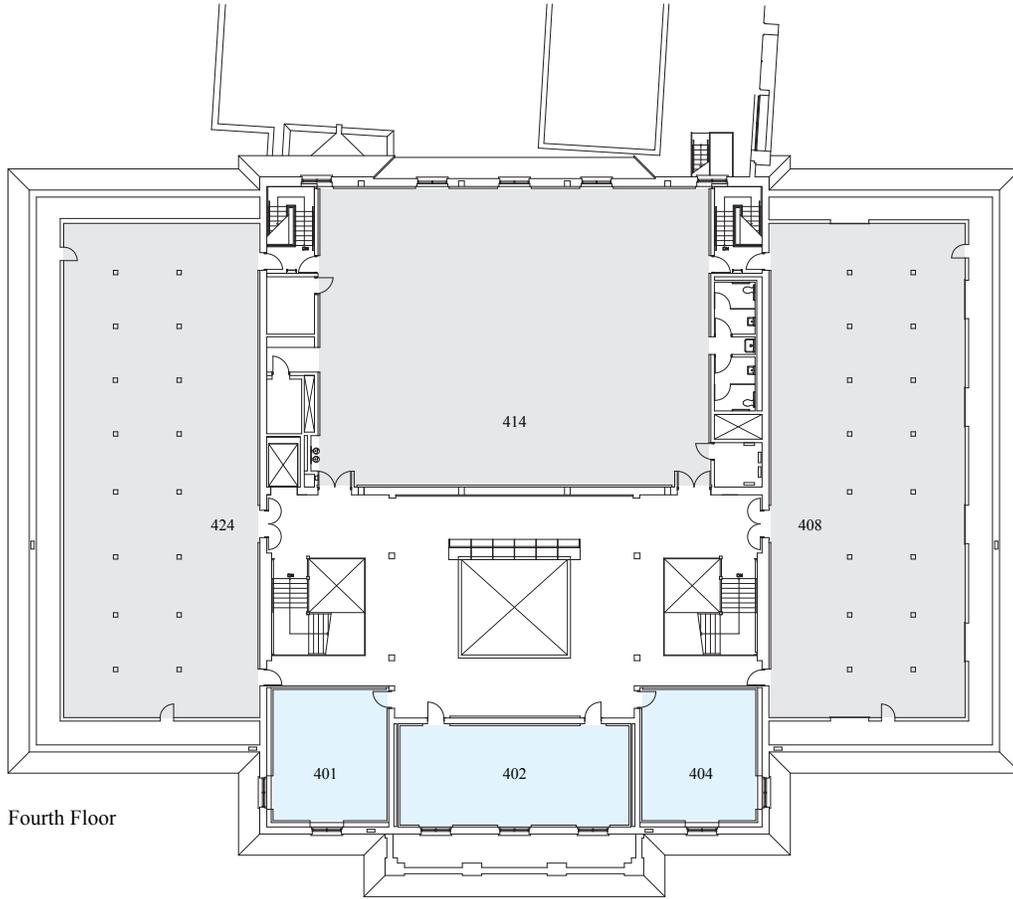


Second Floor



Third Floor

- Studio
- Classroom
- Office
- /// Shared Resources



An output room provides an assortment of plotters, printers, and large and small format scanners available to students throughout the school from school or personal computers. Additional information on printing and plotting can be found here: <https://soa.syr.edu/resources/technology/computing/printing-plotting/>

Digital fabrication lab space includes 3D printers using various media (liquid and solid polymers, paper and starch), laser cutters, large and small, CNC mills and a vacuum former. More information on digital fabrication resources can be found here: <https://soa.syr.edu/resources/technology/digital-fabrication/>

A fully equipped workshop is staffed by a full-time professional instructor and includes a full suite of woodworking equipment including saws, drills, planers, routers, sanders, a lathe, and various hand tools. There is also a ventilated spray booth for painting and finishing. Additional information on our woodshop can be found here: <https://soa.syr.edu/resources/technology/fabrication-shop/>

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Faculty Offices and Working Spaces

Faculty offices are in rooms 306, 308, 324, and 326. All faculty members, full- and part-time have private desk space with secure storage. Full professors and most associate professors have private offices, while assistant professors share offices and part-time faculty are situated in newly constructed offices in the centers of three of the four faculty suites. In room 306, there are large tables, chairs, and a large monitor for working space, which is often used for studio coordination meetings, or meetings between faculty members and teaching assistants. Faculty who have administrative roles (Dean, Associate Dean, Undergraduate Chair, and Graduate Chair have offices located on the second floor and split between Student Services and the Dean's Office.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Shared Resources

The Lou Kearns Slocum Supply Store, located on the basement level of Slocum Hall, is an extension of the Syracuse University Campus Store. The store offers students and faculty a convenient alternative to off-campus options. The school has digital projectors and TVs distributed throughout Slocum Hall. Some of the TVs are on mobile carts and can be signed out from either the main office or the IT office. Additionally, equipment such as cameras, video players, webcams, laptops, scanners, tablets, lighting, etc. can be checked out from IT and Student Services.

More information can be found here: <https://soa.syr.edu/resources/technology/computing/other-equipment/>

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Off-Site Resources

New York City

The Syracuse University Fisher Center is Syracuse University's consolidated academic campus in New York City—a state-of-the-art teaching facility that supports Syracuse University's goal of providing every student a chance to study abroad or away. Launched in 2014, the Fisher Center features 20,000 square feet of space for the architecture program and for performing arts departments in the School of Visual and Performing Arts and the S.I. Newhouse School of Communications. The Fisher Center learning environment includes architecture studios, "smart"

classrooms, and a lecture hall. To support architectural production, the facility includes printers, hot-wire cutters, and 3D printers.

London

Since 2005, Faraday House is 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 (AA) library, and all online library resources of Syracuse University. They receive memberships to the Architectural Association in nearby Bedford Square

Florence

Based at the Daniel and Gayle D’Aniello Syracuse University Program in Florence in the Villa Rossa and Palazzo Donatello, the semester-long program is dedicated to discussion, observation, and analysis of the architecture and historic fabric of Florence. Villa Rossa is the campus hub. Most administrative offices, classrooms, the computer lab and snack bar are located there. Designed and built as a private residence by Italian nobleman Mario Gigliucci for his family of five in 1892, this unique, brick-colored villa has been home to the university’s Florence program since 1959. The architecture studios are located at Piazzale Donatello 25, a few doors down from the studio arts building. Three large studios, two computer labs, and faculty and administrative offices are in the same building. Students have access to a spacious terrace on the second floor and a small, private garden on the ground level.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Financial Resource Allocation

Syracuse 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 remain the revenue generators of the university, with administrative and support units funded through indirect charges to the revenue generated by schools. Schools and colleges receive subsidies 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 17 years and has undergone several refinements as well as annual adjustments on both the revenue and expense sides of the budget.

The School of Architecture works closely with the University’s Office of Admissions and Enrollment Services to establish short and long-term goals for undergraduate and graduate enrollment and instructional revenue, and to meet 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, continues to establish tuition and financial aid rates, fringe benefit rates, and all indirect cost rates including administration, facilities, maintenance, networking, etc. For the past nine years the Board of Trustees and the Office of Budget and Planning have mandated a long-range budget planning process which requires a balanced ten-year budget projection. The current and long-range budget is updated with actual financial information monthly. The Dean and the Director for Budget and 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 subsidy.

Expense Categories

The School of Architecture can 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 Program Chairs, the Associate Dean, and the New York City Program Director. 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 every semester which can be used for materials, field trips, visiting jurors, etc.

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 Syracuse University Abroad.

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.

Student Learning Support Expense Categories

Funds are made available to support student learning in a variety of ways. The Associate Dean's office makes \$7,500 available every year to support non-studio courses. Funding is often used for supplies, guest speakers, site visits, etc. Additionally, the Associate Dean's office supports abroad programming in London and Florence with \$4,500 to allocate to each program each year. At a more localized level, every undergraduate architectural design studio is given \$1,200 to cover costs ranging from guest speakers and tours to site model production and final review critics.

Graduate students are provided the opportunity to apply for a Teaching Assistantship (TA) for over 80 positions across over 20 courses throughout the academic year. Remuneration is based upon how many hours they are contracted ranging from 10-20 hours and may include a stipend of \$6,000-\$12,000 and 6-12 credits of remitted tuition. In addition to providing instructional support through Teaching Assistantships, undergraduate students have opportunities to apply to be Undergraduate Program Associates. This role pays students hourly to support instruction in architectural design studio, theory, representation, structures, building systems, professional practice, and building information modeling.

Lastly, the school has bolstered the tutoring program in recent years, hiring advanced students as studio tutors as well as to support students in required courses in our building systems, history, and structures sequence.

Revenue Categories

In collaboration with the University's Office of Admissions and Enrollment Services, 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 Graduate Program Chair 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 New York City, and according to the restrictions established by the donors who established each fund. Awards range from \$1,500 to approximately \$10,000 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 \$90,000 annually. Please see also Section 5.4.3: Human Resources and Human Resource Development.

The University's Office of Academic Affairs administers several programs which provide significant support to faculty. Chief among these are the *Meredith Professorship* program, the *Seinfeld Scholar Award Program*, and the *University, Distinguished*, and *Trustee Professors* program.

The Meredith Professorship program 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. Several faculty, including Sinéad Mac Namara, Jean-François Bédard, Kyle Miller, Joseph Godlewski, and Nina Wilson received grants in their pre-tenure years of service.

The Seinfeld Scholar Award Program provides three consecutive years of grant funding and highlights excellence, creativity, and innovation and encourages future contributions to society. The program recognizes those faculty and students: who have “made an outstanding contribution to the beauty of the world, who have added to human values, and to ending human abuse”, who have “passion for excellence, creativity, and originality in academic or artistic fields”, and demonstrate the “ability to motivate and bring out the best in others.” Two architecture faculty have been selected and received the Seinfeld Scholar Award: Professor Julia Czerniak in 2008, and Associate Professor Yutaka Sho in 2023.

University, Distinguished, and Trustee Professors Program: The Vice Chancellor and Provost accepts nominations of faculty for the title of Distinguished Professor for those members of the professoriate who have achieved distinguished stature in their respective academic specialties. In 2023, Professor Lori Brown became the first ever School of Architecture Distinguished Professor.

The Chancellor's Office has also provided support for special faculty awards in past years. Professor Lori Brown was given a \$20,000 stipend for colloquia series support “Architecture Law + Policy Colloquia” series related to her research.

Syracuse University's Humanities Center hosts the “Syracuse Symposium,” an annual public events series exploring the humanities through lectures, workshops, performances, exhibits, films, readings, and more. In Spring 2024, Associate Professor Julie Larsen and Assistant Professor Britt Eversole were awarded funds to invite renowned landscape architect Julie Bargmann to contribute to our public event series.

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. Over the last decade the CoE has provided architecture faculty with significant support and research funding.

Pending Reductions or Increases in Enrollment and Plans

Over the last eight years, our B.Arch enrollment target has increased from 120 to 160, with annual enrollment always meeting or exceeding the target. The enrollment target of the M.Arch program now remains stable at 24, with enrollment usually falling short of the target. In total, this over and under enrollment has balanced out and enabled us to meet our tuition revenue goals. Over the next few years, enrollments are expected to remain stable in the B.Arch program while increasing in the M.Arch programs.

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.

Changes in Funding Models for Faculty Compensation, Instruction, Overhead, or Facilities

The previous curriculum change, which reduced the number of professional elective credits by six, had a negative effect on instructional revenue that needed to be offset, in part, by increased enrollments. For fall 2024, the school introduced additional study away and abroad opportunities, not only to address the void in required architecture courses in the fall of the fifth year, but also to increase instructional revenue.

The Director of Administration and Budget and the Associate Dean recently conducted a faculty compensation analysis which assesses distribution of effort, starting salaries, research funding, and credit hour rates for part-time instructors. The results suggest that decreasing the architectural design studio credit hour rate for part-time faculty (which are currently among the highest in the country at \$24,000-\$27,000 per 6-credit studio) and increasing the credit hour rate for lecture and seminar courses (currently at \$7,500-\$10,000 per 3-credit course) will result in more equitable compensation relative to effort and have a neutral impact on total faculty compensation.

Planned or In-Progress Institutional Development Campaigns

Since 2013, Syracuse University has been executing its *Forever Orange* capital campaign, scheduled to conclude on December 31, 2024. The School of Architecture was assigned a new business goal of \$12.5 million and successfully surpassed this goal 13 months early in November 2023. Currently, the School has raised over \$13,118,623 and is 105% of the goal. A continued focus through the advancement program has been to build endowment support, current-use experiential learning funding, as well as discretionary support through the *Dean's Fund*.

Since 2019, the School of Architecture has raised over \$7,670,440 in new business with an average of \$1,130,000 each fiscal year. This is a significant improvement on results since the earlier half of the campaign from 2013-2018, which raised a total of \$5,448,183 and an average of \$908,000 each fiscal year.

Since 2019, the school has secured endowed commitments to a total of \$3,231,862. Over the past 6 years, we have also grown our commitment to scholarship support, with a total of \$3,596,518 in new endowed and current use scholarships.

In 2015, the school reported a total of \$70,000 in annual gifts. The advancement program has continued to grow this effort and since 2019 has secured over \$1,969,670 in annual gifts – averaging \$328,278 in annual gifts each fiscal year. This is an increase of 370%.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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. With funds being managed centrally, a Head of Collections and collection analysis librarian provide broad oversight. Selection is carried out by the Librarian for Architecture (subject specialist), Barbara Opar in collaboration with faculty. Approval plans continue to grow and approximately two-thirds of new titles are received through such arrangements. These plans have grown beyond academic presses to include major publishers like Routledge and as well as more niche ones like Actar. The library also makes use of demand driven and evidence-based purchasing of

e-content. Requests for new resources from the School of Architecture faculty are filled by the Librarian for Architecture no matter the subject. 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 King+ King Architecture Library. Ernest Stevenson Bird Library, the main library, houses humanities and social science collections, with most architecture related titles shelved on the fourth floor of that building. 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. Streaming databases are heavily used and often integrated into lectures or virtual learning environments. Print holdings related to the study of architecture while housed in multiple locations cover the full-range range of course offerings:

HD 7200-9720:	13,910 Titles; 17,986 Volumes
HT 150-400:	4,196; 4,866
NA:	26,244; 39,710
SB 419-470:	1,188; 1,479
TH:	2,279; 3,422

The King+King Architecture Library (formerly the Architecture Reading Room) is located on the third floor of Slocum Hall, the same floor as faculty offices and a large design studio. The King+King Architecture Library 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. Bound, older volumes of key titles like *El Croquis* are housed in King, with other titles shelved on the fourth floor of Bird or off-site (domestic architecture, planning). Core working drawings are kept on site in Slocum; others are paged from a processing area in Bird. The materials are available in Smith Hall, now used by the School of Architecture.

The map collection is located on the third floor of Bird Library. This 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, close to Slocum Hall, has housed the landscape architecture and building construction collections. However, those materials are currently off site and must be requested through the catalog while building issues with Carnegie are being addressed. 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 issues of *Archigram*. Important manuscript collections include the papers of Marcel Breuer, William Lescaze, Pietro Belluschi, and Werner Seligmann. Materials by local builders/architects like Skeeel Builders have recently been acquired by SCRC.

Library and Information Resource Collections

As noted above, architecture collections at Syracuse University are broad based and exist in a variety of formats. Approval plans are now e-preferred though the subject librarian may acquire print copies of these materials upon

request or as deemed appropriate. Collection development activities are ongoing, with a stable budget adequate for most current title purchasing in support of curricular needs. There is some support for retrospective development as well as adequate funding for resources to meet faculty research needs. Heavy use and high prices do impact the library's ability to replace all missing books or add multiple copies of popular volumes

Because fine arts programs at Syracuse University 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 in principal collections is made by the Librarian for Architecture. Faculty and student requests for new monographic materials are almost always promptly ordered. Periodical and database requests must be reviewed, including for accessibility. Allocations are no longer made based on a fund code system. Before this change, the monograph budget was approximately \$35,000. Several times per year, subject librarians are now asked to submit requests for targeted funding, such as developing the collection in a specific area. These can be \$10,000 or less. The rest of the budget is centralized as e-book subject packages and are the primary method for adding new titles to the collection for many subject areas. Architecture, art, music, and maps are the primary recipients of special allocations. The library uses Taylor and Francis as the principal vendor, making use of their shelf-ready process. In addition to firm orders and slip selection through Taylor and Francis, collection development is done using faculty input, vendor catalogs and websites, book reviews, and a working knowledge of new trends in the study and practice of architecture. Print remains the standard for almost half of book purchasing.

The library subscribes to all but two (*C3 Korea, EVolo*) of the Fundamental Titles on the Association of Architecture School Librarians' Core List of Periodicals; all but *Topos* (available at Moon library) from the Recommended Titles and over 30 of the Topical and Titles to Watch. Focus is international and appropriate for the architecture programs at Syracuse University. Many periodical titles are still purchased in paper, with current issues readily available for browsing in the King+King Architecture Library. 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, back runs of important titles like *Architectural Review* and *L'Architecture d'Aujourd'hui* were purchased on microform. Equipment exists to digitize select content. The library provides access to these periodicals through the *Avery Index to Architectural Periodicals* and *Art and Architecture Source*. Additional content is provided through aggregator databases or through a robust Inter Library Loan program. In the past several years, several core periodicals such as *Architect* and *Japan Architect* have ceased publication with *Architectural Design* anticipated to end this year.

Syracuse University Libraries have strong online holdings of reference works and appropriate databases, from 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 *TechStreet* and *MADCAD*. Currently there are over 600 databases to which the libraries subscribe. Students and faculty can almost all search library holdings from both on and off campus.

Non-book resources include a Working Drawings Collection, a growing materials collection, streaming video databases and VHS/DVD holdings. The King+King Architecture Library houses a substantial collection of prints of architectural working drawings (mostly paper-based) acquired in direct support of course offerings like ARC 423/623: Advanced Building Systems and the integrated design studio. Buildings represented include iconic works including Fallingwater, the Seagram Building, the Yale Center for British Art, and more contemporary works like Kieran Timberlake's Shipley School, OMA's Kunsthal, 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. In 2019, a project was begun to digitize this material and is approximately 85 percent complete. Access to the digitized content has been extended for course use.

The King+King Architecture Library has a substantive circulating materials collection currently housed in Smith Hall. A relevant database, *Material Connexion*, is also available. The library also independently augments the materials collection in response to faculty and student requests. The Library's VHS/DVD holdings are cataloged on its website. School of Architecture lectures are housed in King+King Architecture Library, with newer titles made available online through the SOA website and the library's repository, *Surface*.

With respect to visual resources, the library subscribes to databases to *ARTstor* and *Archivision*. *ARTstor* is now integrated with *JSTOR*. *Archivision* is a collection of building exterior views and drawings. The University Slide Collection was disbanded in 2009. Once housed in Bird Library, the architecture slide collection was moved to Slocum Hall and parts have been digitized. This project ceased during COVID and should be revisited. The goal of this work is to provide images not available in traditional databases. It is focused on including images of drawings and models.

Services

All Syracuse University subject and instruction librarians are engaged in preparing online research guides, enabling students to review basic research steps and resources at their convenience. The architecture guides are extensive: <https://researchguides.library.syr.edu/Architecture>

The library offers orientation tours at the beginning of each semester. Library information sessions related to architecture are provided for new faculty and students per established practice. ARC 134: History of Architecture II often includes a visit to the SCRC to view select rare books. This is a combined effort including the faculty member, the Librarian for Architecture as well as SCRC staff. Faculty are encouraged to request formal and/or informal instruction sessions for their classes. Research guides can be prepared for specific classes. The Librarian for Architecture can also prepare bibliographies on specific topics to aid faculty in class preparation. Assistance is also available to faculty with respect to their own research.

Most new architecture titles (NA) are sent to the King+King Architecture Library for one month, where they are available for viewing and loan. New architecture titles are included in the King+King Architecture Library semi-annual newsletter. 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 King +King Architecture Library for pick-up.

Syracuse University Libraries recently introduced a new version of its library catalog, *Libraries Search*, an ExLibris product currently in use by many other academic libraries. The library upgraded to a cloud-based library services platform. The previous user search interface -- Classic Catalog and Summon -- were replaced and this unified system with expanded capabilities is currently being introduced to patrons.

Library policies are noted on the website, posted at appropriate locations, and discussed in orientation sessions. Faculty and graduate students are given a one- year loan period for regular stack books. Undergraduates received a one semester loan. King+King Architecture Library 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 recalls for items needed for course reserves. More information on library policies can be found here: <https://library.syracuse.edu/borrowing-process-policies/>

Most architecture course reserves are housed in the King+King Architecture Library. Blackboard supports electronic reserves, which may include scans of periodical articles and book chapters. Faculty may request King+King Architecture Library student staff to scan materials within copyright guidelines.

Inter Library Loan services go beyond the routine and include access through SHARES to New York City institutions and Borrow Direct which includes direct borrowing on site from Cornell University.

The Libraries, including the King+King Architecture Library, offer collections for leisure, relaxation, and recreation, such as games and puzzles. Partnering with student groups at the School of Architecture has led to discussions, wiki-a-thons, and trivia nights.

Facilities

Library resources exist in a hybrid environment at Syracuse University. The King+King Architecture Library in Slocum Hall is a resource center that provides quick access to core resources, current issues of architecture journals, and core working drawings. It is equipped with two public scanning stations and a printer for general use, three computers with internet access, and one library catalog quick-look-up station. 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 301 of the King+King Architecture Library. Blackboard provides access to online materials.

Ernest Stevenson Bird Library 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's Learning Commons and the lower floors are accessible 24 hours at many points during the semester. The Carnegie Library has a renovated study space, but the books are currently off-site. 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, excluding most architecture periodicals, are warehoused off campus. Access to warehoused resources is made by request and arrives within 24 hours.

Budget, Administration, and Operation

Syracuse University Libraries is responsible 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 Librarian for Architecture, with input from faculty and library colleagues.

The overall operating budget of the library includes staff salaries, equipment, supplies, and conference travel. The Librarian for Architecture is paid by the central library. The Syracuse University Libraries and the School of Architecture share responsibility for support of the King+King Architecture Library. The library maintains all the computer workstations with access to the library catalog and databases, the internet, Microsoft Office and Creative suites.

The School of Architecture provides other ongoing support for the King+King Architecture Library, including facility maintenance and student assistant wages. The School of Architecture provides and maintains three large format scanners. Daily operations including circulation, stack maintenance, and basic information delivery are carried out by these student assistants, who are supervised and under the direction of the Librarian for Architecture.

Off-Campus Programs

Off campus programs based in New York City, London, and Florence are important components 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 Architectural Association (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 through the SHARES program several academic libraries. 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 Syracuse University Florence campus. The NA, SB, TH and HT titles total over 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 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 of curricular and research needs.

Summary of Needs and Deficiencies

Like most institutions, Syracuse University Libraries resources may be limited in certain specific areas or not be as in-depth as desired. Change is ongoing. The issues facing the Syracuse University Libraries in relation to architecture resources include:

Changing Student Population: While students still engage with the library, they are less focused on library resources than pre-COVID, except with respect to specific assignments. They are often missing opportunities to see books and periodicals as learning opportunities.

Acquisition Funding: The acquisition budget has never been sufficient to build a truly 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. This, however, is not unique to Syracuse University and the Libraries is currently better positioned than some other universities to fulfill most needs.

Space for Library Resources: In the past several years, the library has created new space in Bird Library 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 remain on the fourth floor of Bird or in the King+King Architecture Library, but space is at a premium in both Bird and King.

Institutional Leadership: Since the previous iteration of this report, there is new leadership in the library and the administrative issues identified in the previous report have been eliminated. Working together, the Dean of Architecture and the Dean of Libraries were able to secure donor funding for improvements for the Architecture Reading Room, creating a small branch library—the King+King Architecture Library. This space now has air conditioning, improved shelving, open stacks for all resources and better reference and circulation desks. Certain periodical runs have been moved off site and more are to follow, but this has been done after careful study by the Librarian for Architecture in consultation with faculty. Architecture is unique in retaining runs of many periodicals on site. Faculty requests for a seminar space have been addressed and a project (nearly 85 percent complete) to digitize the architectural working drawings is near fruition.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Library reference assistance is most often provided by Barbara Opar, Librarian for Architecture, 2015 recipient of the Association of Architecture School Librarians Distinguished Service Award and 2023 recipient of the Syracuse University Libraries' Distinguished Service Award. While Barbara is employed by the Syracuse University Libraries, she is stationed in Slocum Hall in the King +King Architecture Library where she is readily available to assist students and faculty on a variety of levels, including in-depth research, locating specific resources or

navigating the online system. She is one of only two fully on-site subject librarians. 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 students with research projects.

At Bird, Academic Success and Access and Resource Sharing staff have been trained in question referral. Chat services are also available. Other librarians whose services are especially important to architecture include the Maps/Government Information librarian and the librarians assigned to the arts and engineering. King+King Architecture Library student staff are trained to assist students with navigating the online catalog and to provide basic resource information.

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. The assignment also includes oversight of the King+King Architecture Library as well as supervision of the student assistants working there. Barbara Opar, the Librarian for Architecture, has been with the library since 1975, having initially served as a graduate assistant with the School of Architecture.

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

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program’s website.

Statement on NAAB Accredited Degrees: <https://soa.syr.edu/school/naab-accreditation/>

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program’s website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

NAAB Conditions and Procedures: <https://soa.syr.edu/school/naab-accreditation/>

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Career Services works with current students and alumni throughout all phases of their career and potential job changes. In addition to individual consultations, the team offers a variety of resources available to students and graduates of the Syracuse Architecture program. Beyond continued access to Handshake, V-Mock, Big Interview, and GoinGlobal, all members of the Syracuse Architecture community have access to the following career resources. All virtual workshops, seminars, information sessions, career conversations and career panels are maintained on the *School of Architecture Career Services Video Channel*. Once subscribed, viewers have access to this content at their leisure.

See here: <https://video.syr.edu/channel/School+of+Architecture+-+Career+Services/237353722>

We encourage all students and alumni to connect via our SUArch Connect mentor program. Participants can request access as a mentor or mentee dependent on their current situation and have access to connect with others on the platform.

Career Services manages the *Syracuse Architecture Career Services LinkedIn* page which has over 5,400 followers, allowing students and alumni the opportunity to connect for professional networking. Students are taught LinkedIn best practices and professional conduct for connecting with those on the site. We also utilize this page to share

career opportunities for positions requiring previous professional experience. The page can be viewed here: <https://www.linkedin.com/in/syrarchitecture/>.

An overview of our career program and events can be found directly on the *Syracuse Architecture Career Services* page of the school website.

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

To bolster career development and placement services and to support students pursuing alternative career paths, the school will continue to expand its network of professionals operating adjacent to architecture, in fields such as advanced visualization, materials research, branding and identity, virtual world-building, and exhibition design. Additionally, we are working to grow our network of architecture professionals in Los Angeles, Seoul, and Tokyo, where the school now offers experiential learning opportunities.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

B.Arch Public Access

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)

NAAB-Related Public Documents: <https://soa.syr.edu/school/naab-accreditation/>

- h) NCARB ARE pass rates

ARE Pass Rates: <https://soa.syr.edu/resources/career-services/>

- i) Statements and/or policies on learning and teaching culture

School Culture Policy: <https://soa.syr.edu/school/studio-culture-statement/>

- j) Statements and/or policies on diversity, equity, and inclusion

Pursuit of Diverse Applicants: <https://soa.syr.edu/admissions/undergraduate.php>

M.Arch Public Access

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda

- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)

NAAB-Related Public Documents: <https://soa.syr.edu/school/naab-accreditation/>

- h) NCARB ARE pass rates

ARE Pass Rates: <https://soa.syr.edu/resources/career-services/>

- i) Statements and/or policies on learning and teaching culture

School Culture Policy: <https://soa.syr.edu/school/studio-culture-statement/>

- j) Statements and/or policies on diversity, equity, and inclusion

Pursuit of Diverse Applicants: <https://soa.syr.edu/admissions/>

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following.

- a) Application forms and instructions

B.Arch Form and Instructions

See Appendix, Item #10.

University Process: <https://www.syracuse.edu/admissions-aid/application-process/>

School Resources: <https://soa.syr.edu/admissions/undergraduate.php>

M.Arch Form and Instructions

See Appendix, Item #11.

Admissions: <https://www.syracuse.edu/admissions-aid/application-process/graduate/>

Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

B.Arch Admissions Requirements and Processes

School Resources: <https://soa.syr.edu/admissions/undergraduate.php>

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

M.Arch Admissions Requirements and Processes

Graduate Admissions: <https://soa.syr.edu/admissions/graduate/march/>

Portfolio: <https://soa.syr.edu/admissions/graduate/march/portfolio-requirements/>

Adv. Standing: <https://soa.syr.edu/admissions/graduate/march/advanced-standing/>

b) Forms and a description of the process for evaluating the content of a non-accredited degrees

B.Arch Forms and Description

Process: <https://soa.syr.edu/resources/academic-advising/undergraduate/transfer-credit/>

M.Arch Forms and Description

Process: <https://soa.syr.edu/admissions/graduate/march/>

c) Requirements and forms for applying for financial aid and scholarships

B.Arch Requirements

Undergraduate Aid: <https://soa.syr.edu/admissions/undergraduate/financial-aid.php>

M.Arch Requirements

Graduate Aid: <https://soa.syr.edu/admissions/graduate/financial-aid.php>

d) Explanation of how student diversity goals affect admission procedures

B.Arch Explanation

Admissions: <https://soa.syr.edu/admissions/undergraduate.php>

M.Arch Explanation

Admissions: <https://soa.syr.edu/admissions/undergraduate.php>

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

B.Arch Access

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

M.Arch Access

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

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

B.Arch Access

University Financial Aid: <http://financialaid.syr.edu>

Undergraduate Incoming Students: <http://financialaid.syr.edu/incomingfirstyearstudents/>

Undergraduate Cost of Attendance: <http://financialaid.syr.edu/costofattendance/undergraduate>
School Expected Expenses: <https://soa.syr.edu/admissions/undergraduate/expected-expenses/>

M.Arch Access

Graduate Cost of Attendance: <http://financialaid.syr.edu/costofattendance/graduate/>
School Expected Expenses: <https://soa.syr.edu/admissions/graduate/expected-expenses/>

A—Appendix

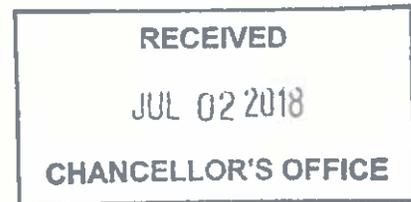
1. PC/SC Matrices
2. MSCHE Accreditation Letter
3. Condition 4.2 Professional Degrees and Curriculum
4. 2023-2024 Faculty Roster with Teaching Assignments (B.Arch and M.Arch)
5. 2023-2024 Academic Staffing Chart (B.Arch and M.Arch)
6. 2023-2024 Full-Time Faculty Educational Credentials
7. 1-pg 2023-2024 Faculty Resumes
8. 2023-2024 Program Review - B.Arch
9. 2022-2023 Program Review - M.Arch
10. B.Arch Application Form
11. M.Arch Application Form



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

June 22, 2018



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

Dear Dr. Syverud:

At its session on June 21, 2018, the Middle States Commission on Higher Education acted:

To reaffirm accreditation. To commend the institution for the quality of the self-study process. The next evaluation visit is scheduled for 2026-2027.

This action is an affirming action, as explained in the policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with Commission policy, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States 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. Kushnood Haq, Vice President.

Sincerely,

Gary L. Wirt, Ed.D.
Chair



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

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. Kent D. Syverud, Chancellor and President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 15218 Undergraduate ; 6752 Graduate
Control: Private (Non-Profit)
Affiliation: None
2015 Carnegie Classification: Doctoral Universities - Highest Research Activity
Approved Degree Levels: Postsecondary Award/Cert/Diploma (< 1 year), Associate's, Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice, Doctor's - Research/Scholarship;
Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education:

Instructional Locations

Branch Campuses: None

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

Other Instructional Sites: Abraham Lincoln High School, Brooklyn, NY; Adirondack High School, Boonville, NY; Air Force Research Lab, Rome, NY; Allegany Limestone High School, Allegany, NY; Amityville Memorial High School, Amityville, NY; Archimedes Academy, Bronx, NY; Ardsley High School, Ardsley, NY; Arlington High School, Arlington, MA; Auburn High School, Auburn, NY; Babylon Jr-Sr High School, Babylon, NY; Baldwin Senior High School, Baldwin, 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; Blind Brook High School, Rye Brook, NY; Brewster High School, Brewster, NY; Briarcliff Manor High School, Briarcliff Manor, NY; Brighton High School, Rochester, NY; Broadalbin-Perth High School, Broadalbin, NY; Bronx High School for the Visual Arts, Bronx, NY; Brooklyn International High School, Brooklyn, NY; Broome-Tioga BOCES, Binghamton, NY; Camden High School, Camden, NY; Camden Hills Regional High School, Rockport, ME; Canastota High School, Canastota, NY; Carle Place High School, Carle Place, NY; Carmel High School, Carmel, NY; Cattaraugus Little Valley HS, Cattaraugus, NY; Center for Strategic & International Studies, Washington, DC; Central Catholic High School, Lawrence, MA; Central Islip Senior High School, Central Islip, NY; Chenango Forks High School, Binghamton, NY; Chittenango Senior High School, Chittenango, NY; Christian Heritage School, Trumbull, CT; 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; Corinth High School, Corinth, NY; Corning Painted Post High School, Corning, NY; Danforth School, Syracuse, NY; Dover High School, Dover, NJ; Duke Center for Documentary Studies, Durham, NC; Duxbury High School, Duxbury, MA; East Hampton High School, East Hampton, NY; East Meadow High School, East Meadow, NY; East Providence Career & Technical Center, East Providence, RI; East Syracuse-Minoa High School, East Syracuse, NY; Eastport/South Manor Jr. Sr. High School, Manorville, NY; Edward Little High School, Auburn Heights, ME; Ellenville High School, Ellenville, NY; ELLIS Preparatory Academy, Bronx, NY; Fairport High School, Fairport, NY; Faith Heritage School, Syracuse, NY; Fayetteville-Manlius High School, Manlius, NY; Fort Lee High School, Fort Lee, NJ; Fowler High School, Syracuse, NY; Fox Lane High School, Bedford, NY; Franklinville Central School, Franklinville, NY; Gates Chili High School, Rochester, 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; Gouverneur High School, Gouverneur, NY; Grant Middle School, Syracuse, NY; Granville High School, Granville, NY; Greenberg House, Washington, DC; Greene High School, Greene, NY; Guilderland Central High School, Guilderland Center, NY; Haldane High School, Cold Spring, NY; Hannibal High School, Hannibal, 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, Montrose, NY; Henninger High School, Syracuse, NY; Hewlett High School, Hewlett, NY; High School for Health Professions and Human Services, New York, NY; Honeoye Central School, Honeoye, NY; Hoosic Valley High School, Schaghticoke, NY; Hopewell Valley Central High School, Pennington, NJ; Horace Greeley High School, Chappaqua, NY; Hutchings Psychiatric Center, Syracuse, NY; Indian Hills High School, Oakland, NJ; Indian River High School, Philadelphia, NY; Infinity Institute, Jersey City, NJ; Institute of Tech. at Syracuse Central, Syracuse, NY; Iroquois High School, Elma, NY; Irvington High School, Irvington, NY; James I. O'Neill High School, Highland Falls, NY; Jamesville-Dewitt High School, Dewitt, NY; Jamesville-DeWitt Middle School, Jamesville, NY; JFK Memorial High School, Iselin, NJ; John F Kennedy High School, Plainview, NY; John Jay High School - East Fishkill, Hopewell Junction, NY; Johnson City Senior High School, Johnson City, NY; Jowonio School, Syracuse, NY; Kings Park High School, Kings Park, NY; Kinnelon High School,

Kinnelon, NJ; KIPP NYC College Prep, Bronx, NY; La Salle Institute, Troy, NY; LaFayette Central High School, LaFayette, NY; Lakeland High School, Shrub Oak, NY; Lakeland Regional High School, Wanaque, NJ; Lawrence High School, Cedarhurst, NY; Lenape Valley Regional High School, Stanhope, NJ; Lindenhurst High School, Lindenhurst, NY; Liverpool High School, Liverpool, NY; Lockport High School, Lockport, NY; Long Beach High School, Lido Beach, NY; Mahopac High School, Mahopac, NY; Mamaroneck High School, Mamaroneck, NY; Manhattan High School for Girls, New York, NY; Marcellus High School, Marcellus, NY; Martin Van Buren High School, New York, NY; Masconomet Regional High School, Boxford, MA; Mayfield High School, Mayfield, NY; Memorial High School, West New York, NJ; Middletown High School, Middletown, NY; Midlakes High School, Clifton Springs, NY; Milford Central School, Milford, NY; Miller Place High School, Miller Place, NY; Monticello High School, Monticello, NY; Mount Sinai High School, Mount Sinai, NY; Mount Vernon High School, Mount Vernon, NY; Murry Bergtraum High School, New York, NY; Nanuet Senior High School, Nanuet, NY; New Rochelle High School, New Rochelle, NY; Newton High School, Newton, NJ; Niskayuna High School, Niskayuna, NY; North Babylon High School, North Babylon, NY; North Rockland High School, Thiells, NY; North Rose-Wolcott High School, Wolcott, NY; Northern Highlands Regional High School, Allendale, NJ; Northport High School, Northport, NY; Norwell High School, Norwell, MA; Nottingham High School, Syracuse, NY; NYC Charter High School for AECI, Bronx, NY; Olean High School, Olean, NY; Ossining High School, Ossining, NY; Oswego High School, Oswego, NY; Otsego Northern Catskills BOCES, Milford, NY; P. V. Moore High School, Central Square, NY; Palisade Preparatory School, Yonkers, NY; Paramus High School, Paramus, NJ; Pascack Hills High School, Montvale, NJ; Pascack Valley High School, Hillsdale, NJ; Passaic County Technical Institute, Wayne, NJ; Pearl River High School, Pearl River, NY; Pelham Memorial High School, Pelham, NY; Penfield High School, Penfield, NY; Performing Arts and Technology High School, Brooklyn, NY; Pittsford Sutherland High School, Pittsford, NY; Plainedge High School, N Massapequa, NY; Port Jervis High School, Port Jervis, NY; Portville Central School, Portville, NY; Potsdam High School, Potsdam, NY; Ramapo High School - NJ, Franklin Lakes, NJ; Ramapo High School - NY, Spring Valley, NY; Ramsey High School, Ramsey, NJ; Red Bank Regional High School, Little Silver, NJ; Ridgewood High School, Ridgewood, NJ; River Dell Regional High School, Oradell, NJ; Riverhead High School, Riverhead, NY; Roberts Elementary School, Syracuse, NY; Rome Free Academy, Rome, NY; Roy C. Ketcham High School, Wappingers Falls, NY; Rumson-Fair Haven High School, Rumson, NJ; Rye High School, Rye, NY; S. S. Seward Institute, Florida, NY; Saddle Brook High School, Saddle Brook, NJ; Sayville High School, West Sayville, NY; Schalmont High School, Schenectady, NY; Seaford High School, Seaford, NY; 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 Bronx Preparatory, Bronx, NY; South Glens Falls Senior High School, South Glens Falls, NY; South Kent School, South Kent, CT; Southeastern Center for Contemporary Art, Winston-Salem, NC; Southern Cayuga High School, Aurora, NY; Spark Gallery Art School, Syracuse, NY; Spencerport High School, Spencerport, NY; Spring Valley High School, Spring Valley, NY; Stephen T. Mather High School, New York, NY; Stockbridge Valley Central High School, Munnsville, NY; SU Architecture NYC, New York, NY; SU Los Angeles, 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 Upstate Medical University, 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; Tri-Valley Secondary School, Grahamsville, NY; Tuckahoe High School, Eastchester, NY; Uniondale High School, Uniondale, NY; Vernon Township High School, Vernon, NJ; Verona High School, Verona, NJ; W. Tresper Clarke High School, Westbury, NY; Walter Panas High School, Cortlandt Manor, NY; Wantagh High School, Wantagh, NY; Ward Melville High School, East Setauket, NY; Washingtonville High School, Washingtonville, NY; West Essex Regional High School, North Caldwell, NJ; 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; Westhampton Beach Senior High School, Westhampton Beach, NY; Westhill High School, Syracuse, NY; Westwood Regional Jr./Sr. High School, Washington Township, NJ; White Plains High School, White Plains, NY; Whitesboro High School, Marcy, NY; Williamsburg Charter High School, Brooklyn, NY; Williamsville East High School, East Amherst, NY; Williamsville North High School, Williamsville, NY; Williamsville South High School, Williamsville, NY; Woodbridge High School, Woodbridge Township, NJ; Xaverian High School, Brooklyn, NY; Yorktown High School, Yorktown Heights, NY.

ACCREDITATION INFORMATION

Status: Member since 1921

Last Reaffirmed: June 21, 2018

Most Recent Commission Action:

June 21, 2018: To reaffirm accreditation. To commend the institution for the quality of the self-study process. The next evaluation visit is scheduled for 2026-2027.

Brief History Since Last Comprehensive Evaluation:

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

Next Self-Study Evaluation: 2026 - 2027

Date Printed: June 22, 2018

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 - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

Condition 4.2 Professional Degrees and Curriculum

B.Arch

Required Prof. Courses	Elective Prof. Courses	General Studies
<i>Architectural Design (54)</i>	<i>Professional Electives (12)</i>	<i>Writing Requirement (6)</i>
ARC 107: Architectural Design I (6)	ARC 500: Selected Topics (3)	WRT 105: Academic Writing (3)
ARC 108: Architectural Design II (6)	ARC 500: Selected Topics (3)	WRT 205: Critical Writing (3)
ARC 207: Architectural Design III (6)	ARC 500: Selected Topics (3)	
ARC 208: Architectural Design IV (6)	ARC 500: Selected Topics (3)	<i>Quantitative Requirement (3-4)</i>
ARC 307: Architectural Design V (6)		MAT 221: Elementary Prob. & Stats I,
ARC 407: Architectural Design VI (6)	<i>History Electives (6)</i>	MAT 285: Life Sciences Calculus I,
ARC 408: Architectural Design VII (6)	ARC 300: Selected Topics (3)	MAT 295: Calculus I, <i>or</i>
ARC 409: Architectural Design VIII(6)	ARC 300: Selected Topics (3)	PHY 101: Maj. Concepts of Physics I
ARC 498: Directed Research (6)		
		<i>Academic Electives (18)</i>
<i>Building Systems (12)</i>		Humanities (6)
ARC 121: Intro. Bldg. & Str. Sys (3)		Social Sciences (6)
ARC 222: Building Systems I (3)		Natural Sciences and Math (3)
ARC 322: Building Systems II (3)		Arts & Science Elective (3)
ARC 423: Adv. Building Systems (3)		
		<i>First-Year Seminar (1)</i>
<i>Structures (6)</i>		FYS 101: First-Year Seminar (1)
ARC 211: Structures I (3)		
ARC 311: Structures II (3)		=====
<i>Architectural History (6)</i>		Optional Studies
ARC 133: Intro. to Arch. History I (3)		
ARC 134: Intro. to Arch. History II (3)		<i>Open Electives (18)</i>
		Open Electives (18)
<i>Architectural Theory (6)</i>		
ARC 141: Architectural Theory I (3)		
ARC 242: Architectural Theory II (3)		
<i>Representation (6)</i>		
ARC 181: Representation I (3)		
ARC 182: Representation II (3)		
<i>Professional Practice (3)</i>		
ARC 585: Professional Practice (3)		
Total: 93 Credits	Total: 18 Credits	Total: 46 Credits
Total No. of SCH for Degree	157	

Color-Coding Key:

- Architectural Design*
- Building Systems*
- Structures*
- Architectural History*
- Architectural Theory*
- Representation*
- Professional Practice*

M.Arch

Required Prof. Courses	Elective Prof. Courses	General Studies
<i>Architectural Design (30)</i>	<i>Professional Electives (0, 3, 6, or 12)</i>	<i>Open Electives (0, 3, or 6)</i>
ARC 604: Architectural Design I (6)	ARC 500: Selected Topics (3)	Open Elective (3)
ARC 605: Architectural Design II (6)	ARC 500: Selected Topics (3)	Open Elective (3)
ARC 606: Architectural Design III (6)	...or	
ARC 607: Architectural Design IV (6)	ARC 608: Architectural Design V (6)	
ARC 608: Adv. Arch. Design (6)		
	<i>History Electives (3)</i>	
<i>Architectural Research (11)</i>	ARC 6/700: Selected Topics (3)	
ARC 650: Architectural Research (5)		
ARC 698: Directed Research (6)		
<i>Building Systems (9)</i>		
ARC 621: Building Systems I (3)		
ARC 622: Building Systems II (3)		
ARC 623: Adv. Building Systems (3)		
<i>Structures (6)</i>		
ARC 611: Structures I (3)		
ARC 612: Structure Systems II (3)		
<i>Architectural History (6)</i>		
ARC 631: Studies in Arch. History (3)		
ARC 639: Arch. History Principles (3)		
<i>Architectural Theory (6)</i>		
ARC 641: Architectural Theory I (3)		
ARC 642: Architectural Theory II (3)		
<i>Media (6)</i>		
ARC 681: Media I (3)		
ARC 682: Media II (3)		
<i>Professional Practice (3)</i>		
ARC 585: Professional Practice (3)		
Total: 77 Credits	Total: 9 to 15 Credits	Total: 0 to 6 Credits
Total No. of SCH for Degree	92	

2023-2024 Faculty Roster with Teaching Assignments (B.Arch and M.Arch)

Professors	Associate Professors (Cont.)	Teaching Professors
Jean-Francois Bedard	Richard Rosa	Nimet Anwar
ARC 133: Intro. to Arch. History I (3)	ARC 307: Architectural Design V (6)	ARC 208: Architectural Design IV (6)
ARC 631: Studies in Arch. History (3)	ARC 409: Architectural Design VIII(6)	Ivi Diamantopoulou
ARC 300: Selected Topics (3)	ARC 500: Selected Topics (3)	ARC 407: Architectural Design VI (6)
ARC 3/634: History Elective (3)	Yutaka Sho	ARC 408: Architectural Design VII (6)
Lori Brown	ARC 107: Architectural Design I (6)	Valeria Herrera
ARC 500: Selected Topics (3)	ARC 108: Architectural Design II (6)	ARC 107: Architectural Design I (6)
ARC 606: Architectural Design III (6)	ARC 500: Selected Topics (3)	ARC 108: Architectural Design II (6)
Ted Brown - <i>Retired F23</i>	Tim Stenson	ARC 500: Selected Topics (3)
ARC 500: Selected Topics (3)	ARC 222: Building Systems I (3)	Joel Kerner
Susan Henderson - <i>Retired S24</i>	ARC 307: Architectural Design V (6)	ARC 182: Representation II (3)
ARC 500: Selected Topics (3)	ARC 4/698: Directed Research (6)	ARC 207: Architectural Design III (6)
Mark Linder - <i>Leave S24</i>		ARC 409: Architectural Design VIII(6)
ARC 500: Selected Topics (3)	Assistant Professors	Kiana Memaran Dadgar
ARC 641: Architectural Theory I (3)	Omar Ali	ARC 207: Architectural Design III (6)
	ARC 181: Representation I (3)	ARC 208: Architectural Design IV (6)
Associate Professors	ARC 307: Architectural Design V (6)	ARC 4/698: Directed Research (6)
Amber Bartosh	Britt Eversole - <i>Leave F23</i>	Emily Pellicano
ARC 407: Architectural Design VI (6)	ARC 242: Architectural Theory II (3)	ARC 207: Architectural Design III (6)
ARC 408: Architectural Design VII (6)	ARC 4/698: Directed Research (6)	ARC 409: Architectural Design VIII(6)
ARC 561: Survey of British Arch. (3)	Iman Fayyad	ARC 4/698: Directed Research (6)
Junho Chun	ARC 107: Architectural Design I (6)	Fei Wang
ARC 211: Structures I (3)	ARC 4/698: Directed Research (6)	ARC 409: Architectural Design VIII(6)
ARC 611: Structures I (3)	ARC 681: Media I (3)	
ARC 612: Structure Systems II (3)	Molly Hunker	Teaching Fellow '23-'24
Greg Corso	ARC 207: Architectural Design III (6)	Christina Zhang
ARC 107: Architectural Design I (6)	ARC 208: Architectural Design IV (6)	ARC 407: Architectural Design VI (6)
ARC 108: Architectural Design II (6)	Jess Myers	ARC 500: Selected Topics (3)
ARC 682: Media II (3)	ARC 208: Architectural Design IV (6)	ARC 500: Selected Topics (3)
Lawrence Davis	ARC 500: Selected Topics (3)	
ARC 307: Architectural Design V (6)	Hannibal Newsom	Key Part-Time Faculty '23-'24
ARC 409: Architectural Design VIII(6)	ARC 207: Architectural Design III (6)	Peter Clericuzio
ARC 500: Selected Topics (3)	ARC 4/623: Adv. Bldg. Systems (3)	ARC 134: Intro. to Arch. History II (3)
Joseph Godlewski	ARC 4/698: Directed Research (6)	ARC 639: Arch. History Principles (3)
ARC 141: Architectural Theory I (3)	Marcos Parga	ARC 500: Selected Topics (3)
ARC 207: Architectural Design III (6)	ARC 207: Architectural Design III (6)	Benedict Clouette
ARC 208: Architectural Design IV (6)	ARC 409: Architectural Design VIII(6)	ARC 207: Architectural Design III (6)
Terrance Goode	ARC 500: Selected Topics (3)	ARC 642: Architectural Theory II (3)
ARC 107: Architectural Design I (6)	Edgar Rodriguez	Rocio Crosetto Brizzio
ARC 409: Architectural Design VIII(6)	ARC 107: Architectural Design I (6)	ARC 307: Architectural Design V (6)
ARC 500: Selected Topics (3)	ARC 108: Architectural Design II (6)	ARC 409: Architectural Design VIII(6)
Roger Hubeli	ARC 500: Selected Topics (3)	ARC 500: Selected Topics (3)
ARC 604: Architectural Design I (6)	Nina Wilson	Cait McCarthy
ARC 607: Architectural Design IV (6)	ARC 3/622: Building Systems II (3)	ARC 181: Representation I (3)
ARC 770: Architectural Research (3)	ARC 4/623: Adv. Bldg. Systems (3)	ARC 207: Architectural Design III (6)
Liz Kamell - <i>Leave S24</i>	ARC 409: Architectural Design VIII(6)	ARC 208: Architectural Design IV (6)
ARC 307: Architectural Design V (6)	Abingo Wu	Kirk Narburgh
Bess Krietemeyer	ARC 107: Architectural Design I (6)	ARC 585: Professional Practice (3)
ARC 121: Intro. Bldg. & Str. Sys (3)	ARC 108: Architectural Design II (6)	Hans Tursack
ARC 621: Building Systems I (3)	ARC 770: Architectural Research (3)	ARC 307: Architectural Design V (6)
Brian Lonsway	Michael Moynihan - <i>Visiting</i>	ARC 605: Architectural Design II (6)
ARC 307: Architectural Design V (6)	ARC 500: Selected Topics (3)	Erin Wing
ARC 409: Architectural Design VIII(6)	ARC 500: Selected Topics (3)	ARC 555: Introduction to BIM (3)
ARC 500: Selected Topics (3)	ARC 500: Selected Topics (3)	ARC 558: Advanced BIM (3)
Sinead Mac Namara	ARC 500: Selected Topics (3)	
ARC 311: Structures II (3)		

2023-2024 Academic Staffing Chart (B.Arch and M.Arch)

Required Prof. Courses	Elective Prof. Courses
<i>ARC 107: Architectural Design I (6)</i>	<i>Building Systems</i>
- Fayyad, Sho , Corso, Goode, Wu, Rodriguez, Herrera, Malek, Valdevenito, Williams, Young	ARC 121: Intro. Bldg. & Str. Sys (3) - Krietemeyer
<i>ARC 108: Architectural Design II (6)</i>	ARC 222: Building Systems I (3) - Stenson
- Rodriguez, Corso , Wu, Herrera, Gallagher, Nguyen, Scott, Sequero, Valdevenito, Williams, Young	ARC 322: Building Systems II (3) - Wilson
	ARC 423: Adv. Building Systems (3) - Newsom, Wilson
	ARC 621: Building Systems I (3) - Krietemeyer
	ARC 622: Building Systems II (3) - Wilson
<i>ARC 207: Architectural Design III (6)</i>	ARC 623: Adv. Building Systems (3) - Newsom, Wilson
- Hunker, McCarthy , Godlewski, Newsom, Parga, Chen, Memaran, Pellicano, Ghosh, Nguyen, Scott, Kerner	<i>Structures</i>
<i>ARC 208: Architectural Design IV (6)</i>	ARC 211: Structures I (3) - Chun
- Hunker, Godlewski , Sho, Myers, Anwar, Chen, Malek, Memaran, Ghosh, McCarthy, Clouette, Salekfard	ARC 311: Structures II (3) - Mac Namara
	ARC 611: Structures I (3) - Chun
	ARC 612: Structure Systems II (3) - Chun
<i>ARC 307: Architectural Design V (6)</i>	
- Kamell, Davis , Lonsway, Rosa, Stenson, Ali, Crosetto, Salazar, Sequero, Tursack	<i>Architectural History</i>
	ARC 133: Intro. to Arch. History I (3) - Bedard
	ARC 134: Intro. to Arch. History II (3) - Clericuzio
<i>ARC 409: Architectural Design VIII (6)</i>	ARC 631: Studies in Arch. History (3) - Bedard
- Parga, Davis , Goode, Lonsway, Rosa, Wilson, Kerner, Wang, Pellicano, Crosetto Brizzio	ARC 639: Arch. History Principles (3) - Clericuzio
	<i>Architectural Theory</i>
<u>Note: Bold (Above) = Studio Coordinators</u>	ARC 141: Architectural Theory I (3) - Godlewski
	ARC 242: Architectural Theory II (3) - Eversole
<i>GLOBAL: ARC 407: Architectural Design VI (6)</i>	ARC 641: Architectural Theory I (3) - Linder
- Zhang, Moran/Fure, Salazar, Bates, Bartosh, Lastrucci, Diamantopoulou/Abou-Khalil, Profeta, Gori, Ponsi	ARC 642: Architectural Theory II (3) - Clouette
<i>GLOBAL ARC 4/608: Architectural Design VII (6)</i>	<i>Representation & Media</i>
- Han/Yan, Yoo, Davidson/Rafailidis, Bartosh, Lastrucci, Diamantopoulou/Abou-Khalil, Profeta, Gori, Ponsi	ARC 181: Representation I (3) - Ali, McCarthy
	ARC 182: Representation II (3) - Kerner
	ARC 681: Media I (3) - Fayyad
<i>RESEARCH: ARC 4/698: Directed Research (6)</i>	ARC 682: Media II (3) - Corso
- Stenson, Pellicano, Larsen/Eversole, Park, Fayyad , Memaran, Newsom	
	<i>Professional Practice</i>
	ARC 585: Professional Practice (3) - Narburgh
<i>Core Graduate Studios</i>	
ARC 604: Architectural Design I (6) - Hubeli	<i>Professional Electives</i>
ARC 605: Architectural Design II (6) - Tursack	ARC 500: Selected Topics (3)
ARC 606: Architectural Design III (6) - L. Brown	- Crosetto/Valdevenito, Herrera, Rosa, Parga, Myers , Sho, Zhang, Lonsway, L. Brown, Wing, Davis ,
ARC 607: Architectural Design IV (6) - Hubeli	Henderson/Goode, Rodriguez, T. Brown, Bartlett ,
	Linder, Speaks/Wang
	<i>History Electives</i>
	ARC 3/5/700: Selected Topics (3)
	- Bedard, Moynihan, Clericuzio

2023-2024 Full-Time Faculty Educational Credentials

Full Professors (6)	PhD	Masters	B.Arch, BS/BA
Jean-Francois Bedard	Columbia	McGill	McGill
Lori Brown		Princeton	Georgia Tech
Ted Brown - <i>Retired F23</i>		Princeton	Univ. of Virginia
Susan Henderson - <i>Retired S24</i>	Columbia	MIT	Washington
Mark Linder	Princeton	Yale	Univ. of Virginia
Michael Speaks - <i>Dean</i>	Duke	Duke	Univ. of Mississippi
Associate Professors (18)	-----	-----	-----
Amber Bartosh - <i>London</i>		SCI-Arc	Rice
Lawrence Chua	Cornell	Cornell	NYU
Junho Chun	Univ. of Illinois	UC-Berkeley	Hanyang Univ.
Greg Corso		UCLA	UCLA
Lawrence Davis		Columbia	Cincinnati
Joseph Godlewski	UC-Berkeley	UC-Berkeley	Syracuse
Terrance Goode		Princeton	USC
Roger Hubeli		ETH Zurich	ETH Zurich
Liz Kamell		MIT	Cornell
Bess Krietemeyer	RPI	RPI	RPI
Julie Larsen - <i>Graduate Chair</i>		Columbia	Illinois
Brian Lonsway		Columbia	Wash. U.
Sinead Mac Namara	Princeton	Princeton	Trinity College
Kyle Miller - <i>Associate Dean</i>		UCLA	Univ. of Michigan
Dackwon Park - <i>Undergrad Chair</i>	Harvard (D.Des)	Illinois	Yeungnam Univ.
Richard Rosa		Harvard	Syracuse
Yutaka Sho	Univ. of Tokyo	Harvard	RISD
Tim Stenson		Univ. of Virginia	Univ. of Virginia
Assistant Professors (12)	-----	-----	-----
Eliana Abu-Hamdi	UC-Berkeley	NewSchool	UC-Berkeley
Omar Ali		Univ. of Michigan	UT-Arlington
Britt Eversole		Yale	Univ. of Florida
Iman Fayyad		Harvard	MIT
Molly Hunker		UCLA	Dartmouth
Jess Myers		MIT	Princeton
Hannibal Newsom		Pratt	Illinois
Marcos Parga	ETSAM	ETSAM	ETSAM
Edgar Rodriguez		Harvard	Iberoamericana
Nina Wilson	RPI	RPI	Texas
Abingo Wu	UC-Berkeley	Berlage	South China Univ.
Michael Moynihan - <i>Visiting</i>	Cornell	Bartlett	Univ. of Colorado
Teaching Professors (7)	-----	-----	-----
Nimet Anwar		Rice	UT-Arlington
Ivi Diamantopoulou - <i>New York City</i>		Princeton	Univ. of Patras
Valeria Herrera		RISD (MFA)	Syracuse
Joel Kerner		SCI-Arc	Judson
Kiana Memaran Dadgar		Cincinnati	Univ. of Guilan
Emily Pellicano		SCI-Arc, Syracuse	Syracuse
Fei Wang		McGill, VA Tech	Tongji
Teaching Fellows (1)	-----	-----	-----
Christina Zhang		Yale	Yale

Note: **Bold** = First Professional Architecture Degree, B.Arch or M.Arch

1-pg 2023-2024 Faculty Resumes

Full Professors (6)	Part-Time Faculty (***)Resume Incl.)
Jean-Francois Bedard	Ted Bartlett***
Lori Brown	Gary Bates - <i>Visiting Critic</i>
Ted Brown - <i>Retired F23</i>	Bing Bu
Susan Henderson - <i>Retired S24</i>	Xinyu Chen
Mark Linder	Peter Clericuzio***
Michael Speaks - <i>Dean</i>	Benedict Clouette***
	Rocio Crosetto Brizzio***
Associate Professors (18)	Stephanie Davidson - <i>Visiting Critic</i>
Amber Bartosh - <i>London</i>	Justin Gallagher
Lawrence Chua	Ayesha Ghosh
Junho Chun	Yan Hu - <i>Visiting Critic</i>
Greg Corso	Han Li - <i>Visiting Critic</i>
Lawrence Davis	Mahsa Malek
Joseph Godlewski	Cait McCarthy***
Terrance Goode	Gregory Melitonov
Roger Hubeli	Thom Moran - <i>Visiting Critic</i>
Liz Kamell	Kirk Narburgh***
Bess Krietemeyer	Tung Nguyen
Julie Larsen - <i>Graduate Chair</i>	Georg Rafailidis - <i>Visiting Critic</i>
Brian Lonsway	Laura Salazar
Sinead Mac Namara	Saba Salekford
Kyle Miller - <i>Associate Dean</i>	Lauren Scott
Dackwon Park - <i>Undergrad Chair</i>	Pablo Sequero Barrera
Richard Rosa	Hans Tursack***
Yutaka Sho	Magdalena Valdevenito
Tim Stenson	Nan Wang
	Nathan Williams
Assistant Professors (12)	Erin Wing***
Eliana Abu-Hamdi	Jordan Young
Omar Ali	
Britt Eversole	New York City
Iman Fayyad	Rami Abou-Khalil
Molly Hunker	Ester Flaim
Jess Myers	Nick McDermott
Hannibal Newsom	Alessandro Orsini
Marcos Parga	Nick Roseboro
Edgar Rodriguez	Marc Tsurumaki
Nina Wilson	Paula Vilaplana
Abingo Wu	Y.L. Lucy Wang
Michael Moynihan - <i>Visiting</i>	
	London
Teaching Professors (7)	Lara Belkind
Nimet Anwar	Shumi Bose
Ivi Diamantopoulou - <i>New York City</i>	Vanessa Lastrucci
Valeria Herrera	Alessandro Toti
Joel Kerner	
Kiana Memaran Dadgar	Florence
Emily Pellicano	Daniele Profeta
Fei Wang	Olivia Gori
	Marina Montresor
Teaching Fellows (1)	Luca Ponsi
Christina Zhang	Jane Zaloga

Jean-François Bédard, Professor

Courses Taught:

ARC 133: Introduction to the History of Architecture I, Spring 2023, Spring 2024

ARC 631: Studies in Architectural Histories, Spring 2023, Spring 2024

ARC 334/634: The Architecture of Revolutions, Fall 2023

ARC 500: Selected Topics - Chinoiserie, Fall 2023

Educational Credentials:

M. Arch, B. Arch, McGill University

PhD, M. Phil, Columbia University

Professional Experience:

Peter Rose Architect, Designer, Montréal

Canadian Centre for Architecture, Curator, Montréal

Licenses/Registration:

Ordre des Architectes du Québec

Selected Publications and Recent Research:

Decorative Games: Ornament, Rhetoric, and Noble Culture in the Work of Gilles-Marie Oppenord (1672–1742). Newark, DE: The University of Delaware Press, 2011. 313 p.

Editor, *Cities of Artificial Excavation: The Work of Peter Eisenman, 1978–1988*. New York: Canadian Centre for Architecture and Rizzoli International Publications, 1994. 236 p.

“France, 1400–1830.” In *Sir Banister Fletcher’s History of Architecture*. Edited by Murray Fraser, 145–86. London: Bloomsbury, 2019.

“The Refurbishment of the Palais-Royal during the Regency.” In *The Orléans Collection*. Edited by Vanessa I. Schmidt, 97–113. London: Giles, 2018.

“Ornament in Architecture.” In *Eighteenth-Century Architecture*. Edited by Caroline van Eck and Sigrid de Jong. Vol. 2 of *The Companions to the History of Architecture*, edited by Harry Malgrave, 96–116. Malden, MA and Oxford: Wiley & Sons, 2017.

“Charles Percier, Court Architect: The Synthesis of Architecture and Décor.” In *Charles Percier: Architecture and Design in the Age of Revolutions*. Edited by Jean-Philippe Garric, 206–12. New York: Bard Graduate Center in the Decorative Arts, 2016.

“Political Renewal and Architectural Revival during the French Regency: Oppenord’s Palais-Royal.” *Journal of the Society of Architectural Historians* 68, no. 1 (March 2009): 30–51.

Professional Memberships:

The Society of Architectural Historians (US), The American Society for Eighteenth-Century Studies, The Society for Court Studies, The European Architectural History Network

Lori A. Brown, FAIA, Distinguished Professor

Courses Taught:

ARC 552: Politics of Public Space, Spring 2023

ARC 606: Architecture Design III, Fall 2023

ARC 307: Architectural Design III, Fall 2022

Educational Credentials:

Princeton University, Graduate School of Architecture, Master of Architecture, June 1994

Georgia Institute of Technology, College of Architecture, Bachelor of Science, June 1991

Teaching Experience:

Syracuse University School of Architecture, Syracuse, NY: Distinguished Professor, 2023 – *Present*, Professor 2016 – 2023; Associate Professor with Tenure 2007 – 2016, Assistant Professor 2001 – 2007

Licenses/Registration:

Licensed Architect, New York #032255

Selected Publications and Recent Research:

Contested Spaces: Abortion Clinics, Women Shelters and Hospitals, Ashgate, 2013

Feminist Practices: Interdisciplinary Approaches to Women in Architecture, Ed., Ashgate, 2011

Lori A. Brown, Alesha E. Doan, and J. Shoshanna Ehrlich, and "Forced Abortion Mobilities: Gender Animus and the Reterritorialization of State Power Over Abortion Access," Special Issue *Journal of Women, Politics & Policy* 21 January 2024.

Lori A. Brown, "Designing for a Better World," *The Women Who Changed Architecture*, Eds. Jan Cigliano Hartman and Amale Andraos, Princeton Architectural Press, 2022.

Lori A. Brown and Karen Burns, "Telling Transnational Histories of Women in Architecture, 1960-2015," *EAHN European Architecture History Network*, 2020.

Making Home. Invited participant with Dr. Yashica Robinson and Patricia Cafferky, Cooper Hewitt Smithsonian Design Museum Design Triennial New York, NY, October 2024 – October 2025.

Spatializing Reproductive Justice, curated and organized by Lori A. Brown, Lindsay Harkema, Bryony Roberts, Sadie Imae, and Natalya Dikhanov: The Center for Architecture New York, May 2 – August 8, 2024, Columbia University GSAPP March 26 – April 16, 2024.

Now What!?! Advocacy, Activism & Alliance in American Architecture Since 1968, curated and organized by ArchiteXX, Lori A. Brown, Sarah Rafson, Andrea Merrett, and Roberta Washington, 2018 – present.

Professional Memberships:

Fellow American Institute of Architects, 2022 – *Present*

Editorial Advisory Board, Bloomsbury Architecture Library, 2019 – *Present*

Theodore Brown, Professor

Courses Taught:

ARC 407, Architectural Design VI, Spring 2022

ARC 207, Architectural Design III, Fall 2022

Educational Credentials:

M.Arch, Princeton University, 1981

B. Arch, University of Virginia, 1978

Teaching Experience:

Syracuse University, School of Architecture, Professor, 2009 – 2023, Associate Professor, 1995 – 2009, Assistant Professor, 1988 – 1995

Oregon School of Design, Eugene, Oregon, Assistant Professor, 1985 – 1986

Professional Experience:

Michael Graves Architects

Licenses/Registration:

None

Selected Publications and Recent Research:

“The Eagle has Landed,” *MAS Context*, Legacy, no. 25-26, spring/summer 2015

The Architects Work: Diez + Muller”, DIEZ + MULLER 2004-2014, TRAMA EDICIONES Quito, Ecuador, 2014

American City X, MBS design proposals: Huntington Hall, SUCC, Princeton Architectural Press, 2012

Professional Memberships:

None

Susan Henderson, Professor

Courses Taught:

ARC 500: Selected Topics - Architectural History, Spring 2022

ARC 4/735: History of Islamic Architecture, Fall 2022

ARC 500: Selected Topics - Architectural History, Spring 2023

ARC 500: Selected Topics - Architectural History, Spring 2024

Educational Credentials:

Ph.D., Architectural History, Columbia University, 1990

M. Arch, Massachusetts Institute of Technology, 1977

BA, Environmental Design, University of Washington, 1974

Teaching Experience:

Syracuse University, School of Architecture, Professor, 2007 – 2024, (Tenure in 1993), Associate Professor 1991 – 2007, Assistant Professor 1988 – 1990

New Jersey Institute of Technology, Assistant Professor 1981 – 1987

University of Kansas, School of Architecture, Assistant Professor 1980 – 1981

Pratt Institute, School of Architecture, Instructor: 1979 – 1980, 1981 – 1982

Professional Experience:

American Academy in Berlin (Fellowship Reviewer), 2019, 2020, 2022

The Journal of the Society of Architectural Historians (Paper Reviewer), 1993, 1994, 2022

The Journal of Urban History (Paper Reviewer), 2004

The Journal of Architectural Education (Paper Reviewer), 1993 – 2002

Licenses/Registration:

None

Selected Publications and Recent Research:

Henderson, Susan. *Building Culture: Ernst May and the New Frankfurt, 1926-1932*. NY: Peter Lang, 2013

Forthcoming: History of Modern Architecture, Mary McLeod, Robin Middleton, Joan Ockman, eds. (Thames and Hudson, 2024)

Professional Memberships:

Society of Architectural Historians, 1996 – 2007

ACSA Northeast Region Nominating Committee, 2004 – 2005

Mark Linder, Professor

Courses Taught:

ARC 500: Selected Topics - Doing Imaging Things, Fall 2022

ARC 500: Selected Topics - Synthetic Imagination, Fall 2023

ARC 641: Introduction to Architecture, Fall 2022, Fall 2023

ARC 642: Architectural Theory and Methods, Spring 2023

Educational Credentials:

PhD, Princeton University, 1998

MED, Yale University, 1988; M. Arch, Yale University, 1986

B.S., University of Virginia, 1982

Teaching Experience:

Syracuse University School of Architecture: Professor, May 2015 – *Present*, Associate Professor (Tenured) May 2003 – May 2015, Associate Professor, May 2000 – May 2003; Assistant Professor (Tenure-Track), August 1998 – May 2003.

Design Faculty, Rhode Island School of Design, 1994 –1997

Assistant Professor (Tenure-Track), Georgia Institute of Technology, 1988 – 1993

Professional Experience:

CLear, Syracuse, NY, 2000 – 2012

Bialosky / Linder, New Haven, CT, 1985 – 1986

Licenses/Registration:

None

Selected Publications and Recent Research:

That's Brutal, What's Modern: The Smithsons, Banham, and the Mies Image, Park Books, 2025

Nothing Less Than Literal: Architecture after Minimalism, MIT Press, 2004

"Episodes in the Emergence of Imaging Practices," in *Instabilities and Potentialities: Notes on the Nature of Knowledge in Digital Architecture*, eds. C. Ahrens and A. Sprecher, Routledge, 2019.

"Failed and Fantastic: Kiesler's Imaging Practices," in *Within and Beyond*, ed. Wouter Davidts, Valiz, 2019.

Professional Memberships:

None

Michael Speaks, Dean, Professor

Courses Taught:

ARC 500, Selected Topics, Spring 2023

Educational Credentials:

Ph.D. Literature, Duke University, 1993

B.A. English, University of Mississippi, 1983

Teaching Experience:

Syracuse University, School of Architecture, Dean and Professor, 2013 – *Present*

University of Kentucky, College of Design, Lexington, Kentucky, Dean and Professor, 2009 – 2013

UCLA, Los Angeles, California, Lecturer, 2005 – 2007

SCI-Arc, Los Angeles, California, Graduate Chair and Professor, 1998 – 2005

Professional Experience:

Editorial Board, *The Plan Journal*, July 2015 – *Present*

Contributing Editor, *Architectural Record*, 2000 – 2008.

Senior Editor, ANY (*Architecture New York*), 1993 – 1994

Licenses/Registration:

None

Selected Publications and Recent Research:

Michael Speaks, "The Blur of Practice," in *a+u*, "Architecture and Beyond: Unconventional Practice by Chinese Architects," edited CA-Group, 2024.

Michael Speaks, "Yellow is the New Orange," Introduction, ZUS, *City of Permanent Temporality* (2019).

Michael Speaks, "For the City," in Julien De Smedt, *Built / Unbuilt* (2017).

Michael Speaks, "Syracuse University: Reweaving the DNA of Slocum Hall," *World Architecture* (Beijing, China), August 2017.

Speaks, Michael. "Design Intelligence," *Reconstructing a New Agenda: Architectural Theory 1993-2009*, ed. A Krysta Sykes (New York: 2010)

Speaks, Michael. "Intelligence After Theory," *Network Practices: New Strategies in Architecture and Design* (New York: 2007)

Speaks, Michael. "After Theory," *Architectural Record*, vol.193 no.6 June 2005, p.72-75

Professional Memberships:

None

Amber Bartosh, Assoc. Professor, Director London Architecture Program

Courses Taught:

ARC 407: Architectural Design VI, Spring 2022 & 2023

ARC 408: Architectural Design VII, Fall 2022 & 2021

ARC 561: Survey of British Architecture, Fall & Spring 2021, 2022, 2023

Educational Credentials:

M. Arch II, SCI-Arc, 2010

B.A. in Art & Arch, Rice University, 2000

Teaching Experience:

Associate Professor, Syracuse University, Syracuse, NY, 2012 – *Present*

Visiting Critic, Cornell University, Ithaca, NY, 2010 – 2013

Teaching Assistant, SCI-Arc, Los Angeles, CA, 2010

Professional Experience:

Interactive Design and Visualization Lab, Co-Director, Syracuse, NY, 2015 – 2022

EMERGENT Tom Wiscombe LLC, Director of Operations/Arch., Los Angeles, CA 2010 – 2011

Fentress Architects Ltd., Associate Architect / Lead Interior Designer, Denver, CO, 2003 – 2009

Licenses/Registration:

Colorado Architect License No. 400994

National Council for Interior Design Qualification - Certificate No. 21135

LEED BD+C Accredited / GBCI - Number 10204175

Selected Publications and Recent Research:

2021 Hewlett Packard & Unreal Engine XR in Education Research Project, \$4,145 (equipment), July 2021.

U.S. Dept. of Energy, Co-PI, "Integrated Whole-Building Energy Efficiency Retrofit Solution for Residences in Cold. Very Cold Climates", \$625,000, July 2020.

Bartosh A. & Aßmann, C. "Implementing Virtual Reality as a Tool for Sustainable Design", The Construction Specifier, May 2020

Professional Memberships:

Association for Computing Machinery (ACM)

Lawrence Chua, PhD, Associate Professor

Courses Taught:

ARC 134: Introduction to the History of Architecture II, Fall 2022

ARC 639: Architectural History Principles, Fall 2022

ARC 534: Selected Topics - History of Buddhist Architecture, Spring 2023

ARC 569: Selected Topics - Postcolonial Spaces, Spring 2023

Educational Credentials:

PhD and MA, Cornell University, Department of Architecture, 2012, 2006

BA, New York University, German and Chinese, 1986

Teaching Experience:

Syracuse University, School of Architecture, Associate Professor (Tenured), 2021 – *Present*, Assistant Professor (Tenure-Track), 2015 – 2021; (Visitor) 2014-2015

Hamilton College, Department of Art History/Asian Studies Program, Postdoctoral Fellow, 2012 – 2014

Cornell University, Department of Architecture, Teaching Assistant, 2009 – 2010

New York University, Department of Art and Art Professions, Visiting Assistant Professor, 2010 – 2011

Selected Publications and Recent Research:

Bangkok Utopia: modern architecture and Buddhist felicities, 1910-1973 (Honolulu: Univ. Hawai'i, 2021).

"Diaspora and Modernity: conversation with Lawrence Chua, Julie Mehretu, and Paul Pfeiffer," *October* 186, October 2023.

"Figuring the Border: The Aesthetics of Boundaries and Boundary Crossings in *Letter to a Refusing Pilot* and *Boundary*," (co-author: Noa Roei), in *Seeing in Tongues* (Oxford: Legenda, 2025).

"Immiscible Interventions: Graffiti and Mandala in the Modern Southeast Asian City," *Platform* 2023.

"Sathapattayakam ('Architecture')," by Mom Chao Ithitthesan Kridakon, 1935 (translated from Thai into English), *Southeast of Now: Directions in Contemporary and Modern Art in Asia*, March 2023 (7:1).

"Modernity's Other: Southeast Asian Architectural History," co-editor of special issue of *South East Asia Research*, 2020 (28:2).

"A Tale of Two Crematoria: Funeral Architecture and the Politics of Representation in Mid-Twentieth-Century Bangkok," *Journal of the Society of Architectural Historians*, 2018 (77:3).

"The city and the city: race, nationalism, and architecture in early 20th-century Bangkok," *Journal of Urban History*, 2014 (40:5).

Professional Memberships:

Society of Architectural Historians, European Architectural History Network, Society of Architectural and Urban Historians of Asia, and Association of Asian Studies

Junho Chun, Associate Professor

Courses Taught:

ARC 211/611: Structures I, Spring 2023, 2024

ARC 612: Structural Systems Design II, Fall 2022, 2023

ARC 409: Integrated Design Studio (Structural Consultant), Spring 2023, 2024

Educational Credentials:

PhD. Civil and Environmental Engineering, University of Illinois, Urbana-Champaign, 2016

MS. Civil and Environmental Engineering, University of California, Berkeley, 2007

BS. Architectural Engineering, Hanyang University, Seoul, South Korea, 2006

Teaching Experience:

Syracuse University School of Architecture, Associate Professor (Tenured), August 2023 – *Present*;
Assistant Professor (Tenure-Track), August 2016 – August 2023

Professional Experience:

University of Illinois, Urbana-Champaign, USA: Graduate Researcher, August 2010 – July 2016

Skidmore, Owings and Merrill, LLP, Chicago, USA: Structural Engineer, August 2007 – June 2010

Licenses/Registration:

None

Selected Publications and Recent Research:

Chun, J. Reliability-based Topology Optimization using the Virtual Element Method: An Integrated Framework. *Journal of Structural Engineering*, 150, 7 (2024). doi.org/10.1061/JSENDH.STENG-13071

Chun, J. & Huang, P. Integration of Engineering Optimization in Architectural Design. *Journal of Architectural Engineering*, in press (2024). doi.org/10.1061/JAEIED.AEENG-1732

Chun, J. Active Learning-Based Kriging Model with Noise Responses and Its Application to Reliability Analysis of Structures. *Applied Sciences*, 14, 882 (2024). doi.org/10.3390/app14020882

Chun, J. Applications of Structural Reliability Methods in Deformation and Buckling Analysis of Structures, Proceedings of the *4th International Civil Engineering and Architecture Conference* (2024), Seoul, S Korea (2024). <https://link.springer.com/book/9789819754762>.

Chun, J. & Shi Z. Algorithmic Analysis and Application of Structural Tessellation in Design and Optimization. MATEC Web of Conferences (2024). [doi:10.1051/matecconf/202439605008](https://doi.org/10.1051/matecconf/202439605008).

Professional Memberships:

American Society of Civil Engineers (ASCE), June 2016 – *Present*

U.S. Association for Computational Mechanics (USACM), June 2014 – *Present*

International Society for Structural and Multidisciplinary Optimization (ISSMO), June 2013 – *Present*

Gregory Corso, Associate Professor

Courses Taught:

ARC 107: Architectural Design I, Fall 2022
ARC 409: Architectural Design VIII, Spring 2023
ARC 500: Selected Topics - Interventions, Spring 2023
ARC 107: Architectural Design I, Fall 2023
ARC 108: Architectural Design II, Spring 2024
ARC 682: Media II, Spring 2024

Educational Credentials:

B.A, University of California – Los Angeles, 2003
M. Arch, University of California – Los Angeles, 2010

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), August 2022 – *Present*;
Assistant Professor (Tenure-Track), August 2017 – August 2022; Assistant Professor (Non-Tenure-Track), August 2014 – August 2017

University of Illinois, Chicago School of Architecture: Adjunct Faculty in Architecture, August 2013-2014

Woodbury University School of Architecture: Adjunct Faculty in Architecture, January 2012, 2013

Professional Experience:

SPORTS, Syracuse New York: Co-Director, Aug 2010 – *Present*
Studio Gang Architects, Chicago, IL: Designer, Dec 2013 – Aug 2014
Standard Architecture, Venice, CA: Designer, Dec 2012 – Aug 2013 & June –Aug 2015
Cliff Garten Studio, Venice, CA: Lead Designer and Project Manager, Nov 2010 – Dec 2012

Licenses/Registration:

None

Selected Publications and Recent Research:

University Design Research Fellowship, Exhibit Columbus, Landmark Columbus Foundation, 2023
“City Thread” Winner of Passageways 2.0 International Alleyway Competition, 2018
“Runaway.” Winner of Museum of Contemporary Art Santa Barbara Take Art Competition, 2017
“Rounds.” Winner of Ragdale Ring International Design/Build Competition. Lake Forest, IL, 2016

Professional Memberships:

Association of Collegiate Schools of Architecture:

Lawrence C. Davis, Associate Professor

Courses Taught:

ARC 307: Architectural Design V, Fall 2024

ARC 409: Integrated Studio, Spring 2024

ARC 307: Architectural Design V, Fall 2023

ARC 208: Architectural Design IV, Spring 2023

Educational Credentials:

Columbia University, M. Arch., 1988

University of Cincinnati, B. Arch., *magna cum laude*, 1985

Teaching Experience:

Adjunct Professor, University of Cincinnati, SAID, DAAP, 1991 – 1994

Adjunct Professor, The Ohio State University, Knowlton School of Architecture, 1993 – 1994

Visiting Critic, Miami (Ohio) University, College of Architecture, 1992 – 1994

Adjunct Professor, Columbia University, GSAP, "New York-Paris Program," 1990 – 1991

Professional Experience:

Lawrence Davis Architects, Principal, 1991 – *Present*

James Stewart Polshek and Partners, New York, New York, Senior Project Designer, 1988 – 1991

Steven Holl Architects, New York, New York, Assistant Designer, 1987– 1988

Licenses/Registration:

Registered Architect, New York State, 1989 – *Present*

National Council of Architectural Registration Board (NCARB) Certification, 1993 – *Present*

Selected Publications and Recent Research:

Rewriting Exurbia: New People in Aging Sprawl, by Lawrence C. Davis, List Lab Press, Trento + Barcelona, July 2024

Ethical Narratives: Essays by Richard Ingersoll, primary editor with M. Brizzi, E. Cattaneo, C.L. Ho, L. Ponsi, Actar Books, Barcelona. (Forthcoming 2025)

"The Promise of New People in Aging North American Sprawl," in *What's Next with Mom and Dad's House? Research Around the Single-Family Housing Type and its Future*, edited by M. Tattara + F. Zanfi, Spector Books, Leipzig, (Forthcoming 2024)

Professional Memberships:

National Council of Architectural Registration Board (NCARB) Certification, 1993 – *Present*

Joseph Godlewski, Associate Professor

Courses Taught:

ARC 141: Architectural Theory I, Fall 2022, 2023

ARC 207: Architectural Design III, Fall 2022, 2023

ARC 208: Architectural Design IV, Spring 2023, 2024

Educational Credentials:

Ph.D. Arch, University of California – Berkeley, 2015

MS. Arch, University of California – Berkeley, 2009

B. Arch (with Honors), Syracuse University, 2000

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), August 2022 – *Present*; Assistant Professor (Tenure-Track), August 2014 – August 2022; Assistant Professor (Non-Tenure-Track), August 2013 – August 2014

UC Berkeley College of Environmental Design, Graduate Student Instructor, August 2009 – June 2013

Professional Experience:

pattern6, Brooklyn, NY: Designer, 2008 – 2015

SB Architects, San Francisco, CA: Designer, 2007 – 2008

KMA Architects, San Diego, CA: Designer, 2003 – 2006

Eisenman Architects, New York, NY, 2002

Selected Publications and Recent Research:

Godlewski, Joseph. *The Architecture of the Bight of Biafra: Spatial Entanglements*. New York, NY: Routledge, 2024.

Godlewski, Joseph, ed. *Introduction to Architecture: Global Disciplinary Knowledge*, First Edition. San Diego, CA: Cognella Academic Publishing, 2019.

Godlewski, Joseph. "Is Architectural Theory Western?" *Theory's Curriculum*, ed. Joseph Bedford. London: Architecture Exchange Press, 2020. 35–47.

Godlewski, Joseph. "Zones of Entanglement: Nigeria's Real and Imagined Compounds." *Traditional Dwellings and Settlements Review*, 28.2 (2017): 21–33.

Professional Memberships:

Association of American Geographers (AAG), Associate of American Institute of Architects (AIA), American Mensa, High IQ Society, International Association of the Study of Traditional Environments (IASTE), Calabar Museum Society, Calabar, Nigeria, Global Architectural History Teaching Collaborative (GAHTC), Schomburg Society, Schomburg Center for Research in Black Culture, New York City, Society of Architectural Historians (SAH), SAH Globalizing Architectural History Education Affiliate Group

Terrance Goode, Associate Professor

Courses Taught:

ARC 107: Architectural Design I, Fall 2022, 2023

ARC 108: Architectural Design II, Spring 2023

ARC 500: Selected Topics - The Sixties: Culture and Counterculture, Spring 2023, Spring 2024

ARC 409: Architectural Design VIII, Spring 2024

Educational Credentials:

M. Arch., Princeton University, 1980

BS. Arch., University of Southern California, 1978

Teaching Experience:

Syracuse University, School of Architecture, Associate Professor (Tenured), June 1999 – *Present*; Assistant Professor (Tenure-Track), August 1994 – June 1999

University of Michigan, Department of Architecture, Assistant Professor, August 1992 – June 1993

University of Oregon, Department of Architecture, Assistant Professor, August 1985 – June 1992

Professional Experience:

James Stewart Polshek and Partners, New York, New York: August 1982 – August 1985

Kliment and Halsband Architects, New York, New York: Designer, September 1981 – August 1982

Hellmuth, Obata and Kassabaum, New York, New York: Designer, June 1981 – September 1981

Licenses/Registration:

New York State, 1984 (Inactive)

Selected Publications and Recent Research:

Goode, Terrance. "The Architecture of Learning: Space, Time, Pedagogy and Politics in the Open-Space School," *Design and Culture* (Forthcoming)

Goode, Terrance. "Hyperreality 90210: The 'Postmodern Geographies' of Two Rodeo Drive," *Center: The Journal of the Center for the Study of American Architecture*, Austin, TX, 1997, pp. 147-168

Goode, Terrance. "Typological Theory in the United States: The Consumption of Architectural 'Authenticity,'" *The Journal of Architectural Education*, Vol. 46, No. 1, September 1992, pp. 36-42

Professional Memberships:

None

Roger Hubeli, Associate Professor

Courses Taught:

ARC 770: Architectural Research

ARC 607: Architectural Design IV

ARC 604: Architectural Design I

Educational Credentials:

Swiss Federal Institute of Technology Zürich (ETHZ), Zürich, Switzerland, Dipl. Arch (March)

Teaching Experience:

Syracuse University, Associate Professor, 2020 – *Present*; Assistant Professor (Tenure-Track), 2013 – 2020; Assistant Professor, 2012 – 2013

University of Illinois at Urbana Champaign, Assistant Professor (Tenure-Track), 2008 – 2012

Swiss Federal Institute of Technology (ETH Zürich), Instructor, Chair of Prof. Marc Angelil, 2007 – 2008

University of Michigan, Lecturer II in Architectural Design and Lecturer II in Construction, 2004 – 2007

Professional Experience:

APTUM Architecture, Syracuse, NY, USA, Partner, 2001 – *Present*

Hornberger Architekten AG, Zürich, Switzerland, Architecture intern, 1999 – 2004

Schafir & Mugglin AG, Zürich, Switzerland Construction worker internship, 1996

Licenses/Registration:

SIA (Association of Swiss Engineers and Architects), Registered Member #222061

Selected Publications and Recent Research:

Hubeli, R., Larsen, J., CEMEX Research Group AG, Corporate Funding, Title: Thixo Tectonics, 2023 – *Present*

Hubeli, R., Larsen, J., Two Habitat for Humanity House Designs, Syracuse, NY, Built, 2014-2023

Hubeli, R., Larsen, J., Mangrove Living Shoreline, Cocoa Beach, FL, Design/Prototyping, 2020-2022

Architect Magazine R+D Awards, Project Citation Award, Title: Thinness, Co-Recipient, Julie Larsen, Top 5 of 100+ entries, Jury: Jackilin Hah Bloom, Florencia Pita, Tom Chung, Randy Deutsch, 2018

Professional Memberships:

SIA (Association of Swiss Engineers and Architects)

Elizabeth Kamell, Associate Professor

Courses Taught:

ARC 307: Architectural Design V. Fall 2022, Fall 2023

ARC 490: Twenty-first Century Terra Cotta (Independent Study), Fall 2022, Spring 2023

ARC 505: Thesis Preparation, Fall 2022

ARC 508: Architectural Design IX; ARC 998: Architectural Design VII, Fall 2022, Spring 2023

ARC 409: Architectural Design VIII. Spring 2023

Educational Credentials:

S. M. Arch. S., MIT, 1996

B. Arch, Cornell University, 1982

Teaching Experience:

Syracuse University, School of Architecture: Associate Professor (Tenured) 2006 – *Present*; Assistant Professor (Tenure-Track), 1999 – 2006; Assistant Professor (Non-Tenure Track) 1996 – 1999

Professional Experience:

Elizabeth Kamell Architecture, 1996 – *Present*

Michael Dennis and Associates, Boston, Massachusetts, 1993 –1995

D'Arch Studio in assoc. with A. Rossi, Florence, Italy, 1990 – 1992

Bader Architects, New York, NY, 1989 – 1990

Voorsanger and Mills, New York, New York, 1984 – 1989

Bucher, Kamell, New York, New York, 1982 – 1984

Licenses/Registration:

Registered Architect, New York State, 1989

Selected Publications and Recent Research:

ACAW 2024, "Structural Pleat" (*Chapter*), Forthcoming

A Pocket Guide to the UDC

Professional Memberships:

DOCOMO

Bess Krietemeyer Ph.D., Associate Professor

Courses Taught:

ARC 121: Introduction to Building and Structural Systems, Spring 2023, Spring 2024

ARC 621: Building Systems Design I, Fall 2022, Fall 2023

ARC 508: Architectural Design IX, Spring 2023

Educational Credentials:

Ph.D. in Architectural Sciences, Rensselaer Polytechnic Institute, 2013

M.S. in Architectural Sciences, Rensselaer Polytechnic Institute, 2009

B. Arch, Rensselaer Polytechnic Institute, 2005

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), August 2021 – *Present*;
Assistant Professor (Tenure-Track), August 2013 – August 2021

Professional Experience:

RPI CASE with SOM, New York, New York: Environmental Designer, August 2008 – May 2012

Lubrano Ciavarra Architects, PLLC, Brooklyn, New York: Design Associate, July 2005 – July 2007 and
Project Consultant July 2010 – January 2011

Licenses/Registration:

None

Selected Publications and Recent Research:

Principal Investigator for U.S. Department of Energy Grant; *Integrated Whole-Building Energy Efficiency Retrofit Solution for Residences in Cold/Very Cold Climates*, Awarded \$6,375,497, 2020 – 2026.

Co-Principal Investigator for U.S. Department of Energy Grant: *Energy Program Innovation Cluster for Equity and Health in Grid-Interactive Efficient Buildings*, Awarded \$750,000, 2021 – 2024.

Co-Principal Investigator for NYSERDA Rev Campus Challenge Grant: *Syracuse University Net Zero Retrofit Campus Living Lab*, Awarded \$1,390,000, 2021 – 2024.

Krietemeyer, B., Dedrick, J., Sabaghian, E., Rakha, T. (2021) Managing the Duck Curve: Energy Culture and Participation in Local Energy Management Programs in the United States. *Energy Research & Social Science* 79. <https://doi.org/10.1016/j.erss.2021.102055>

Krietemeyer, B. "Tools for Community Energy Empowerment: A Co-Design Approach." (2021) In *Climate Adaptation and Resilience Across Scales: From Buildings to Cities*. Eds. N. Rajkovich and S. Holmes. Routledge, p.50-67. <https://doi.org/10.4324/9781003030720>

Professional Memberships:

Building Technology Educators' Society

International Association of Building Physics

Julie Larsen, Associate Professor, Graduate Programs Chair

Courses Taught:

ARC 207: Architecture Design III, Spring 2022

ARC 605: Architecture Design II, Fall 2023

ARC 498/698: Directed Research, Spring 2024

Educational Credentials:

M. Arch, Columbia University GSAPP, 2002

BS. Arch, University of Illinois, 1997

Teaching Experience:

Associate Professor in Architecture, School of Architecture at Syracuse University 2019 – *Present*;
Assistant Professor in Architecture. 2012 – 2019

Assistant Professor in Architecture, College of Fine and Applied Arts, School of Architecture at the
University of Illinois at Urbana-Champaign, 2008 – 2012

Instructor, Department of Architecture, Design + Urban Planning, under Chair Prof. Dr. Marc Angélie,
Swiss Federal Institute of Technology, ETHZ, 2007 – 2008

Lecturer II in Architecture, Taubman College, University of Michigan, 2003 – 2007

Professional Experience:

APTUM Architecture, US and Switzerland; Co-Founder, 2003 – *Present*

McIntosh Poris, Birmingham, MI, 2002 – 2003

I O Media, 3-D Visualization, New York City, NY; Animator, 2000 – 2001

Hellmuth, Obata, and Kassabaum Architect Sports; Kansas City, MO; Design Intern, 1996 – 1999

Licenses/Registration:

None

Selected Publications and Recent Research:

Hubeli, R., Larsen, J. "Cocoa Beach Partnership for Living Shorelines: Prototyping Resilient Coastal Solutions," 2002 AIA/ACSA Intersections Research Conference: Resilient Futures

Hubeli, R., Larsen, J. "Origami Concrete: Robotic Folding Fabrication," ACADIA 2019, October 2019

Larsen, J., "The Living Archive," ACSA 106th National Conference: The Ethical Imperative, Denver Colorado, 2018

Professional Memberships:

AIA Associate Member, American Institute of Architects, AIA New York Chapter

Member, ACADIA, Association for Computer Aided Design in Architecture

Brian Lonsway, Associate Professor

Courses Taught:

ARC 606: Architectural Design III, Fall 2022

ARC 307: Architectural Design V, Fall 2023

ARC 409: Architectural Design VIII, Spring 2024

ARC 500: Selected Topics - Immersive Spaces, Spring 2024

Educational Credentials:

M.Arch., Columbia University, 1995

B.A., Washington University, 1992

Teaching Experience:

Associate Professor, Syracuse University, School of Architecture, August 2007 – *Present*

Assistant Professor, Carleton University, School of Architecture, July 2005 – August 2007

Associate Professor, Rensselaer Polytechnic Institute, School of Architecture, January 2005 – July 2005

Assistant Professor and Director of Informatics and Architecture, Rensselaer Polytechnic Institute, School of Architecture, August 1997 – December 2004

J. Erik Johnson Distinguished Visiting Assistant Professor, Rensselaer Polytechnic Institute, School of Architecture, July 1996 – August 1997

Adjunct Assistant Professor of Architecture, Rensselaer Polytechnic Institute, School of Architecture, August 1995 – May 1996

Selected Publications and Recent Research:

Brandt, Kathleen, and Brian Lonsway. "Beanbags and Microscopes." In *Laboratory Lifestyles: The Construction of Scientific Fictions*, edited by Sandra Kaji-O'Grady, Chris L Smith, and Russell Hughes, 29–48. Cambridge: MIT Press. 2019

Lonsway, Brian. "Complicated Agency." In *A Reader in Themed and Immersive Spaces*, edited by Scott Lukas. Pittsburgh, PA: ETC Press. 2016

Lonsway, Brian. "Spatial Experience and the Instruments of Architectural Theory." In *The User*, edited by Kenny Cupers, 85–100. Oxford: Routledge Press. 2013

Lonsway, Brian. "Mall: Very Large. Center of Now. Fast," *The Dubai Mall*. Singapore: DP Architects. 2012

Lonsway, Brian. *Making Leisure Work: Architecture and the Experience Economy*. London: Routledge, 2009

Lonsway, Brian. "The Architecture of the Entertainment Economy." In *The Themed Space: Locating Culture, Nature, and Self*. Lanham, MD: Lexington Books. 2007

Professional Memberships:

None

Sinéad C. Mac Namara, Associate Professor

Courses Taught:

ARC 311: Structures II, Fall 2022, Fall 2023

CEE 332: Design of Concrete Structures, Spring 2023

Educational Credentials:

Ph.D. and M.S.E., Princeton University, 2007, 2002

B.A.I., B.A. Trinity College Dublin, 1999

Teaching Experience:

Syracuse University School of Architecture and Department of Civil and Environmental Engineering: Associate Professor (Tenured), August 2014 – *Present*; Assistant Professor (Tenure-Track), August 2006 – August 2014.

Cornell University, Department of Architecture, Visiting Associate Professor, January 2024 – May 2024.

Princeton University, Department of Civil and Environmental Engineering, Assistant in Instruction, September 2000 – June 2006.

Professional Experience:

Dublin Light Rail Project Office, Ireland. 1999 – 2000

Licenses/Registration:

None

Selected Publications and Recent Research:

S.C. Mac Namara, C. J. Olsen. *Collaborations in Architecture and Engineering 2nd Ed.* Routledge, January 2022 (1st Ed. July 2014)

S.C. Mac Namara. "David Billington an Innovator and an Inspiration," *Journal of the International Association of Shell and Spatial Structures*, Vol 61, No. 1, March 2020.

S.C. Mac Namara. L. D. Bowne. "Play Perch," in *The Design Build Studio, Crafting Meaningful Work in Architecture Education*, ed. Toyla Stonorov. Routledge, 2018.

S.C. Mac Namara. J. V. Dannenoffer. "First-Year Civil Engineering Students' Knowledge and Confidence in the Use of Visualization and Representation Tools to Solve Engineering Problems," *Proceedings: American Society for Engineering Education Annual Conference*, Tampa, FL, June 2019.

S.C. Mac Namara, "Preparing Structural Engineers for Collaboration in Contemporary Design Practice," *Proceedings of the 6th Annual Structural Engineers' World Congress*, Cancun, Mexico, November 2017.

S.C. Mac Namara. L. D. Bowne. "Play Perch and The Berg: A Tale of Two Projects," *Journal of School of Architecture*, University of Utah. September 2015.

Professional Memberships:

American Society of Civil Engineers

Building Technology Educator's Society

Mac Namara, Sinead

scmacnam@syr.edu

Kyle Miller, Associate Dean, Associate Professor

Courses Taught:

ARC 207: Architectural Design III, Fall 2022

ARC 108: Architectural Design II, Spring 2023

ARC 394: Architectural Design Studio (Minor Program), Spring 2023

ARC 498: Directed Research, Fall 2023, Spring 2024

Educational Credentials:

M. Arch, University of California – Los Angeles, 2008

BS. Arch, University of Michigan, 2004

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), August 2020 – *Present*; Assistant Professor (Tenure-Track), August 2014 – August 2020; Assistant Professor (Non-Tenure-Track), August 2013 – August 2014

University of Kentucky College of Design: Assistant Professor (Tenure-Track), July 2011 – June 2013; Lecturer, July 2009 – June 2011

Professional Experience:

UNStudio: Van Berkel & Bos, Amsterdam, Netherlands: Designer, June 2008 – July 2009

Griffin Enright Architects, Los Angeles, California: Designer, May 2006 – February 2008

Kahler Slater Architects, Milwaukee, Wisconsin: Architectural Intern, May 2004 – July 2005

Licenses/Registration:

None

Selected Publications and Recent Research:

Hunker, Molly and Kyle Miller. *Building Practice*. San Francisco, AR+D Publishing, 2023

Miller, Kyle. "Deadpan (in) Architecture," *Log*, Issue 51 Winter/Spring, 2021, pp. 113-118

Bair, Kelly, Kristy Balliet, Adam Fure, and Kyle Miller. *Possible Mediums*. Barcelona, Actar, 2018

Miller, Kyle. "On Triangles in Squares and the Color of Air," *Monu*, #27 Small Urbanism, 2017, pp. 48-53

Miller, Kyle. "The Thirteenth Villa," *Journal of Architectural Education*, 70:1, 2016, pp. 90-95

Professional Memberships:

None

Daekwon Park, Associate Professor, Undergraduate Program Chair

Courses Taught:

ARC 222: Building Systems Design I, Fall 2022

ARC 407: Architectural Design VI, Spring 2023

ARC 408: Architectural Design VII, Fall 2023

ARC 498: Directed Research, Spring 2024

Educational Credentials:

D.Des, Harvard Graduate School of Design, 2016

M.DesS, Harvard Graduate School of Design, 2012

M.Arch, University of Illinois at Urbana-Champaign, 2006

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), 2015 – *Present*; Assistant Professor (Tenure-Track), 2015 – 2021

Harvard University Graduate School of Design: Teaching Fellow, 2013-2014

Professional Experience:

Material Archi-Tectonic Research (MATR), Syracuse, New York: Founding Principal, 2010 – *Present*

Populous, Seoul, South Korea: Director, 2009 – 2010; Kansas City, Missouri and Brisbane, Australia: Associate/Architect/Designer, 2006 – 2009

Licenses/Registration:

Registered Architect, New York State Licensed Professions, 2012-Present; Texas Board of Architectural Examiners, 2009 – 2013

Leadership in Energy & Environmental Design (LEED) Accredited Professional, 2006 – *Present*

Selected Publications and Recent Research:

Yang, Libin, Daekwon Park, and Zhao Qin. 2021. "Material Function of Mycelium-Based Bio-Composite: A Review." *Frontiers in Materials* 8.

Bae, Jiyeon, and Daekwon Park. 2019. "Weeping Brick." *Communications in Computer and Information Science*. Springer Singapore.

Lu, Heng, Daekwon Park, Chen Liu, Guohua Ji, and Ziyu Tong. 2019. "Pneumatic Origami Joints." *Communications in Computer and Information Science*. Springer Singapore.

K. Hinz, J. Alvarenga, J. Aizenberg, M. Bechthold, P. Kim, D. Park. 2018. "Pneumatically Adaptive Light Modulation System (PALMS) for Buildings." *Materials & Design*, Volume 152.

Professional Memberships:

None

Richard Rosa, Associate Professor

Courses Taught:

ARC 307: Architectural Design V, Fall 2022, Fall 2023

ARC 505: Thesis Preparation, Fall 2022

ARC 409: Architectural Design VIII, Spring 2023, Spring 2024

ARC 500: Selected Topics - Le Corbusier, Obviously, Spring 2023, Spring 2024

ARC 500: Selected Topics - Painting as Instrument of Architecture

ARC 498: Directed Research, Spring 2024

Educational Credentials:

Master of Architecture II, Harvard University, Graduate School of Design, June 1993

Bachelor of Architecture, First Professional Degree, Syracuse University, 1988

Teaching Experience:

University of Virginia, School of Architecture: Assistant Professor, Full-Time 1995 – 1996

Harvard University, Graduate School of Design: Visiting Critic and Lecturer, Full-Time, 1996 – 1997

Cornell University, College of Architecture, Art, Planning: Visiting Critic, Lecturer, Full-Time, 1999 – 2003, Visiting Associate Professor, 2007-2010, 2018, 2019

Syracuse University School of Architecture: Associate Professor 2003 – *Present*, (Tenured May 2008)

Professional Experience:

Frank O. Gehry and Associates: Architectural Designer, 1990 – 1991

Eric Owen Moss Architects: 1989 – 1990

Perkins and Will Architects, New York, Senior Architectural Designer, 1993 – 1995

Licenses/Registration:

None

Selected Publications and Recent Research:

Rosa, Richard. "Ghost Stories: The DNA of OMA," *Cornell Journal of Architecture* #11, 2020, pp. 86-105

Rosa, Richard. "The F Word: The Scarlet Letter of Architecture," *in progress manuscript*

Professional Memberships:

None

Yutaka Sho, Associate Professor

Courses Taught:

ARC 107: Architectural Design I, Fall 2022, Fall 2023

ARC 108: Architectural Design II, Spring 2023

ARC 208: Architectural Design IV, Spring 2024

ARC 500: Professional Elective, Spring 2023, Spring 2024

Educational Credentials:

Ph.D., University of Tokyo, 2023

M. Arch, Harvard University, 2006

BS. Arch, Rhode Island School of Design, 1996

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), August 2015 – *Present*; Assistant Professor (Tenure-Track), August 2009 – August 2015; Assistant Professor (Non-Tenure-Track), August 2008 – August 2009

Tokyo Institute of Technology, Associate Professor (Non-Tenure-Track), August– December 2018

Kigali Institute of Science and Technology, Senior Lecturer (Non-Tenure-Track), August– December 2011

Professional Experience:

General Architecture Collaborative, Syracuse and Kigali: Partner, November 2011 – *Present*

Perry Dean Rogers Partners, Boston: Designer, September 2006 – August 2008

Licenses/Registration:

None

Selected Publications and Recent Research:

Wilson, Nina, Sho, Yutaka, et al. “Regenerative Material-Human Ecologies: Investigating Mycelium for Living and Decentralized Architectures in Rwanda,” *Design for Rethinking Resources*, Springer Nature, 2023, pp. 563–579.

Sho, Yutaka. “Five Aesthetics of the Global Development Industry: Building Low-Cost Housing in Rwanda” *The Plan Journal*, Vol.7, No. 2, pp. 477-502.

Sho, Yutaka and Setzler, James. “Design as Interface: Case of Rwandan Development Architecture” *All-Inclusive Engagement in Architecture*. ed. By Farhana Ferdous, Routledge, 2021, pp. 217-223.

General Architecture Collaborative, Isooko Learning and Sports Center, 2020. National Design Award, Society of American Registered Architects New York Council, 2022 and 2023; Azure’s AZ Award, 2023; two Architizer A+ Awards, 2022; Finalist, Dazeen Award, 2022.

Professional Memberships:

None

Sho, Yutaka

ysho@syr.edu

Eliana Abu-Hamdi, Associate Dean for Research

Courses Taught:

ARC 500: Selected Topics - Global Urbanism, Spring 2023

Educational Credentials:

PhD Architectural History, Global and Metropolitan Studies, University of California, Berkeley, 2015

MS Architecture, University of California, Berkeley, 2011

M.Arch, Newschool of Architecture & Design, 2005

BA Architecture, University of California, Berkeley, 2002

Teaching Experience:

Boston Architectural College: Visiting Associate Professor 2022, Pratt Institute, Visiting Associate Professor 2021, Hunter College: Adjunct Assistant Professor, 2017 – 2022

Professional Experience:

La Biennale di Venezia, Installation Design Coordinator, 2020 – 2021

The Office of James Burnett, Landscape Architecture, Senior Associate, San Diego, CA, 2008 – 2009

Benson and Bohl Architects, Junior Designer, San Diego, CA, 2005 – 2008

Licenses/Registration:

None

Selected Publications and Recent Research:

Abu-Hamdi, E., Gharipour, M., Karim, F., "Jordan is Palestine?: Rewriting History Through Pedagogy and Space," *Forthcoming*

Abu-Hamdi, E., "Unplanning the City: Refugees and Development in Amman," *In Progress*

Abu-Hamdi, E. (2019). "Urban Enclaves: On Neoliberal Urbanism in Amman," *Tiber.com*.

Professional Memberships:

Affiliate Group Liaison, Society of Architectural Historians (2022 – *Present*)

International Advisory Council Member, Global Urban Humanities Project (2018 - *Present*)

Assistant Editor, International Journal of Islamic Architecture (2017 – *Present*)

S. Omar Ali, Assistant Professor

Courses Taught:

ARC 307: Architectural Design V, Fall 2023

ARC 181: Representation I, Fall 2023

ARCH 2022: Core Studio IV, Spring 2023, *Tulane University*

ARCH 3031: Core Studio V, Fall 2022, *Tulane University*

ARCH 2311/6311: Digital Media, Fall 2022, *Tulane University*

Educational Credentials:

M. Arch, University of Michigan, 2015

BA. Art + Architectural History, University of Texas – Arlington, 2012

Teaching Experience:

Syracuse University School of Architecture: Assistant Professor (Tenure-Track), August 2023 – *Present*

Tulane University School of Architecture: 2021-23 Tulane Architecture Fellow (Non-Tenure-Track), July 2021 – August 2023

Professional Experience:

NO OFFICE, Syracuse, New York: Co-Founder and Principal, August 2021 – *Present*

UrbanLab Architecture + Urban Design, Chicago, Illinois: Project Designer, August 2017 – July 2021

Licenses/Registration:

None

Selected Publications and Recent Research:

Ali, S.O. "Collective Domestic: Theorizing the Intermediate Commons," *Proceedings to ACSA 111th Annual Meeting*, "In Commons," March 2023.

Ali, S.O., Anwar, N. "Finding Common Ground: Reimagining Suburban Housing and Public Space," *Proceedings to ACSA 111th Annual Meeting*, "In Commons," March 2023.

Keenan, Jesse M., Jover, Margarita, and Ali, S.O. "Climate Futures and the Digital Civic Universe". *Topos: The International Review of Landscape Architecture and Urban Design* 117, no. 1 (December 15, 2021): 30–35. (Infrastructures: Curated by West 8)

Professional Memberships:

None

Iman Fayyad, Assistant Professor

Courses Taught:

ARC 107, Architectural Design I, Fall 2022

ARC 108, Architectural Design II, Spring 2023

ARC 107, 681, Architectural Design I, Directed Research, Fall 2023

ARC DR, Directed Research, Spring 2024

Educational Credentials:

M.Arch, Harvard University Graduate School of Design, 2016

B. Arch, Massachusetts Institute of Technology, 2012

Teaching Experience:

Assistant Professor of Architecture, Syracuse University, 2022 – 2024

Lecturer in Architecture, Harvard University Graduate School of Design 2018 – 2022

Professional Experience:

project:if, Syracuse, NY, Director, 2017 – *Present*

Skidmore, Owings & Merrill LLP, New York, NY, Architectural Designer, 2017 – 2019

Euston Area Redevelopment, London, UK, Lead Designer, 2017

Licenses/Registration:

None

Selected Publications and Recent Research:

Fayyad, I. 2023. "The Clarity of Ambiguity," *Journal of Architectural Education*, Volume 78, no. 1.

Fayyad, I. 2023. "Geometries of the Anthropocene". ACADIA (Association for Computer-Aided Design in Architecture) Conference Proceedings, October 2023.

Fayyad, I. 2023. "Bending Cylinders: A Geometric Syntax for Waste-Conscious Architecture, *Advances in Architectural Geometry* Conference Proceedings, October 2023.

Professional Memberships:

Central New York Arts Program ("CNY Arts", Onondaga County Public Art Initiative), Advisory Committee Member, 2022 – *Present*

ACADIA Distributed Proximities, Peer Reviewer, 2020

ACSA Conference: The Metrics of Space and Its Architectural Instruments, Peer Reviewer, 2018

Molly Hunker, Associate Professor

Courses Taught:

ARC 108: Architectural Design III, Spring 2023

ARC 207: Architectural Design III, Fall 2023, 2024

ARC 208: Architectural Design IV, Spring 2024

Educational Credentials:

M. Arch, University of California – Los Angeles, 2010

BA, Dartmouth College, 2005

Teaching Experience:

Syracuse University School of Architecture: Associate Professor (Tenured), August 2024 – *Present*; Assistant Professor (Tenure-Track), August 2017 – August 2024; Assistant Professor (Non-Tenure-Track), August 2014 – August 2017

University of Illinois Chicago: Douglas A. Garofalo Fellow, August 2013 – June 2014

Woodbury University: Lecturer, August 2010 – June 2013

Professional Experience:

SPORTS, Syracuse, New York: Co-Founder, September 2010 - *Present*

Talbot McLanahan Architect, Venice, California: Designer, Jan 2012 – August 2013

Doug Aitken Workshop, Venice, California: Designer, August 2010 – January 2012

Licenses/Registration:

None

Selected Publications and Recent Research:

Hunker, Molly and Kyle Miller. *Building Practice*. San Francisco, AR+D Publishing, 2023

Hunker, Molly and Greg Corso. *Side Effects*, Exhibit Columbus: Columbus, Indiana, 2023

Hunker, Molly and Greg Corso. *City Thread*, Chattanooga, Tennessee, 2018

Hunker, Molly and Greg Corso. *Runaway*, MCA Santa Barbara, California, 2017

Hunker, Molly and Greg Corso. *Rounds*. Ragdale Ring Pavilion: Lake Forest, Illinois, 2016

Professional Memberships:

None

Anna Mascorella, Assistant Professor

Courses Taught (at University of Michigan Taubman College):

ARCH 509: Bodies & Buildings: Examining Architecture & Race, Fall 2022, 2023

ARCH 523: History of Urban Form, Fall 2022, 2023

ARCH 409: The Egalitarian Metropolis, Spring 2023

ARCH 323: History of Architecture II, Spring 2024

ARCH 509: Baroque-isms, Spring 2024

ARCH 409/506: Fascist Rome: Manipulating History (Study Abroad in Rome, Italy), Summer 2023, 2024

Educational Credentials:

Ph.D., History of Architecture and Urban Development, Cornell University, 2019

M.A., History of Art, University of Illinois at Chicago, 2010

B.A., History of Art and Philosophy, Colorado State University, 2005

Teaching Experience:

Syracuse University, School of Architecture: Assistant Professor (Tenure-Track), August 2024 – *Present*

University of Michigan, Taubman College of Architecture & Urban Planning: Fishman Fellow & Lecturer I, January 2022 – June 2024

University of Colorado Denver, College of Architecture & Planning: Lecturer, January – May 2020

Professional Experience:

History Colorado, Denver, CO: Temple Buell Curator of Architecture, November 2018 – November 2021

Licenses/Registration:

None

Selected Publications and Recent Research:

Mascorella, Anna. "Demolishing and Resurrecting the Baroque in Fascist Rome: The Case of Santa Rita da Cascia." *Journal of the Society of Architectural Historians* (Forthcoming, June 2025).

Mascorella, Anna. "Building Denver: Visions of the Capital City." In *Is This the City We Imagined? Decisions that Define Denver*. Edited by Jason L. Hanson and Steve W. Turner, pp. 6-41. Denver: History Colorado Publications, 2022.

Mascorella, Anna. "Reinterpreting Fascist Built Heritage: The Reuse of Rome's Foro Mussolini." In *Routledge Companion to Global Heritage Conservation*. Edited by Vinayak Bharne and Trudi Sandmeier, pp. 409-425. London and New York: Routledge, 2019.

Professional Memberships:

American Association for Italian Studies (Member: Critical Race, Diasporas and Migrations Caucus); European Architectural History Network; Global Architectural History Teaching Collaborative; Italian Art Society; Society of Architectural Historians

Jess Myers, Assistant Professor

Courses Taught:

ARC 500: Selected Topics - Housing Dignity in NYC

ARC 500: Selected Topics - Audiosocial Space

ARC 208: Architectural Design IV

Educational Credentials:

MCP, Massachusetts Institute of Technology, 2017

B.A. in Architecture, Princeton University, 2013

Teaching Experience:

Syracuse University School of Architecture, Assistant Professor (Tenure-Track) August 2023 – *Present*;
Part-Time Instructor (New York City), Spring 2023

Rhode Island School of Design, Assistant Professor (Tenure-Track), September 2022 – June 2023;
Assistant Professor (Term), September 2020 – June 2022; Critic, February 2020 – June 2020

Professional Experience:

LaPlaca Cohen, New York, New York, 2017 – 2019

Bernard Tschumi Architects, New York, New York & Paris, France, 2013 – 2015

Centre Pompidou - Archives Kandinsky, Paris, France – Summer 2012

Licenses/Registration:

None

Selected Publications and Recent Research:

Myers, Jess. Here There Be Dragons Podcast. 2015 – *Present*

Myers, Jess. "Negotiating with the Collective Ear," *Journal of Architectural Education*, 78:1, 2024, 75-81

Myers, Jess. "Eclipsed on the Concourse," *Urban Omnibus*, 2023
<https://urbanomnibus.net/2023/09/eclipsed-on-the-concourse/>

Myers, Jess. "Together We Build: Organizing Architectural Labor," *The Architectural Review*, February 2023, pp. 6-11

Myers, Jess. "Kinship," *Log*, Winter/Spring Issue 48, 2020, pp. 135-139

Myers, Jess. "Here There Be Dragons: Broadcasting Identity and Security in the Parisian Region," *The Funambulist*, Issue 10, March-April 2017, pp. 6-8

Myers, Jess. "Open Access: On Lori Brown's Contested Spaces." *Pidgin*, Issue 18, 2014, pp. 156-62

Professional Memberships:

Urban Omnibus Advisory Board

Hannibal Newsom, Assistant Professor

Courses Taught:

ARC 498: Directed Research, Spring 2024

ARC 423/623: Advanced Building Systems, Fall 2023, Spring 2023

ARC 207: Architectural Design III, Fall 2023

ARC 409: Architectural Design VIII, Spring 2023

ARC 607: Architectural Design IV, Fall 2022

ARC 622: Building Systems II, Fall 2022

Educational Credentials:

M. Arch, Pratt Institute, Brooklyn, NY 2012

BS. Architectural Studies, University of Illinois, Champaign-Urbana, IL, 2005

Teaching Experience:

Syracuse University School of Architecture: Assistant Professor (Tenure-Track), August 2023 – *Present*; Assistant Teaching Professor (Non-Tenure-Track), August 2019 – August 2023; Part-Time Instructor, August 2018 – May 2019

Pratt Institute Graduate AUD: Visiting Assistant Professor, August 2012 – August 2018

Professional Experience:

Mago Architecture (Principal), Brooklyn, NY: November 2014 – *Present*

Su11 Architecture and Design, Brooklyn, NY: June 2011 – November 2014

Muller & Muller Architects, Chicago, IL: July 2007 – August 2009

Licenses/Registration:

Registered Architect, New York State, 2013

LEED Accredited Professional, 2009

Selected Publications and Recent Research:

Newsom, Hannibal. "Urban Autophagy, A New Imaginary for Twenty-First Century Urban Growth," *The Plan Journal*, January 2022, pp 37-55.

Professional Memberships:

American Institute of Architects

Director of Outreach, American Institute of Architects Central New York Chapter

Marcos Parga, Assistant Professor

Courses Taught:

ARC 307: Architectural Design V. Design Studio, Fall 2022

ARC 409: Architectural Design VIII. Integrated Design Studio, Spring 2023, Spring 2024

ARC 500: Selected Topics - Rethinking the Architecture of the Collective. Seminar, Spring 2023, 2024

ARC 207: Architectural Design III, Fall 2023

Educational Credentials:

Ph.D. in Theory and Design, Madrid Polytechnic University School of Architecture, Madrid, Spain, 2015

M. Arch, Madrid Polytechnic University School of Architecture (ETSAM), Madrid, Spain, 1998

BS. Arch, Madrid Polytechnic University School of Architecture (ETSAM), Madrid, Spain, 1997

Teaching Experience:

Syracuse University School of Architecture: Assistant Professor (Tenure-Track), August 2017 – *Present*

Madrid Polytechnic University School of Architecture: Profesor Asociado, Design Department (DPA-ETSAM). Spain, September 2008 – June 2017

Professional Experience:

Studio MAPAA, US and Spain: Founder and Principal, 2014 - *Present*

PO2 Architects, Madrid, Spain: Co-founder and Principal, 1999 - 2014

Aukett & Associates, Madrid, Spain: Designer, 1998 - 1999

Licenses/Registration:

Registered Architect. License Official Architects Board, Madrid. C.O.A.M. #12114, 1998 – *Present*

Selected Publications and Recent Research:

Parga, Marcos. *Housewifization. Desigualdades de género y el auge del espacio doméstico contemporáneo (Housewifization. Gender Inequalities and the Rise of Contemporary Domestic Space)*. Indexed Academic Journal RITA #20. RedFundamentos. Madrid, Spain. November 2023. pp.20-41.

Parga, Marcos. *Una Relación Conflictiva. Superstudio y la desaparición del arquitecto (A Conflicted Relationship. Superstudio and the disappearing architect)*. DISEÑO EDITORIAL. Madrid / Buenos Aires. Collection: *Textos de Arquitectura y Diseño*. June 2023. pp.550.

Parga, Marcos. *Rebeliones Cotidianas. Herramientas retroactivas para un reseteo comunal*. PLOT Magazine #58. July 2021. pp. 166-177.

Parga, Marcos. *Meet Your Neighbors (Again). Spatial Simulations for Domestic Revolts*. UrbanNext Lexicon. May 2021

Professional Memberships:

None

Parga, Marcos

mparga@syr.edu

Edgar Rodriguez, Assistant Professor

Courses Taught:

ARC 498: Directed Research, Fall 2023, Spring 2024

ARC 108: Architectural Design II, Spring 2024, Spring 2023, Spring 2022

ARC 107: Architectural Design I, Fall 2023, Fall 2022, Fall 2021

ARC 100: Introduction to Architectural Design, Summer 2023

ARC 500: Selected Topics, Fall 2023, Fall 2022

Educational Credentials:

M. Arch, Harvard University Graduate School of Design, 2020

B. Arch, Universidad Iberoamericana – Mexico City, 2015

Teaching Experience:

Syracuse University School of Architecture: Assistant Professor (Tenure-Track), August 2023 – *Present*; Assistant Teaching Professor (Non-Tenure-Track), August 2022 – August 2023; Part-Time Instructor (Non-Tenure-Track), August 2021 – May 2022

Professional Experience:

operadora, Mexico City, Mexico: Principal, December 2014 – *Present*

Ultramoderne, Providence, Rhode Island: Designer, October 2020 – June 2021

Diametro Arquitectos, Mexico City, Mexico: Architectural Intern, June 2011 – August 2011, June 2012 – August 2012

Licenses/Registration:

None

Selected Publications and Recent Research:

Rodriguez, Edgar, Sander Verbeek. "House in Singuilucan The Game," *DISC*, Issue 3 Summer, 2024

Rodriguez, Edgar. "Anaesthetic Architecture," *Rumor*, Issue 38 March, 2024

Ulloa, Camila, Pablo Rojas-Böttner. "A continuous set of rules. Operating between naivety and pragmatism," *RITA*, no. 20 Noviembre 2023, ISSN: 2340-9711 e - ISSN 2386 - 7027 pgs. 76-93.

Rodriguez, Edgar. "Material Abstraction," *Blank: Speculations on CLT*, AR&D Publishing, 2021

Professional Memberships:

None

Nina Wilson (née Sharifi), Assistant Professor

Courses Taught:

ARC 409: Integrated Studio, Spring 2024

ARC 498: Directed Research, Spring 2024

ARC 322: Building Systems Design II, Fall 2023, Fall 2022

ARC 423/623: Advanced Building Systems, Spring 2024

ARC 508: Undergraduate Thesis, Spring 2023

Educational Credentials:

Ph.D., Architectural Sciences, CASE, Rensselaer Polytechnic Institute

Master of Architecture II: Environmental Performance Design, Center for Architecture Science and Ecology, Rensselaer Polytechnic Institute

Bachelor of Architecture, The University of Texas at Austin School of Architecture

Teaching Experience:

Assistant Professor, Syracuse University School of Architecture, 2019 – *Present*

Lecturer, Rensselaer Polytechnic Institute School of Architecture, 2018 – 2019

Professional Experience:

Director of Technology Operations, The Institute for Infrastructure Asset Management, 2017 – 2018

Designer, Pierce Goodwin Alexander Linville, 2010 – 2012

Designer, Behnisch Architekten, 2009 – 2010

Selected Publications and Recent Research:

Natural Carbon Solutions Innovation Challenge, New York State Energy Research and Development Authority *Title: MycoCore Zero Carbon Insulated Panel Systems, 2023 – 2025, Principal Investigator, Awarded: \$1,500,000*

Reforming the Energy Vision Campus Challenge: Energy to Lead, New York State Energy Research and Development Authority, 2020 – 2024, *Title: Syracuse University Net Zero Retrofit Campus Living Lab, Principal Investigator, Awarded: \$1,600,000*

Sharifi, N., Sho, Y., Park, D. (2023). *Regenerative Material-Human Ecologies: Investigating Mycelium for Living and Decentralized Architectures in Rwanda*. Design for Rethinking Resources: Proceedings of the UIA World Congress of Architects Copenhagen 2023. Springer Nature, Copenhagen, Denmark

Professional Memberships:

Society for Building Science Educators, Building Technology Educators' Society

Jiong (Abingo) Wu, Assistant Professor

Courses Taught:

ARC 108: Architectural Design II, Spring 2024

ARC 107: Architectural Design I, Fall 2023

ARC 409: Architectural Design II, Spring 2023

ARC 307: Architectural Design V, Fall 2022

ARC 770.1: Architectural Research, Fall 2022, Fall 2023

Educational Credentials:

Ph.D. in Architecture, College of Environmental Design, University of California, Berkeley, 2020

M.Arch, Postgraduate Laboratory of Architecture and Urbanism, Berlage Institute, Rotterdam, NL, 2009

Bachelor of Engineering/City Planning, Department of City Planning, South China University of Technology, Guangzhou, China, 2007

Teaching Experience:

Assistant Professor, School of Architecture, Syracuse University, 2018 – *Present*

Lecturer, College of Architecture, University of Lincoln- Nebraska, 2017 – 2018

Professional Experience:

Founder, AbingoWu Studio, 2011 - *Present*

Urban Designer/ Junior Architect, Philein Design, Guangzhou, 2010

Architecture/Landscape Architecture Intern, Casanova + Hernandez Architecten, Rotterdam, 2009

Licenses/Registration:

None

Selected Publications and Recent Research:

“Book Review: Improvised City Architecture and Governance in Shanghai, 1843-1937,” *The Journal of Architecture*, Feb Issue, 2021. Jiong (Abingo) Wu, Paulina Hartono

Art+Village+City in Pearl River Delta, UC Berkeley Press, 2015, Book (Funded by Global Humanities Grant, Mellon Foundation), Margaret Crawford, Winnie Wong, Jiong (Abingo) Wu, Ettore Sandi, Jose Figueroa, Valentina Rozas Krause.

“The Beginning of the End: Planning the Destruction of Guangzhou Urban Village,” *Villages in the City- A Guide to South China’s Informal Settlement*, Hong Kong University Press, 2014, Book Chapter, Margret Crawford, Jiong (Abingo) Wu

Professional Memberships:

Society of Architecture Historian (SAH)

Michael Moynihan, Visiting Assistant Professor

Courses Taught:

ARC 500, History Elective, Fall 2023

ARC 500, History Elective, Spring 2024

Educational Credentials:

Ph.D. Candidate, History of Architecture Cornell University, 2023 (Expected)

M.A. Architectural History, Bartlett School of Architecture, UCL, 2014

B.A. Environmental Design, Architecture, University of Colorado Boulder, 2010

Teaching Experience:

Syracuse University, School of Architecture, Instructor, 2023

Cornell University, Instructor, 2022

Professional Experience:

Graduate Writing Service, Knight Institute for Writing in the Disciplines Cornell University, Graduate Writing Tutor, 2020 – 2021

Bukka. African Architecture and Urbanism Research and Educational Trust London, United Kingdom, Research Assistant, 2014

British Council of Arts, Fashion and Design, London, UK, Reporter, 2014

Licenses/Registration:

None

Selected Publications and Recent Research:

“Aimless Strolls and Empty Space: Experiments in Urban Cartography, Paris 1957” Cornell Journal of Architecture (Forthcoming), 2023

“In Absence of Everyday Truths.” Canadian Centre for Architecture. CCA, April 15, 2020.
<https://www.cca.qc.ca/en/articles/72631/in-absence-ofeveryday-truths>, 2020

“Interrogating Architectural Evidence: Eyal Weizman and Rafi Segal’s Exhibition for the Israeli Association of United Architects” Bitacora Arquitectura. 44 (2020), 4-17, 2020

Professional Memberships:

None

Nimet Anwar, Assistant Teaching Professor

Courses Taught:

ARC 208: Architectural Design IV, Spring 2024

ARCH 2021: Core Studio III, Fall 2021, Fall 2022, *Tulane University*

ARCH 1012: Core Studio II, Spring 2022, Spring 2023, *Tulane University*

ARCH 2311/6311: Digital Media, Fall 2022, *Tulane University*

Educational Credentials:

M. Arch, Rice University, 2015

B.S. Arch, University of Texas – Arlington, 2011

Teaching Experience:

Syracuse University School of Architecture: Assistant Teaching Professor, January 2024 – *Present*

Tulane University School of Architecture: Visiting Assistant Professor, July 2022 – August 2023; Adjunct Professor, July 2021- June 2022

Professional Experience:

NO OFFICE, Syracuse, New York: Co-Founder and Principal, August 2021 – *Present*

Studio Gang Architects, Chicago, Illinois: Project Designer, August 2017 – January 2021

Jessica Stewart Lendvay Architects, Dallas, Texas: Designer, 2015 – 2017

Licenses/Registration:

Registered Architect (RA) in Illinois and Texas

Selected Publications and Recent Research:

Ali, S.O., Anwar, N. "Finding Common Ground: Reimagining Suburban Housing and Public Space" *Proceedings to ACSA 111th Annual Meeting*, "In Commons," March 2023.

Professional Memberships:

NCARB Certified

Ivi Diamantopoulou, Professor of Practice, NYC Program Director

Courses Taught:

ARC 407: Architectural Design VI, Spring 2023, 2024

ARC 408: Architectural Design VII, Fall 2022, 2023, 2024

Educational Credentials:

M. Arch, Post-Professional Master of Architecture, Princeton University, 2013

Diploma in Architecture and Engineering, School of Architecture, University of Patras, Greece, 2009

Teaching Experience:

Syracuse University, School of Architecture: Professor of Practice, Fall 2024 – *Present*; Assistant Teaching Professor, Fall 2020 – Spring 2021 & Fall 2022 – Spring 2024; Visiting Critic, Spring 2020

Cornell University, Architecture Art and Planning, Instructor, Summer 2022

Princeton University, School of Architecture, Visiting Lecturer, 2020 – 2022

Columbia University, Graduate School of Architecture Planning and Preservation (GSAPP) 2020 – 2021

Sarah Lawrence: A.W. Mellon Chair, Environmental Architecture & Sustainable Design, 2018 – 2020

Rensselaer Polytechnic Institute, School of Architecture: Adjunct Professor, 2017

Professional Experience:

New Affiliates Architecture, New York City: Co-founder & Principal, 2016 – *Present*

MOS Architects, New York City: Associate, 2013 – 2016

ACRM, Athens, Greece: Project Architect, 2008 – 2011

Licenses/Registration:

Registered Architect, New York State, 2020

Technical Chamber of Greece Registration, 2017

Selected Publications and Recent Research:

Conference Presentation, “Rethinking Practice: Climate, Equity, Labor,” Columbia University, 2023

Margolies, Jane, “In Gardens, New Life for Construction Debris,” New York Times, 2023

Diamantopoulou, Ivi “The View from Bellow,” *Log*, Issue 44, pp. 147-152, 2019

Professional Memberships:

American Institute of Architects, New York State, 2017 – *Present*

Valeria Herrera, Assistant Teaching Professor

Courses Taught:

ARC 208: Architectural Design IV, Spring 2023

ARC 108: Architectural Design II, Spring 2024

ARC 107: Architectural Design I, Fall 2022, Fall 2023

ARC 500: Selected Topics, Spring 2024

Educational Credentials:

Master of Fine Arts, Rhode Island School of Design (RISD), 2018

B. Arch, Syracuse University, School of Architecture, 2012

Teaching Experience:

Syracuse University, School of Architecture, Assistant Teaching Professor, 2019 – 2024

Era Vision International Art Summer School, Beijing, China, Online Instructor, Summer 2020

Professional Experience:

Infrared Design Studio, Intern Architect, 2008 – 2012

Licenses/Registration:

None

Selected Publications and Recent Research:

Pamphlet Architecture 37, New York, NY 2022, Awarded 4th Prize in the 2022 Pamphlet Architecture International Book Proposal Competition

Professional Memberships:

Prints for Protest, Leadership Board Member, Non-Profit, 2020

Joel Kerner, Assistant Teaching Professor

Courses Taught:

ARC 307, Architectural Design V, Fall 2022

ARC 182, Representation II, Spring 2023, Spring 2024

ARC 409, Architectural Design VIII, Spring 2023, Spring 2204

ARC 207, Architectural Design III, Fall 2023

Educational Credentials:

M. Arch, Southern California Institute of Architecture, 2013

B.A.A.S, Judson University School of Art, Design and Architecture, 2010

Teaching Experience:

Syracuse University School of Architecture, Syracuse, NY, Assistant Teaching Professor, 2018 – *Present*

University of NC Charlotte School of Architecture, Charlotte, NC, Visiting Assistant Professor, 2019

Harvard University Graduate School of Design, AS+GG Architecture, Chicago, IL, Studio Assistant, 2017

Professional Experience:

Maketa, Chicago, IL; Syracuse, NY, Founding Principal, 2020 – *Present*

Adrian Smith + Gordon Gill Architecture, Chicago, IL, Design Architect, 2014 – 2018

MORPHOSIS Architects, Culver City, CA, Architectural Designer, 2013

Licenses/Registration:

Licensed Architect in Illinois

Selected Publications and Recent Research:

The One Circle Venn Diagram / Everything So Far (Book, I/Thee), "The Minutiae, the Miniscule, the Itty-Bitty, the Infinitesimal," (Text), 2021

Counter Commons (Book, UNCC School of Architecture), Designed and Edited by Joel Kerner, 2019

Lunch Journal 13: Mischief (University of Virginia School of Architecture), "Graphic Misbehavior," (Essay) 2019

Professional Memberships:

American Institute of Architects, Architect Member

National Council of Architecture Registration Boards, NCARB Certified

United States Green Building Council, LEED Green Associate

Kiana Memaran Dadgar, Assistant Teaching Professor

Courses Taught:

ARC 208: Architectural Design IV, Spring 2024

ARC 498: Directed Research, Spring 2024

ARC 207: Architectural Design III, Fall 2023

ARC 108: Architectural Design II, Spring 2023

ARC 107: Architectural Design I, Fall 2022

Educational Credentials:

MS in Architecture, Syracuse University, 2022

Master of Architecture, University of Cincinnati, 2018

B.Sc in Architectural Engineering, University of Guilan, Rasht, Iran, 2014

Teaching Experience:

Syracuse University, School of Architecture, Assistant Teaching Professor 2022 – 2024

Professional Experience:

Architectural Researcher, Mycotecture Lab, Syracuse University, 2021 – 2022

Architectural Designer at Kieran Timberlake in Philadelphia, 2018 – 2020

Licenses/Registration:

LEED Green Associate, U.S. Green Building Council, 2019 – 2021

Selected Publications and Recent Research:

None

Professional Memberships:

None

Fei Wang, Associate Teaching Professor

Courses Taught:

ARC 707: MS Studio, Fall 2022

ARC 708: MS Capstone Project, Fall 2022

ARC 409: Architectural Design VIII, Spring 2023, 2024

Educational Credentials:

M. Arch in History & Theory, McGill University, 2007

M. Arch, Virginia Tech, 2005

B. Arch, Tongji University, 2003

Teaching Experience:

Syracuse University School of Architecture: Associate Teaching Professor, August 2022 – *Present*; Assistant Professor (Non-Tenure-Track), August 2014 – August 2022

Shanghai Jiaotong University, Visiting Professor (Non-Tenure-Track), August 2013 – May 2014

The University of Hong Kong, Assistant Professor (Non-Tenure-Track), August 2011 – May 2013

China Academy of Art, Associate Professor (Tenure-Track), August 2009 – June 2011

Professional Experience:

URSIDE Hotel and URSIDE Design, Shanghai, China: Co-Founder & Partner, August 2017 – *Present*

FWStudio, Syracuse, NY: Founder, August 2004 – *Present*

Atelier TEN+ Architecture, Shanghai, China: Founding Partner, August 2009 – *Present*

Time + Architecture Journal, Guest Editor, August 2009 – *Present*; Columnist, August 2010 – *Present*

Selected Publications and Recent Research:

Fei Wang, *a+u* Special Issue: *Chinese Emerging Practices, Non-Architecture Architects* (Beijing: China Architecture & Building Press, 2024).

Ed. Yanchao Sun, Fei Wang and Kefan Zhuo, *C+ Journey, Architecture Towards Future, 9th UABB Longgang International Low-Carbon City Sub-Venue* (Shenzhen: IBR Shenzhen, 2023).

Fei Wang, *Low Carbon City, A Resident's Manual* (Shenzhen: IBR Shenzhen, 2015).

Fei Wang, Jufeng Ding, *Inter-Views: Trends of the Top Architecture and Urbanism Programs in Europe and North America* (Beijing: China Architecture & Building Press, 2009).

Fei Wang, Yilu Zhang, "The Future of Village Design," in Yujun Yin, *Jingkou Revive! An Exploration on UABB and Community Regeneration 2017 Bi-City Biennale of Urbanism\Architecture (Shenzhen) - Guangming Sub-Venue* (Shenzhen Center for Design, 2018), 138-143.

Fei Wang, "A Multi-dimensional Valley: A Study of Heterology in Contemporary China," *Thresholds 35: Difference* (Cambridge: The MIT Press, 2009), 76-79.

Christina Zhang, Boghosian Faculty Fellow 2023-2024

Courses Taught:

ARC 407: Architectural Design VI, Spring 2024

ARC 500, Selected Topics, Spring 2024

ARC 500, Selected Topics, Fall 2023

Educational Credentials:

M. Arch, Yale University, 2023

B.A. Arch, Yale University, 2017

Teaching Experience:

Syracuse University School of Architecture, Harry der Boghosian Fellow, 2023 – 2024

Yale University School of Architecture, Teaching Fellow, 2022 – 2023

Professional Experience:

EFFEKT Arkitekter, Copenhagen, Denmark, Architectural Designer, 2021 – 2022

Studio MM Architect, New York, NY, Architectural Designer + Project Manager, 2017 – 2019

IDEA: International Development in Action, New York, NY, Co-Founder and Director, 2017 – 2019

Licenses/Registration:

None

Selected Publications and Recent Research:

Zhang, Christina with Katie Colford and Joshua Tan, "Just Architecture," in *Paprika!* Volume 6:11, 2021

Zhang, Christina, *Finding Kakuma: The Life of a Refugee Camp*, 2017

Professional Memberships:

NOMAS: National Organization of Minority Architecture Students, 2019 – 2023

Peter Clericuzio, Instructor

Courses Taught:

ARC 500: Selected Topics - World's Fairs: Architecture, Design, and Politics, 1850–1970, Spring 2024

ARC 134: Introduction to History of Architecture II, Fall 2023

ARC 639: Architectural History Principles, Fall 2023

ARHI10057: Living in France, 1570–1970, Fall 2022 (w/ John Lowrey, University of Edinburgh)

ARHI11015: The Home and the City: France 1570–1970, Fall 2022 (w/ John Lowrey, Univ of Edinburgh)

ARHI08009: Architectural History 1A (University of Edinburgh)

Educational Credentials:

PhD, University of Pennsylvania, 2011; AM, 2008

BA/MA, and BA, with Highest Honors, Emory University, 2005

Teaching Experience:

Syracuse University School of Architecture: Instructor, August 2023 – *Present*

Edinburgh School of Architecture, Univ. of Edinburgh: Lecturer, October 2018 – January 2023

University of Pittsburgh, Architectural Studies Program: Visiting Lecturer, August 2016 – May 2017

Eastern Kentucky Univ., Department of Art and Design: Visiting Asst. Professor, August 2015 – May 2016

Florida International Univ., Departments of Architecture and History: Adj. Prof., August 2013 – May 2015

University of Pennsylvania, Department of Art History: Visiting Lecturer, January 2011 – May 2011

Professional Experience:

Bizios Architect, Durham, NC: Architectural Intern, June – August 2003; June – August 2005

Licenses/Registration:

None

Selected Publications and Recent Research:

Clericuzio, Peter. *Building a Regional Modernism: Art Nouveau Architecture in Nancy, 1898–1920* (In Press, McGill-Queens University Press)

Clericuzio, Peter. "Industry, Craft, Modern Architecture, and Regional Identity at the Paris 1925 and 1937 International Expositions," *The Journal of Modern Craft* 13, no. 3 (November 2020): 226–47.

Clericuzio, Peter. "Art Nouveau and Bank Architecture in Nancy: Negotiating the Re-emergence of a Regional Identity." *Architectural History* 63 (2020): 219–56.

Professional Memberships:

Society of Architectural Historians, Society of Architectural Historians–Great Britain, DOCOMOMO–US

Cait McCarthy, Instructor

Courses Taught:

ARC 207: Architectural Design III, Fall 2023, Fall 2022

ARC 208: Architectural Design IV, Spring 2023, Spring 2024

ARC 181: Representation I, Fall 2023

ARC 391: Architectural Drawing for Non-Majors, Fall 2022

Educational Credentials:

M. Arch, Cornell University, 2020

B.S. Arch, Northeastern University, 2015

Teaching Experience:

Syracuse University School of Architecture: Instructor, Fall 2022 – Spring 2024

Cornell University Department of Architecture: Teaching Associate, Summer 2021 – Summer 2022

Professional Experience:

office office, Syracuse, New York: Co-Founder, June 2020 – *Present*

OMA, New York, New York: Architectural Intern, May 2019 – August 2019

Neil M. Denari Architects, Los Angeles, California: Architectural Intern, May 2018 – August 2018

STUDIOS Architecture, New York, New York: Project Designer, June 2015 – August 2017

Licenses/Registration:

None

Selected Publications and Recent Research:

Curtain Call, Installation, Bethel Woods Center for the Arts, Bethel, NY. 2024.

Translations and Projections, Exhibition, Cornell University Sibley Gallery, Ithaca, NY. 2021.

Association. Soley, Jacob and Yang, Jingxin (Eds). Pipe Dreams. Ithaca, NY: Cornell University Department of Architecture, 2020. Print. pp. 38-39

Professional Memberships:

None

Kirk Narburgh, FAIA, ASLA, NCARB, LEED BD+C, Instructor

Courses Taught:

ARC 585: Professional Practice, Fall, 2022, 2023, Spring 2023, 2024

Educational Credentials:

Syracuse University School of Architecture, Master of Architecture, 1990

Cornell University, BS, Landscape Architecture, 1987

Teaching Experience:

Syracuse University, Instructor, Spring 1991 – *Present*

Professional Experience:

King + King Architects, LLP, Syracuse, NY, CEO/Managing Partner, 1990 – *Present*; Intern, 1987 – 1990

NH Architecture, Rochester, NY, Intern Architect, 1984 – 1987

Licenses/Registration:

Registered Architect: State of New York, 1992; State of Pennsylvania, 2010

National Council of Architectural Registration Boards, 1993

LEED® Professional Accreditation, 2004

Selected Publications and Recent Research:

Narburgh, Kirk. "Planning a Capital Project," NYS School Facilities Presentation, March 2024

Narburgh, Kirk. "The AIA Leadership Initiatives and Citizen Architecture," AIA Presentation, March 2022

Narburgh, Kirk. "Unlocking the Mysteries of the General Conditions AIA A201-2017," AIA Presentation, February 2022

Narburgh, Kirk. "Leadership by Design," AIA NYS Newsletter Article, June 2021

Narburgh, Kirk. "Working with Clients in a Multicultural, Multi-Generational Environments," AIANYS Presentation, November 2020

Narburgh, Kirk. "Collaborative Leadership in Design/Construction in the Age of COVID-19," AIA Presentation, April 2020

Narburgh, Kirk. "Archetypes: Leadership by Design," AIA (NY/NJ/PA) Tri-State Conference Presentation, October 2019

Narburgh, Kirk. "Citizen Architect," AIANYS Newsletter President's Letter, September 2018

Professional Memberships:

American Institute of Architects (FAIA), American Society of Landscape Architects (ASLA), National Council of Architectural Registration Boards (NCARB), Association for Learning Environments (a4le), Society for College and University Planning (SCUP), Association of Physical Plant Administrators (APPA)

Eric Wing, Instructor

Courses Taught:

ARC 555: Introduction to Building Information Modeling (BIM), Spring 2024

ARC 558: Advanced Building Information Modeling (BIM), Fall 2023

CEE 273: Geomatics and Building Information Modeling (BIM), Fall 2022

CEE 520: Building Information Modeling, Spring 2023

Educational Credentials:

AAS, Construction Management Delhi State, 1992

Teaching Experience:

Syracuse University School of Architecture, Instructor, January 2014 – *Present*; Syracuse University School of Engineering and Computer Science, Instructor, January 2017 – *Present*

Professional Experience:

C&S Companies, Syracuse, NY, November 2007 – *Present*

Imaginit Technologies, Mississauga, ON, 2004 – 2007

Klepper, Hahn and Hyatt, Syracuse, NY, 2000 – 2004

Licenses/Registration:

None

Selected Publications and Recent Research:

Wing, Eric. *Revit for Architecture*, Volume 1-3, ISBN-13 978-1394193295, Wiley

Wing, Eric. *Mastering Revit Structure*, ISBN 978-0-470-38440

Professional Memberships:

None



Academic Affairs

School of Architecture

Architecture B ARCH and Minor

Undergraduate Program Summary

Review Year: 2023

School or College: School of Architecture

Department: School of Architecture Undergraduate Program

Department Chair: Daekwon Park

Dept Chair Signature: 

Report Prepared by: Daekwon Park

Date: March 8, 2024

Dean: Michael Speaks

Dean's Signature: _____

1. Current State of the Degree Program

Many measures help provide insight into the degree program's performance and health. In this section, use the data sets in the provided Excel spreadsheet to review various program metrics. Data should be placed in context to review the program's strength and weaknesses. Please insert responses below each question/statement.

1.1. B.ARCH PROGRAM METRIC REVIEW

1.1.1. Enrollment

The B.Arch total enrollment numbers have grown from 616 students in Fall 2019 to 749 in Fall 2022. This is approximately a 22% increase in total enrollment (see [Appendix A](#)). The main reason for this is the increase in the number of incoming students. Notably, in Fall 2022, 200 students enrolled in the program, which is approximately a 41% increase from the 142 students in Fall 2019 (see [Appendix B](#)). The number decreased to 157 students in Fall 2023.

The University set 160 as the target number for the incoming fall 2024 class. If we maintain this target moving forward, our enrollment number will continue to increase until it stabilizes at around 800 students (160 students x 5 cohorts) by 2027. This is approximately a 10% increase compared to the total enrollment in Fall 2022 of 749 students. To accommodate the continued growth in enrollment, the School needs to continue the effort to expand the space and resources.

Despite the recent global pandemic and international conflicts, the number of applications is consistently rising. B.Arch applicants continue to have among the highest GPA scores in the University. Early decision application rates remain strong, showing the program's competitiveness and reputation. Female

applications are increasing (53% to 61% between 2019 and 2023), and geographic, racial, and cultural diversity is increasing. The B.Arch program maintains a high ratio of international students (over 40%).

1.1.2. Retention

There was a notable retention rate decrease in 2019 for the first-year students (see [Appendix B](#)). This was mainly due to the strict travel restrictions imposed during the global pandemic. However, the retention rate has quickly recovered since 2020 after implementing several initiatives. These include establishing studio spaces in Beijing, Shanghai, and Shenzhen for the students who could not return to the main campus. Other retention strategies, including tutoring services, student mentoring, family outreach, and community engagement programs, also contributed to the recovery.

1.1.3. Graduation

The graduation rate from 2019 to 2023 has steadily increased ([Appendix C](#)), largely due to our faculty and staff's ongoing dedication, service, and support. This positive trajectory is also in part due to the various retention strategies implemented in the program. Some of these include student mentoring · advising programs, social · cultural · community engagement activities, and family outreach programs.

1.1.4. Migration Trends

Among the 105 students who migrated out of the program between 2019 and 2023, 22 transferred out of the University. The intra-university transfers are mainly occurring to the College of Arts and Sciences (20), College of Visual and Performing Arts (15), and School of Information Studies (4). There are no concerning trends or deviations ([Appendix D](#)).

1.1.5. DFW Grades

Less than three percent of students received a D or F or withdrew from architecture undergraduate courses in the past five years. There are no concerning trends or deviations ([Appendix E](#)).

1.1.6. Ongoing Plans to Address Areas of Concerns

Based on the analysis of the program metrics provided in Appendices A through E, the continued increase in enrollment number is both an area of concern and opportunity. The following are ongoing efforts and plans to address this concern (see [Section 2.1.3](#) for more information)

- Expansion of the studio, classroom, and review spaces (Smith Hall extension)
- Expansion of fabrication facility and support (Smith Hall woodshop and fabrication lab)
- Updating studio furniture and layout for efficient space usage (all studio spaces)
- Lowering the student-to-faculty ratio for studio sections (1st-year studio)
- Additional academic advisor to provide better guidance.
- Implementation of peer mentoring and advising programs (UPA, Undergraduate Tutor, Student Mentoring organizations)

1.1.7. Method of Disclosure

The information of the program is made available through an internet website and is made accessible. You can find our "Disclosure of Professional Licensure or Certification Information for Each Educational Program Covered by U.S. Department of Education Regulations" URL is located here:

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

The School of Architecture has determined that the Bachelor of Architecture program's curriculum meets the state educational requirements for licensure or certification that is required for employment as an **Architect**.

1.2. ARCHITECTURE MINOR PROGRAM METRIC REVIEW

1.2.1. Enrollment

The enrollment number has gradually increased from 8 students to 52 between 2018 and 2023. This shows the rising interest and reputation of the architecture minor program (see [Appendix F](#))

1.2.2. Migration Trends

According to the Architecture Minor Program student distribution ([Appendix G](#)), 53 students are from the College of Visual and Performing Arts (VPA), 24 from the College of Arts and Sciences (A&S), and 22 from the College of Engineering and Computer Science (ECS). Most students from VPA come from the Department of Environmental and Interior Design (34) and the Department of Design Studies (10). Students from A&S are from various programs, including history, geography, and economics. Most students from ECS are from the Department of Civil Engineering (18). Further partnerships between faculty and students with these programs can enhance interdisciplinary collaborations.

1.2.3. Method of Disclosure

The Architecture Minor program is not applicable as it does not lead to professional licensure.

2. Quality

2.1. B.ARCH PROGRAM

2.1.1. Student Learning Assessment and Accreditation

Summarize and review how well students have achieved the learning goals, outcomes, and objectives defined by each degree program on its own or in accordance with its professional accreditation group and any changes made in response to each year's findings. Is student achievement (measured by the assessment of learning outcomes) consistent across modalities? If your degree program(s) are accredited, please note any non-compliance issues.

B.Arch program-level learning outcomes

In 2021, the B.Arch program has created the new program-level learning outcomes* that serve as the basis for the SU's annual academic assessment and the next National Architectural Accrediting Board (NAAB) accreditation cycle. The eight program-level outcomes were crafted from the B.Arch course-level learning objectives and the NAAB's new program and student criteria (8 Program Criteria and 6 Student Criteria). [Appendix H](#) shows how the proposed B.Arch program-level learning outcomes map to the 2020 NAAB Criteria.

*B.Arch Learning Outcome

- (1) Develop a holistic understanding of the dynamic between built and natural environments with the goals of mitigating climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.
- (2) Understand the role of the design process in shaping the built environment and develop the ability to make architectural design decisions that demonstrate the synthesis and thoughtful integration of human, technical, regulatory, and environmental demands and requirements.
- (3) Understand established and emerging systems, technologies, and regulatory requirements of building construction as well as their underlying principles; develop skills to effectively and creatively integrate them into architectural designs; and assess them against pertinent design and performance objectives and legal requirements.
- (4) Deepen students' understanding of diverse human contexts and deepen student commitment to translating this understanding into healthy, safe, inclusive environments at multiple scales.
- (5) Ensure that students understand the histories and theories of architecture and urbanism from multiple perspectives, framed by diverse social, cultural, economic, and political conditions.
- (6) Develop skills and knowledge needed for the practice of architecture including its diverse career paths and opportunities, professional ethics, business processes, regulatory requirements, and principles for effective leadership and collaboration.
- (7) Ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.
- (8) Develop skills to critically and meaningfully understand and engage, through research, design, and other forms of creative inquiry, the role and agency of architectural design for possible, probable, and preferable futures.

The definition of the eight program-level learning outcomes was a multi-year faculty-wide endeavor. The course-level learning objectives were collected from all existing architecture course content. Upon cross-checking with the NAAB's criteria, our faculty members created and collectively refined the eight program-level learning outcomes. The ongoing internal assessment shows that the students successfully achieve the learning goals, outcomes, and objectives defined in the B.Arch Learning Outcomes.

NAAB Accreditation

As of Fall 2023, we have started to prepare for the upcoming NAAB accreditation for our B.Arch Program. The Architecture Program Report to NAAB is due September 7, 2024, and the NAAB representative visit is scheduled between January and April 2025. We are collecting the narrative descriptions, course materials, and student work, showing how each course meets a subset of the NAAB criteria. The initial review of the collected course content and student work shows that the student achievement is consistent across modalities and did not find any non-compliance issues.

2.1.2. Student Learning, Curricular Changes, and Teaching Evaluation

Reflect on the past four years' annual reviews of student learning and the changes made in the curriculum and teaching to evaluate how well your program is achieving its mission and providing quality academic programs

and opportunities for its students. Are there consistently high-quality learning experiences across courses and across modalities?

During the past four years, several positive changes were made to the curriculum and teaching that contribute to high-quality learning experiences. These include directed research implementation, enhancement of the capstone studio experience, and enrichment of the global experience.

(1) Directed Research Implementation

As of spring 2024, the two-semester-long Thesis sequence transitioned to a one-semester-long Directed Research course. This change results from a multi-year faculty-wide discussion to foster the synergy between student interest and faculty expertise. Discussions on teaching objectives, methods, student preparation, and staffing were conducted before the transition.

We are beginning to see faculty utilizing Directed Research as a catalyst to advance their design and research endeavors. Several faculty members are developing early concepts to pursue grants, sponsorships, and publications through their Directed Research. Others are forming partnerships with the community, corporations, or clients with their students. As a result, students not only benefit from the expertise of their Directed Research instructors but also gain valuable experiences in participating in sponsored research, community engagement, and research dissemination.

(2) Enhancing the Capstone Studio Experience

During the past four years, we strengthened and augmented the 4th-year Integrated Studio (ARC 409). The Integrated Studio is the final studio course of the B.Arch core sequence, focusing on integrated design. The key learning objective of this studio is to bring together the knowledge and skills from the prior design studios and technology sequence and develop a project to an advanced stage.

In collaboration with the ARC409 coordinators, the school reinforced the lecture series by recapping the key topics within the B.Arch curriculum, including structures, environmental systems, accessibility, and envelope systems. We also enriched the consultant workshop program by partnering each section with a structural engineer and a building systems engineer from prominent architecture and engineering firms. The students work with their designated consultants through workshops and review sessions throughout the semester. Finally, we also increased the support and emphasis on the studio's publication, exhibition, and awards.

This effort has provided a comprehensive and stimulating experience to the students, and the body of work produced through this studio has been exceptional. We anticipate the continued support from the school will further strengthen the ARC 409 studio as a "capstone studio" in the B.Arch core curriculum.

(3) Enrichment of the Global Experience

We have continued to diversify and enrich the study abroad programs. Our programs in Florence, London, New York, and Asia continue to feature a suite of distinct and evolving pedagogic foci. The program's attractiveness gives students an intense experience where they learn by being immersed in cities known for their architecture. For students who stay on campus, we also invite designers, architects, and educators worldwide to teach our Visiting Critic Studios (VC Studio). The VC studios often have a short travel component to enhance the student experience.

In addition to the regular semester offerings, students have opportunities to study at sites worldwide as part of our short-term travel programs during the regular semester and in the summer. Previous

programs have included travel to Taiwan, Ghana, Greece, Germany, Russia, Spain, Austria, China, and Japan.

In addition to enhancing the already established programs, we have been further expanding the options for the students. The Three Cities Asia Program, which was temporarily stopped during the pandemic, had a successful comeback in the Summer of 2023. Since 2021, the school has expanded the global experience to South Korea, which has recently grown into one of Asia's most important economic and cultural hubs. We have partnered with six prominent architecture programs nationwide to explore research and teaching exchange. Some of the significant outcomes include establishing the student exchange program with Ewha University, joint international symposiums with the Campus Asia Program (Korea, China, Japan), International workshops at Fisher Center and University of Seoul, and two Seoul VC studios. The two Seoul VC studios were taught by professors from the partner university, and students had an opportunity to visit Seoul on a sponsored travel. The school plans to further enrich the off-campus program options, including Los Angeles and other Asian cities.

2.1.3. Key Changes and Improvements to the Program

Cite the three most important changes made in each degree program in response to the annual assessments. What is your overall evaluation of the improvements of the past four years in your degree program?

(1) Improvement of Teaching and Learning Culture

The B.Arch program has implemented several peer learning and support programs that significantly improve the school's teaching and learning culture. The newly created Undergraduate Program Associate (UPA) provides opportunities for upper-class students with valuable teaching and leadership experience. UPAs support the instructor in teaching core architecture classes. The program was initiated in Spring 2023 with 26 UPAs for 6 architecture courses. We hired 30 UPAs for 9 courses during Fall 2023 and 35 UPAs for 9 courses during Spring 2024. The feedback from faculty and students has been very positive, and the level of interest in students who want to become a UPA is increasing.

The school also further expanded the existing teaching and support programs. The student mentoring organization, including the Undergraduate Student Ambassadors, the Student Mentor Squad (SMS), and the International Mentor Squad (IMS), provides valuable student support. Led by the Office of Enrollment and Management, these mentoring organizations provide orientations, peer advising, and socializing opportunities for prospective students and first- and second-year students.

We are also expanding the Undergraduate Tutoring program managed by the Office of Advising and Records. We maintain a group of competent undergraduate tutors hired through a competitive selection process. The tutors provide individual sessions or conduct group tutorial sessions by request from individual students or faculty members. Topics of group sessions include representation, software tutorials, and physical model building, among others.

(2) Emphasis on Diversity, Equity, and Inclusion

We continue to foster and support various discussions and activities relating to diversity, equity, and inclusion (DEI). In 2022, the school formed the DEIA Council led by Associate Dean for Research Eliana Abu-Hamdi, Associate Professor Yutaka Sho, and Academic Advisor Gus Nascimento. Together, they represent staff, faculty, and student interests and needs related to DEIA. This council succeeds and builds on the former DEI Student Council guided by Professor Lori Brown and Associate Professor Joseph Godlewski. The DEIA Council continues to work closely with the administration, staff, and students,

addressing and voicing their needs related to teaching and learning culture, engagement, curriculum, and accommodations.

The program also continues to support student organizations, including the National Organization of Minority Architecture Students (NOMAS), Future Designers for Syracuse (FDA), America Institute of Architecture Students (AIAS), Architectural Student Organization (ASO) through UG Chair Forums, field trips, and student events. The school also encourages and supports diverse cultural events such as the Lunar New Year, Black History Month, and Holi Celebration.

(3) Expansion of the B.Arch Program

During the past four years, the BArch program has expanded in facility size and student · staff · faculty number. In response to the significant increase in enrollment numbers, the school has taken a series of proactive measures.

- a. Expansion of facilities to Smith Hall: The new studio space can accommodate around 40 new desks, and the fabrication spaces can house a significant amount of new equipment and tools (overall, approximately 50% increase in woodworking and digital fabrication capacity). In addition to this, there are additional spaces for spray booths, assembly, and a materials collection library. An additional staff member was hired to manage the fabrication facility at Smith Hall.
- b. Enhancement of the 1st-year learning experience: The student-to-faculty ratio has been lowered from 21:1 to 14:1 for the 1st-year studio sections. Graduate TAs, UPAs, Studio Tutors, and SMS provide additional teaching and mentoring support. We also increased the number of academic advisors (from 2 to 3) to accommodate the increasing student population.

2.1.4. Suggested Areas of Improvement

What is currently the most important aspect of your program where the students could be doing better, and how is the faculty planning to improve student learning?

Improving the 5th-year student experience is the most pressing goal for the program. The critical challenge is the absence of architecture courses in the B.Arch curriculum during the 1st semester of 5th-year. Although there are options such as ARC585 Professional Practice and ARC500 Professional Elective courses during this semester, students can choose to take these in other semesters. Because of this, an increasing number of students take a semester off, go part-time, participate in the Syracuse University World Partner programs, or plan to graduate earlier. In addition to financial consequences for the School of Architecture, the students are losing the opportunity to further develop and advance their knowledge, expertise, and skills in architecture beyond the core curriculum.

According to a student and faculty survey and discussion, the diverse experiences and options include but are not limited to advanced research, building expertise, professional preparation, travel, and community engagement. Additional course topics in demand are advanced design studio, urban design, housing, social, political, technology, theory, DR preparation, media/ representation, computational design, design-build, internship program, and off-campus courses.

With this change, the students can better prepare for the advanced research and design they will conduct during their final semester and beyond (practice or post-graduate studies). The Curriculum Committee, in consultation with the faculty and administration, is working on improving the curriculum to provide the 5th-year students with more diverse culminating experiences.

2.2 ARCHITECTURE MINOR PROGRAM

2.2.1. Student Learning Assessment and Accreditation

Summarize and review how well students have achieved the learning goals, outcomes, and objectives defined by each degree program on its own or in accordance with its professional accreditation group and any changes made in response to each year's findings. Is student achievement (measured by the assessment of learning outcomes) consistent across modalities? If your degree program(s) are accredited, please note any non-compliance issues.

The path through the minor differs for each student, but all students take the two core design courses. Annual assessments of each student's success in the courses are conducted each year. The evaluation aims to increase the applicability of conceptual thinking and graphic skills acquired in the classes to the broad range of other fields in which the students are majoring.

Selections of drawing and design work are exhibited each year in the school, and it compares favorably with the beginning work produced by B.Arch students. Additionally, faculty and B.Arch students participate in several open reviews of work by the minor students each year, offering a meaningful discussion of its quality.

2.2.2 Student Learning, Curricular Changes, and Teaching Evaluation

Reflect on the past four years' annual reviews of student learning and the changes made in the curriculum and teaching to evaluate how well your program is achieving its mission and providing quality academic programs and opportunities for its students. Are there consistently high-quality learning experiences across courses and across modalities?

Several pedagogical changes have been made in the last three years, which have enhanced the opportunities for minor students to benefit from the broader culture and events of the school. In the introductory courses, which are large lecture courses (150+) with a relatively small number of minor students (no more than 15), we have ensured that B.Arch and minor students interact as much as possible in team-based work, in-class presentations, or discussion sections.

TAs and undergraduate assistants liaise between the minor students and the School by keeping them informed about and involved in events and activities. We have also conducted one-week joint projects in which first-year B.Arch students and students in the two minor design courses collaborate.

2.2.3. Key Changes and Improvements to the Program

Cite the three most important changes made in each degree program in response to the annual assessments. What is your overall evaluation of the improvements of the past four years in your degree program?

Significant changes have been implemented in the pedagogy and assignments in the two minor design courses to make their aims distinct from the pedagogy and assignments in the professional B.Arch program.

Workshops introducing design software are more focused, and an undergraduate assistant offers tutorials and instruction. Professors emphasize the interconnections between architecture and the majors of the minor students, from economics and geography to engineering and interior design.

The open reviews of work, "mixers," joint projects, and exhibitions have become a key part of students' experience in the minor program with the aim of helping them feel integrated into and welcome members of the school community.

2.2.4. Suggested Areas of Improvement

What is currently the most important aspect of your program where the students could be doing better, and how is the faculty planning to improve student learning?

Beneficial improvements include supplemental programming specifically for the minor students (discussions, symposia) and increased awareness of the needs of the minor students among the faculty who teach electives in which minors enroll.

If enrollment in the minor continues to grow, restarting ARC 101 as a regular offering would broaden the possible introductory paths for minor students and increase opportunities for non-architecture majors and minors to engage with the school, faculty, and students.

Promoting the minor and more active engagement with the enrolled students will provide support and an audience for transdisciplinary (humanities and STEM) relationships. The inclusion of minor students in architecture elective courses will encourage the development of courses that attract and engage additional non-architecture students.

3. Previous Program Review Reflection

Reflect on previous program review findings. Determine if any recommendations have been implemented.

3.1. B.ARCH PROGRAM

The prior review conducted in 2019 had two key recommendations (see [Appendix I](#)). Those include adapting to the increasing enrollment and a successful transition to Directed Research.

The school implemented several measures to mitigate the pressure on spaces and resources due to the increased enrollment. These include expanding studio space and fabrication facilities (Smith Hall), renovating the faculty, staff, and studio spaces, hiring additional staff members (academic advisor and Smith Hall shop technician), and developing various peer mentoring and teaching programs.

The transition from Thesis to Directed Research has been made as of Spring 2024. We are beginning to see faculty engaging in externally funded research, private sponsorship, professional collaboration, and community engagement. The recently joined Associate Dean for Research also supports and contributes to elevating the research opportunities for the B.Arch students.

3.2. ARCHITECTURE MINOR PROGRAM

The Architecture Minor program is not applicable as the program was not reviewed during the last cycle.

4. Analysis of Strengths and Areas for Improvement

4.1. B.ARCH PROGRAM

4.1.1. Strengths of the Program

Among the strengths of the program are the quality and diversity of the students, staff, and faculty, which stand out. Our incoming students consistently have among the highest GPAs in the University, and the graduates are well-acknowledged and highly sought after by prestigious firms and graduate programs worldwide. The geographical and cultural diversity of the student body continues to expand. Our award-winning world-class faculty is also increasingly diverse, providing our learning community with various perspectives and talents. The support from our conscientious staff and dedicated alums serves as a foundation for the success of the program.

Another key strength is the exceptional global programs. Our curriculum features several programs that distinguish it from other institutions offering architectural education. Our programs in Florence, London, New York, and Asia are second to none and continue to feature a suite of distinct and evolving pedagogic foci. The attractiveness of the programs gives students an intense experience where they learn by being immersed in cities known for their architecture.

4.1.2. Areas of Improvement

As described in [Section 2.1.4](#), the 5th year experience needs to be enriched by providing students with more diverse culminating experiences and options. The school needs to continue to improve the facilities and resources to accommodate the future growth of the B.Arch Program (see [Section 1.1.6](#) and [Section 2.1.3](#)).

4.2. ARCHITECTURE MINOR PROGRAM

4.2.1. Strengths of the Program

The rising enrollment number during the past five years shows the increasing interest and reputation of the minor program ([Section 1.2.1](#)). Also, as noted in [Section 1.2.2](#), the minor program consists of students from a wide range of disciplines, including environmental design, design studies, history, geography, economics, and civil engineering. This shows that the minor program complements various fields of study and provides opportunities to develop interdisciplinary strengths.

4.2.2. Areas of Improvement

The following are the suggested areas of improvement (see [Section 2.2.4](#).)

- Supplemental programming for the minor students, including discussions and symposia.
- Regularize ARC101 class as an introductory path for minor students.
- Inclusion of non-architecture major students in architecture elective courses.

5. Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any other items that the program wishes to provide. Conclusions should be based on evidence.

5.1. B.ARCH PROGRAM

Despite the global pandemic and the international conflicts during the past five years, the B.Arch program continues to grow its reputation nationally and internationally. The number and quality of applications consistently rise, showing the program's competitiveness. The female-student ratio has gradually grown to over 60 percent in 2023, and geographic, racial, and cultural diversity is also increasing. Over 40 percent of the B.Arch students are international students.

Our incoming students consistently have among the highest GPAs in the University, and the graduates are well-acknowledged and highly sought after by prestigious firms and graduate programs worldwide. The geographical and cultural diversity of the student body continues to expand. Our award-winning world-class faculty is also increasingly diverse, providing our learning community with various perspectives and talents. The support from our conscientious staff and dedicated alums serves as a foundation for the success of the program.

Between 2019 and 2021, the B.Arch program has created the new program-level learning outcomes that serve as the basis for the SU's annual academic assessment and the next National Architectural Accrediting Board (NAAB) accreditation cycle. The eight program-level learning outcomes were crafted from the B.Arch course-level learning objectives and the NAAB's new program and student criteria. As of Fall 2023, we have started to prepare for the upcoming NAAB accreditation, collecting course materials and student work. The ongoing internal assessments indicate that the students successfully achieve the learning goals, outcomes, and objectives defined in the program-level learning objectives and the NAAB criteria.

During the past four years, the school implemented several significant changes in the curriculum and teaching. The transition from Thesis to Directed research has been made as of Spring 2024. This change results from a multi-year faculty-wide discussion to foster the synergy between student interest and faculty expertise. We are beginning to see faculty and students collaboratively engage in externally funded research, private sponsorship, professional collaboration, and community engagement. The Associate Dean for Research, the new leadership position created in 2022, also supports and contributes to elevating the research opportunities for the B.Arch students.

The program also strengthened and augmented the 4th-year Integrated Studio (ARC409). Collaborating with the ARC409 coordinators, we enriched the course lecture series, consultant engagement, and dissemination activities (e.g., publication, exhibition, and awards). This effort has provided a comprehensive and stimulating experience to the students, and the body of work produced through this studio has been exceptional. We anticipate the continued support from the school will further strengthen the ARC 409 studio as a "capstone studio" in the B.Arch core curriculum.

We have also implemented peer learning and support programs that significantly improve the school's teaching and learning culture. The newly created Undergraduate Program Associate (UPA) provides opportunities for upper-class students with valuable teaching and leadership experience. The student mentoring organizations led by the Office of Enrollment and Management provide orientations, peer advising, and student socializing opportunities. The Undergraduate Tutoring program managed by the

Office of Advising and Records provides individual sessions or conducts group tutorial sessions by request from individual students or faculty members.

We continue to foster and support various discussions and activities relating to diversity, equity, and inclusion (DEI). In 2022, the school formed the DEIA Council led by Associate Dean for Research Eliana Abu-Hamdi, Associate Professor Yutaka Sho, and Academic Advisor Gus Nascimento. Together, they represent staff, faculty, and student interests and needs related to DEIA. The program also continues to support student organizations, including the National Organization of Minority Architecture Students (NOMAS), Future Designers for Syracuse (FDA), America Institute of Architecture Students (AIAS), and Architectural Student Organization (ASO) through field trips and student events. The school also encourages and supports diverse cultural events such as the Lunar New Year, Black History Month, and Holi Celebration, among many others.

We have continued to diversify and enrich the study abroad programs. Our programs in Florence, London, New York, and Asia continue to feature a suite of distinct and evolving pedagogic foci. For students who stay on campus, we invite designers, architects, and educators worldwide to teach our Visiting Critic Studios. In addition to enhancing the already established programs, we have been further expanding the options for the students. Since 2021, the school has expanded the global experience to South Korea, which has recently grown into one of Asia's most important economic and cultural hubs. We have partnered with six prominent architecture programs in Korea to explore research and teaching exchange. The school plans to further enrich the off-campus program options, including Los Angeles and other Asian cities.

The school implemented several measures to mitigate the pressure on spaces and resources due to the constant increase in enrollment through the years. These include expanding studio space and fabrication facilities (Smith Hall), renovating faculty, staff, and studio spaces, hiring additional staff members (academic advisor and shop technician), reducing the student-to-faculty ratio for 1st-year students, and developing various peer mentoring and teaching programs. If the University maintains 160 students as the target incoming class, our enrollment number will continue to increase until it stabilizes at around 800 students (160 students x 5 cohorts) by 2027. To accommodate this, the school needs to continue the effort to expand the space and resources.

Improving the 5th-year student experience is the most pressing goal for the program. The critical challenge is the absence of architecture courses in the B.Arch curriculum during the 1st semester of 5th-year, resulting in students taking a semester off, going part-time, graduating earlier, or attending programs outside of architecture. In addition to financial consequences for the School of Architecture, the students are losing the opportunity to further develop and advance their knowledge, expertise, and skills beyond the core curriculum. The Curriculum Committee, in consultation with the faculty and administration, is working on improving the curriculum to provide the students with a more diverse culminating 5th-year experience. With the change, the students will be able to better prepare for the advanced research and design they will conduct during their final semester and their future trajectories after graduation.

5.2. ARCHITECTURE MINOR PROGRAM

The rising enrollment number during the past five years shows the increasing interest and reputation of the minor program ([Section 1.2.1](#)). The minor program consists of students from a wide range of

disciplines, including environmental design, design studies, history, geography, economics, and civil engineering ([Section 1.2.2.](#)). This shows that the minor program complements various fields of study across the University and provides opportunities to develop interdisciplinary strengths.

The path through the minor differs for each student, but all students take the two core design courses. Annual assessments of each student's success in the courses are conducted each year. The evaluation aims to increase the applicability of conceptual thinking and graphic skills acquired in the classes to the broad range of other fields in which the students are majoring. Selections of drawing and design work are exhibited each year in the school, and it compares favorably with the beginning work produced by B.Arch students. Additionally, faculty and B.Arch students participate in several open reviews of work by the minor students each year, offering a meaningful discussion of its quality.

Several pedagogical changes have been made in the last three years, which have enhanced the opportunities for minor students to benefit from the broader culture and events of the school. In the introductory courses, which are large lecture courses (150+) with a relatively small number of minor students (no more than 15), we have ensured that B.Arch and minor students interact as much as possible in team-based work, in-class presentations, or discussion sections. TAs and undergraduate assistants liaise between the minor students and the School by keeping them informed about and involved in events and activities. We have also conducted one-week joint projects in which first-year B.Arch students and students in the two minor design courses collaborate.

Significant changes have been implemented in the pedagogy and assignments in the two minor design courses to make their aims distinct from the pedagogy and assignments in the professional B.Arch program. Workshops introducing design software are more focused, and an undergraduate assistant offers tutorials and instruction. Professors emphasize the interconnections between architecture and the majors of the minor students, from economics and geography to engineering and interior design. The open reviews of work, "mixers," joint projects, and exhibitions have become a crucial part of students' experience in the minor program with the aim of helping them feel integrated into and welcome members of the school community.

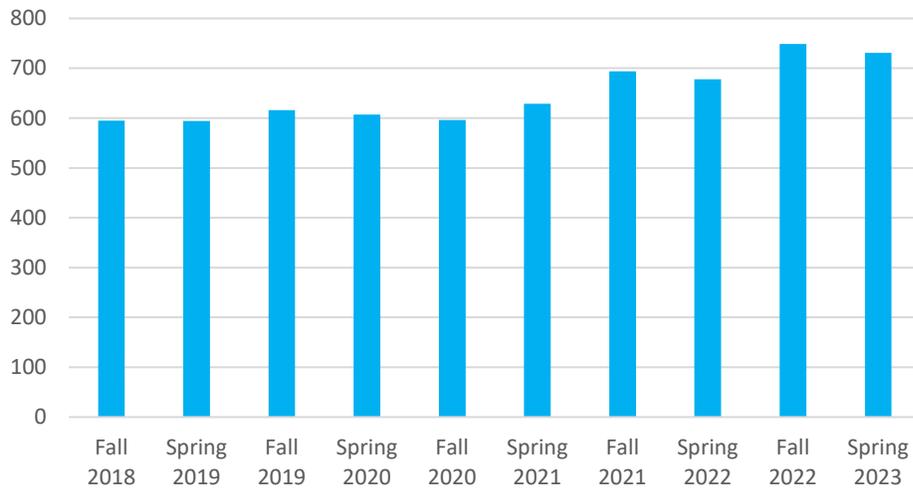
Beneficial improvements include supplemental programming specifically for the minor students (discussions, symposia) and increased awareness of the needs of the minor students among the faculty who teach electives in which minors enroll. If enrollment in the minor program continues to grow, restarting ARC 101 as a regular offering would broaden the possible introductory paths for minor students and increase opportunities for non-architecture majors and minors to engage with the school, faculty, and students. Promoting the minor and more active engagement with the enrolled students will provide support and an audience for transdisciplinary (humanities and STEM) relationships.

APPENDICES

APPENDIX A: B.ARCH TOTAL ENROLLMENT

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
595	594	616	607	596	629	694	678	749	731

B.Arch total enrollment



APPENDIX B: B.ARCH RETENTION RATE BY COHORT

Cohort Year	Count	Retention Rate	1 Year Later	2Years Later	3 Years Later	4 Years Later	5 Years Later	6 Years Later
Fall 2017	134	SC	92.50%	91.00%	86.60%	86.60%	5.20%	0.70%
		Univ.	93.30%	92.50%	88.10%	87.30%	5.20%	0.70%
Fall 2018	155	SC	98.00%	94.10%	89.50%	90.10%	0.70%	
		Univ.	100.00%	96.10%	94.70%	92.10%	2.00%	
Fall 2019	142	SC	89.50%	85.80%	85.10%	82.10%		
		Univ.	94.70%	91.80%	92.50%	84.30%		
Fall 2020	145	SC	93.10%	88.10%	86.10%			
		Univ.	96.00%	92.10%	91.10%			
Fall 2021	160	SC	92.30%	87.10%				
		Univ.	93.50%	91.60%				
Fall 2022	200	SC	94.00%					
		Univ.	95.50%					

APPENDIX C: B.ARCH GRADUATION NUMBER AND PERCENTAGE

Incoming Year	Total	Graduate within 5 years	Graduate in 6 years	Graduate in 7 years	Did not graduate	% did not graduate
Fall 2018	153	141			12	8%
Fall 2017	137	114	5		18	13%
Fall 2016	115	87	8	2	18	16%
Fall 2015	126	94	7	1	24	19%

APPENDIX D: B.ARCH MIGRATION NUMBERS

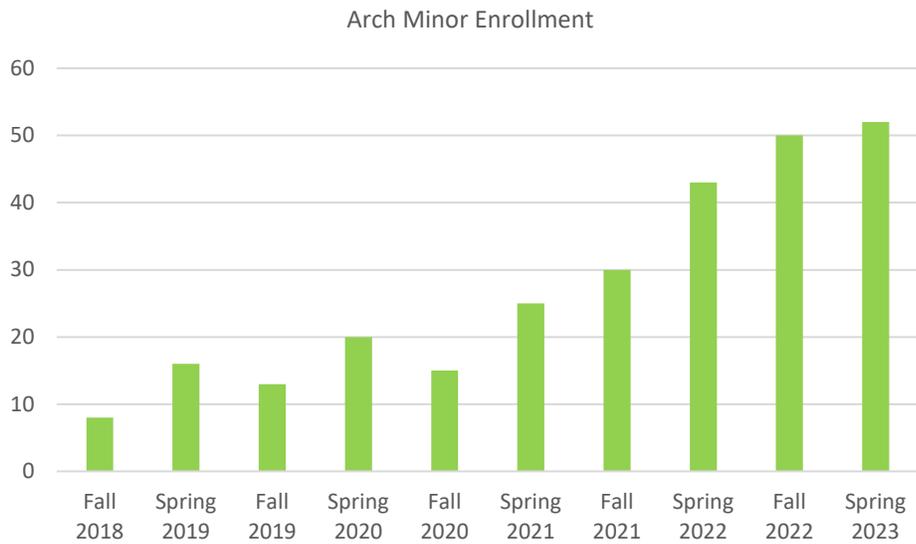
When the student matriculated	Incoming Class Size	IUT - ?	IUT - A&S	IUT - ECS	IUT - Falk	IUT - IST	IUT - SOM	IUT - VPA	LOA - Did Not Return	LOA - Medical	LOA - Planning to Return	Suspended- not Returned	Active Suspension	WD - Transfer	WD- unknown	Total Migration
Fall 2018	155		4			1		6	1			1		1	1	16
Fall 2019	142		6		1		1	4	3					6	1	22
Fall 2020 & Spring 2021	145	1	2				1	3	3	3			1	4	1	19
Fall 2021	160		6	1		1			2	2			3	6	1	22
Fall 2022	200	3	1		1	2		2		2	1			4	4	20
Fall 2023	154	2	1								1		1	1		6
Grand Total		6	20	1	2	4	2	15	9	7	2	1	5	22	8	105

APPENDIX E: DFW GRADES FOR ALL B.ARCH CLASSES OVER THE PAST 5 YEARS

A	A-	B	B-	B+	C	C-	C+	D	F	NA	P	P*	WD	Total
28.4	22.9	12.9	6.9	17.0	2.4	1.0	3.2	1.0	1.1	0.0	0.1	1.7	0.8	100.0
5%	9%	8%	9%	5%	7%	6%	4%	1%	0%	2%	0%	5%	0%	0%

APPENDIX F: ARCHITECTURE MINOR TOTAL ENROLLMENT

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
8	16	13	20	15	25	30	43	50	52



APPENDIX G: ARCHITECTURE MINOR PROGRAM STUDENT DISTRIBUTION

Row Labels	Count of School
A&S	24
Engineering	22
iSchool	5
Newhouse	1
VPA	53
Whitman	4
Grand Total	109

Row Labels	Count of Status
WD	2
Completed Minor	41
Dropped Minor	14
In Progress	52
Grand Total	109

Row Labels	Count of Notes
A&S- Anthropology	1
A&S- Art History, History	1
A&S- Economics	4
A&S- Geography	3
A&S- History of Architecture	5
A&S- International Relations	1
A&S- Liberal Studies	1
A&S- Mathematic	1
A&S- Policy Studies	2
A&S- Psychology	2
A&S- Sociology	1
A&S- Undeclared	1
ECS- Aerospace Engineering	2
ECS- Civil Engineering	18
ECS- Mechanical Engineering	2
IST- Applied Data Analytics	3
IST- Info Management & Technology	2
MGT- Real Estate	3
MGT- Supply Chain	1
PC- Graphic Design	1
VPA- Communications Design	1
VPA- Computer Art & Animation	2
VPA- Design Studies	10

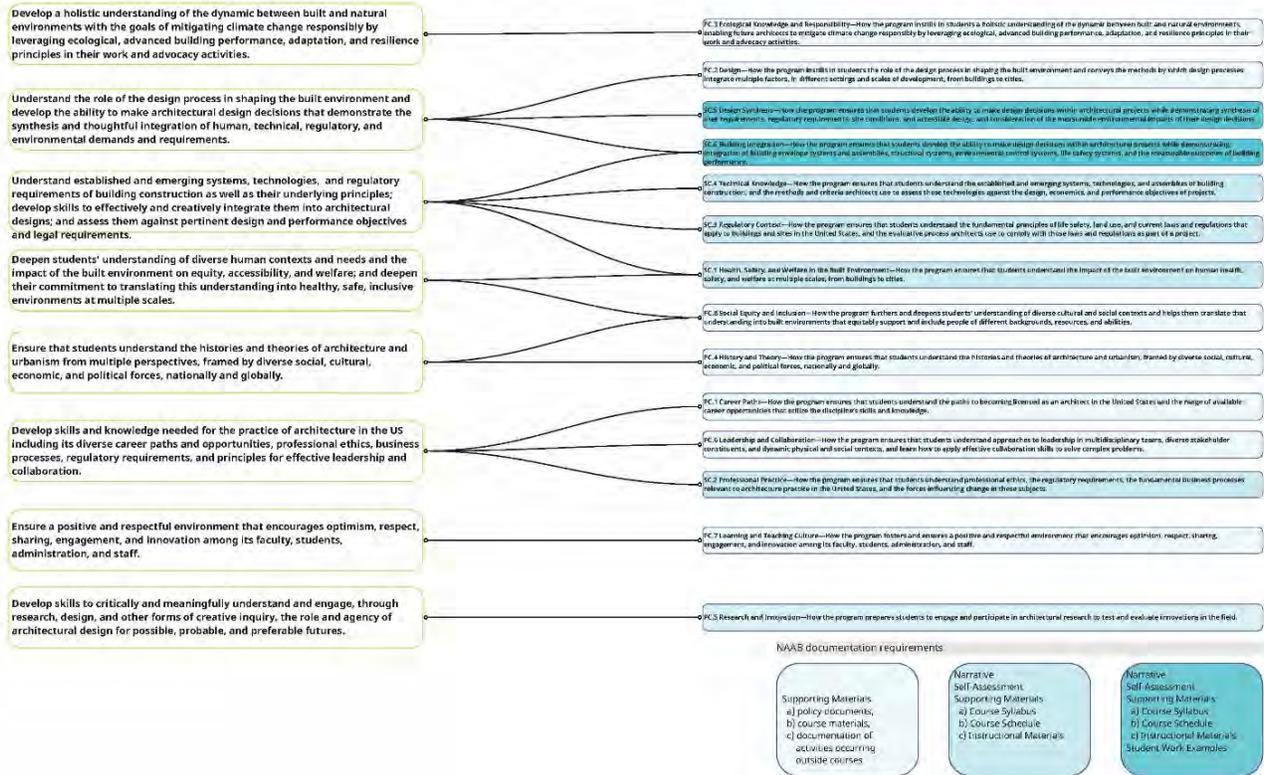
VPA- Environmental & Interior Design	34
VPA- Illustration	2
VPA- Industrial & Interaction Design	1
VPA- Studio Arts	2
VPA- Theater Design	1
A&S- English Textual Studies	1
Grand Total	109

APPENDIX H: B.ARCH PROGRAM-LEVEL LEARNING OUTCOMES

B.Arch and March Program-Level Learning Outcomes mapped to the 2020 NAAB Criteria

Proposed BArch and MArch Program-Level Learning Outcomes

with example mapping to 2020 NAAB Student Criteria (SC) and Program Criteria (PC)
Prepared by Brian Lonsway and Daekwon Park, Sept 2021



B.Arch curriculum mapped to the program-level learning outcomes

Syracuse University	
Curriculum Map	
School / College:	School of Architecture
Academic Program Title:	Undergraduate Architecture
Degree Awarded:	Bachelor of Architecture
Purpose:	To show how student learning outcomes are addressed in the courses/experiences that make up the curriculum.
Level (required):	The level scale represents a continuum from the beginning of the curriculum to the end of the student's experience in the academic program. * = introduced; ** = practiced/reinforced; *** = fully realized
Measure:	A short description of how the outcome will be assessed in each course (e.g., presentation, assignment, research paper, capstone, thesis), may be included.
Emphasis:	An indication of how the outcome is emphasized in a course (e.g., low, medium, high), may be included.

	ARC 107	ARC 141	ARC 181	ARC 108	ARC 133	ARC 121	ARC 182	ARC 207	ARC 134	ARC 222	ARC 208	ARC 242	ARC 211	ARC 307	ARC 322	ARC 311	ARC 407	ARC 423	ARC 408	ARC 489	ARC 505	ARC 409	
Learn how to apply critical and creative thinking in shaping the built environment through a design process that synthesizes multiple factors, including site context, program, and design concept.	*			*				**			**			**			**		**	**	***		***
Understand the histories and theories of architecture and urbanism in a diverse social, cultural, economic, and political context, and apply them critically in making design decisions.		*		**					**		**			**			**		**	**	***		***
Comprehend the technical knowledge, including building systems and structures critical to the health, safety, and welfare of the built environment, and integrate with the creative design process.					*				**				**	**	**		**		**	**	***		***
Develop skills and knowledge needed for the architectural profession, including skills for collaboration, leadership, and communication, and knowledge on career paths, professional ethics, business processes, and regulatory requirements.			**				**													**	***		***
Understand the diverse cultural and social contexts and translate that understanding into built environments that equitably support and include people of different racial/ethnic, religious, and abilities.		*		**					**		*			**			*		**	**	***		***
Advocate for environmentally responsible design and built environments that holistically integrate principles of ecological design, building performance, adaptation, and resilience.					*				**					**	**		**		**	**	***		***
Prepare students to engage and participate in innovative architectural research and apply them to the reading and the design of the built environment.														*	*		**	**	**	**	***		***
Foster and ensure respectful and positive learning and teaching culture by encouraging optimism, respect, sharing and engagement, and faculty, student, and staff collaboration.	**			*				**			**			**			**		**	**	***		***

APPENDIX I: 2019 PROGRAM REVIEW SUMMARY CONCLUSIONS

2019 Program Review Analysis of Strengths, Areas of Improvement and Summary Conclusions.

Analysis of Strengths and Areas for Improvement

Overall the program is performing very well. Already recognized as strong; curricula, recruiting, admissions, and program management have all experienced improvements in the past five years. The academic quality of the student, in particular, has steadily increased during this same period. The SU B.Arch program is ranked no. 4 overall and no. 1 among schools graduating over 100 most hired by firms by *Design Intelligence*. Our sibling M.Arch program, whom we rely on for instructional support, is currently ranked 13th. This relatively high rank among M.Arch programs is important in attracting strong TA's that are vital to our undergraduate course delivery and suggests supporting this program indirectly strengthens the B.Arch program as well.

The B.Arch graduates have success after graduation. Nearly all our graduating students acquire positions in the field within six months after commencement. They also obtain a higher than the national average of passing the A.R.E. and for those that choose to, often accepted to many of the most prestigious post-graduate programs in North America. Though the information is gathered, anecdotally, our graduates become leaders in the field, many owning and/or becoming partners in some of the most recognized and award-winning firms across the world, becoming leaders in various professional organizations and/or becoming recognized academic and intellectual leaders in architecture and its allied disciplines.

As any evolving program, SU B.Arch faces a handful of challenges that could gradually threaten the educational success that SU Architecture's faculty, staff, and administration has built over the past decades. In particular, the program's recent increase in enrollment, while an indicator of success and recognition of disciplinary leadership, has placed pressure on the School existing resources in Slocum Hall. Excepting a few classrooms and a café open to the entire University, the student body, faculty, and staff, occupy the entire building. Recent larger incoming class sizes translate to less space per student in the program's studio spaces as well as more pressure on the finite capacity of studio review space, lecture halls, classrooms, computer labs and fabrication shops. Limits to these resources have pedagogic consequences that eventually affect the ability to meet stated learning outcomes, the quality of instruction and the preparedness of our graduates after their time at SU. There is no direct quantitative data to

suggest there is direct causation between space and the quality of instruction but this conclusion is based on the combined teaching experience of over 40 faculty is a significant source of qualitative knowledge in the area of architectural education and represents a very credible reference for making such assessments. Other effects of the tight quarters range from a shortage of faculty offices to a lack of space of the production and storage of even moderately sized models, to inconveniently locations for our larger lecture courses which formally were in the auditorium of Slocum Hall. This combined space shortage potentially affects both quality teaching and faculty research. To meet these and other challenges we continue to evaluate options relative to the optimization of existing space and options for acquiring new and suitable space on campus.

As noted before enhanced financial accessibility to the B.Arch program is a desirable long-term goal that will assist in attracting top students regardless of economic circumstance. This paired with working with external initiatives to attract under-represented domestic groups to the B.Arch program will further connect the School to the socially progressive legacy of Syracuse University. This helps the School and University better serve the professional needs of society.

As the curriculum evolves, we continue to integrate research as a pedagogic objective in ways that intersect with the faculty's research capacity. The recent transition from Thesis (ARC 508) to Directed Research (ARC 498) as a capstone course for the B.Arch program is evidence of this. Connected to this and other course works, the development of externally funded research streams, private sponsorship, professional collaborations can bring both intellectual and financial benefits to the programs of the School and enhance its competitiveness globally. This is an increasingly important priority for architecture programs everywhere as research, both student and faculty-driven, becomes an important distinctive element in a school's external profile and educational mission. Towards this end, as well as attracting external resources, internal realignments of the B.Arch program budget, though modest, are continually studied to optimize the support of initiatives in these areas.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any other items that the program wishes to provide. Conclusions should be based on evidence.

We believe the B.Arch program is excelling in its support of the University's and School of Architecture's mission and is in an important period of growth and intellectual development. Successfully accredited by our professional accrediting organization for the longest accreditation period three years ago, the program has demonstrated excellence in our curriculum delivery, and our recent external rankings, alumni job placement rates, and licensure exam pass rates are a testament to the program's successful outcomes.

We are maintaining statistically stable retention rates while increasing our number of applications and incoming class sizes. While this has strained our physical resources, it is evidence of the program's excellent reputation. Nonetheless, even though the physical learning environment and learning support technologies have adjusted to accommodate this increased demand, more changes to space need to be made to accommodate our changing needs. Most directly, this pressure affects logistical operations and quality of instruction. The increased number of students and related growth in faculty have become more challenging to manage, cause social stress and risk negatively affecting teaching, learning, ability to deliver student services and our faculty's research. In turn, this can impact post-graduate outcomes and the program's high rankings.

In terms of academic content, the program has made a concerted effort, through its academic assessment process, to improve the delivery of core learning outcomes in alignment with the program's goals to improve the student learning experience. Related to this through the office of the Assistant Dean of Enrollment, the program has made important advances in the past three years with improvements in the student experience. This is particularly important given the rise in the number of students and their increasingly diverse cultural backgrounds for which a United States university education and social life is an unfamiliar experience.

Financially, the program appears on very solid ground. Our endowment, while continuing to grow, remains relatively low by comparison to competing institutions, and could serve as a source of support for



increased student aid. This is particularly important if we are to increase the diversity of our domestic undergraduate student body in terms of economic background. Increased external sponsorship can also increase both our faculty and undergraduate student-centered research in its profile. The Bachelor of Architecture program is a hallmark of the School of Architecture's offerings and is proud to be among the top-ranked and respected degree programs at the University and in the United States.

Program Review Committee Recommendation - 2023

School or College: School of Architecture
Department: School of Architecture Undergraduate Program
Program Reviewed: B.Arch and Architecture Minor Program
Department Chair: Daekwon Park

Committee Recommendation

Report Prepared by: Joseph Godlewski
Signature: 

Dean: _____

Dean's Signature: _____

Please Check One Dean Concurs Dean Disagrees¹

Summary of Findings

The Syracuse University School of Architecture's B.Arch degree program is "dedicated to creating a rich academic environment marked by the confluence of advanced practice, contemporary theory, and social engagement." ([Program Mission statement](#)). In the past five years, the global COVID pandemic and international conflicts paired with an extraordinary increase in student enrollment to the B.Arch and Minor programs challenged the school in delivering on this mission. In addition to these issues, the school has endeavored to transform the school's curriculum to a Directed Research model in the fifth and culminating year in the program and implemented new program-level learning outcomes in anticipation the upcoming NAAB accreditation review in 2024-25. The school initiated several improvements to the teaching and learning culture with a continued emphasis on diversity, equity, and inclusion. The school also hired a new Associate Dean of Research and expanded its global experience options to South Korea. The School's Curriculum Committee recognizes the B.Arch program's continued excellence in pursuing its stated mission and applauds the faculty, students, and staff for creatively adapting to challenging circumstances. That said, increased enrollment has put considerable stress on available resources, faculty, and space to maintain a productive and inspiring academic environment. The school has taken significant steps to address these concerns such as expanding review and fabrication facilities to Smith Hall, hiring an additional academic advisor, and implementing several peer mentoring and advising programs. The school continues to evolve as it begins an ambitious curricular transition. We offer analysis and comment on the B.Arch program and minor as portrayed in the Review Report, and make recommendations related to enrollment management, our teaching mission, and sustaining B.Arch program excellence as it faces new challenges.

¹ If the Dean disagrees with the committee recommendation, please complete, and submit the Dean Recommendation form.

Increasing Enrollment Numbers and Impacts –

As was the case five years ago, the B.Arch program is exceeding Slocum Hall's capacity. Many courses cannot be taught in the building, migrating instead to larger available spaces on campus and requiring expanded facilities beyond the school. The committee recommends the administration acknowledge these pressures and clearly communicate them with the university to ebb the continued increase of students into the program and provide funding for new faculty, resources, and facilities. Efforts to expand to Smith Hall and incorporate new furniture and layouts have helped but are not enough. Currently, cramped studio spaces limit opportunities for substantive creative work. Bolder strategies are necessary to maintain the continued quality of the undergraduate program. The committee supports the implementation of peer mentoring and advising programs such as the undergraduate program associates (UPAs) and advocates for a more robust onboarding and training process for these roles.

Tied to the student experience in the B.Arch program, the school has created the new program-level learning outcomes that serve as the basis for the SU's annual academic assessment and the next National Architectural Accrediting Board (NAAB) accreditation cycle. The committee respects the multi-year faculty-wide endeavor that was necessary to craft these learning outcomes and feels they accurately reflect the shared values of the faculty. While initial review of the curriculum suggests that students successfully achieve these learning goals, outcomes, and objectives, the committee believes there is a need to clearly communicate these outcomes, particularly in areas in need of improvement, with faculty. This is markedly urgent considering the growing number of students assessed and the increasing population of new faculty (tenure-track and adjunct) less familiar with established standards and expectations in the school. Increased enrollment has ripple effects that fundamentally challenge the way faculty deliver the curriculum. Increased enrollment and the associated effects are of the greatest concern to the Curriculum Committee in the Program Report.

Transition to Directed Research –

As stated in the Program Report, improving the fifth-year student experience is the most pressing goal for the B.Arch program. The transition to Directed Research is a momentous phase in the history of the school which presents both challenges and opportunities. Paired with the efforts of the newly appointed Associate Dean of Research, this could provide an avenue for the school to craft and its identity and role as a school operating in an R1 research institution. This endeavor builds on the strengths of our diverse student body and faculty but will also require adequate space and funding to reach its full potential. The evolving student experience of this new curricular measure will need to be closely monitored and incrementally calibrated to ensure it meets its stated ambitions. The committee advocates the administration develop finely-tuned survey techniques to document perceptions of this change and its impacts after graduation. The committee also underscores the need for supporting the dissemination of the work produced in the Directed Research studios so that is appropriately shared with the local, university, and broader academic community.

Increased Presence of the Minor Program –

The increased enrollment in the Minor program is a welcome development and opportunity to the school and university. Aided by onboarding efforts in introductory courses in the B.Arch program, the increased presence of non-architecture majors in architecture courses provides opportunities to develop interdisciplinary partnerships beyond the school and the prospect of

new events mixing architecture majors and non-majors. The committee supports the suggested improvements outlined in the Review Report such as supplemental programming and the inclusion of non-architecture major students in architecture elective courses.

Conclusion – *The Curriculum Committee believes that our B.Arch program has endured a pivotal phase in its history. The students, faculty, and staff rose to the occasion and performed despite unprecedented pressures. These efforts deserve to be celebrated and rewarded by the university with tools to ensure the future quality of the undergraduate degree. While the Program Report adequately summarizes the state of B.Arch and Minor programs and charts reasonable measures to improve the school and its learning culture, more robust strategies are necessary to maintain its world-class quality. In the final analysis, **the committee recommends updating the program with suggested improvements.***

Recommendation

<input checked="" type="checkbox"/>	Update the program with suggested improvements.
<input type="checkbox"/>	Maintain the program as is.
<input type="checkbox"/>	Merge the program with another related program. Suggested program:
<input type="checkbox"/>	Move the program to another school/college _____. Both school/colleges must agree to the move.
<input type="checkbox"/>	Close the program.

Recommendation Justification

Provide a justification for the committee’s recommendation. Refer to evidence contained in the program’s report.

The Program Review report clearly outlines the state of B.Arch and Minor programs and identifies sensible future areas of improvement. Included in the report are Undergraduate Chair Daekwon Park’s interpretation of metrics in the areas of Enrollment, Retention, and Graduation. Of note, is that despite the tremendous increase in student enrollment, the graduation rate has steadily increased and there are no concerning trends in migration or failing grades. Particular areas of concern and opportunity include increasing enrollment, the transition to Directed Research, and the increased presence of the Minor Program. This report and Committee recommendation benefited from the feedback of faculty and open dialogue between Curriculum committee members. The Undergraduate Chair, who is also a member of the Curriculum Committee consulted with the committee at various stages in the preparation of this report.

Terminology

Update: Major investments in the program, substantial rework of the curriculum (e.g., requires NYSED approval), new pedagogical approaches (e.g., experiential learning requiring new learning spaces), new facilities/space, introduction of licensing exams/state requirements (e.g., required investment in curriculum), substantial student demand requiring additional faculty and course offerings.

Maintain: Status quo, routine course-level modifications of curriculum (e.g., nothing that requires new investment or approval by NYSED). Student demand is steady. Faculty are meeting program requirements and demand. Programs that are recommended as maintain cannot expect to receive any new resources (e.g., space, new faculty lines).

Merge: Declining student demand, declining faculty support/interest, low course enrollments.

Move: Current school/college is no longer interested in supporting the program, but another school or college has an interest.

Close: Low student demand, low faculty support, poor student learning outcomes assessment, poor third-party certifications/exam pass rates, poor post-graduation outcomes.



Academic Affairs
School of Architecture
Architecture
Master of Architecture

Masters Program Summary

Review Year: 2022

School or College:	School of Architecture
Department:	School of Architecture Graduate Program
Department Chair:	Julie Larsen
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Signature:	
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Date:	November 14, 2022
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Dean's Signature:	

Current State of the Degree Program

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Appendix

Metric Review

Provide your interpretation of the metrics in this area: **Enrollment, Retention, and Graduation.**

Enrollment

Five-year trend of applications to program (from OIRA data)

Prior to the most recent Report in 2018, graduate applications had risen from 246 in 2014 to a high of 294 in the Fall of 2017. From Fall of 2018 through Fall of 2021, applications dropped from 273 students in Fall of 2018 to 212 in Fall of 2022 with the lowest applications in 2021 to only 197. As the prior chair attempted to yield “stronger applicants from broad and increasingly diverse demographic and geographic profiles,” the applicant pool continued to decline and not “surpass 300 applicants in future years” beyond 2017 as previously anticipated, but rather declined significantly. Thus, enrollment did not yield the increasing trend we had hoped for these past five years. This decline isn’t necessarily a problem with Syracuse University; as the result of this decline across many architecture programs could be the result of foreign students in American universities “dropping by almost 7%”¹ as a result of the federal government’s stance at the time “toward immigration and its trade war with China.” And in the short term, as predicted in the last report, “the COVID-19 pandemic will likely depress those [declining] numbers ever further, as international students [faced] visa restrictions during the Trump administration.”²

Five-year trend of student majors (undergrad) or enrollments (graduate) (from OIRA data)

Based on the 2018 Report, Enrollments over the period of Fall 2015 to Fall 2018 declined from 119 in the Fall of 2017 to a low of 90 in the Spring of 2016. Enrollment from those who applied resulted in a decline of matriculated students from 29 in 2018, 24 in 2019, 18 in 2020, 23 in 2021, and 18 in 2022 (Appendix A). Since the previous report, enrollments over the period between Fall 2018 and Fall of 2022 continued to decline from 29 students in the Fall of 2018 to 18 students in Fall of 2022. The overall enrollment 'headcount' in the program dropped from 94 students in 2018 to 65 students in 2022 (Appendix B). The increasing trend of enrollment we saw in the previous M.Arch program assessment, did not continue at an ideal rate and has been on a steady decline. In the previous report, the transition to a new three-year curriculum (approved in 2015) had only been fully deployed since the academic year of 2018-2019. We had just begun to implement a new streamlined approach to admitting students with advanced standing in 2017. At the time of the report, the per-semester enrollment data did not provide comparable data points. Since then, enrollments in each of our full-degree and advanced-standing cohorts starting in 2017 did not meet target enrollments. The aim was to increase matriculated numbers by 5-10 students which we did not achieve. Enrollment of matriculated students dropped from 36 students in Fall of 2019, 24 students in Fall of 2020, 30 students in Fall of 2021, and 25 students in Fall of 2022.

Conclusion to Enrollment

The assessment of the new approach of admitting students with advanced standing has not resulted in larger, matriculated numbers. The decision to admit more students with advanced standing was based on the assumption that more students would matriculate because of the reduced credits needed to fulfill for the degree (a difference of 98 credits versus 76 credits for advanced standing) would be more desired. That number has not increased, it actually has decreased from enrollment at its peak in Fall 2012, when most students were admitted without advanced standing, with 25 students enrolled in ARC 604, versus Fall 2022 with 5 enrolled in ARC 604 and only 13 enrolled in ARC 606 with advanced standing.

¹ Fisher, Thomas. “The Looming Architecture School Enrollment Crisis.” *Architect*, 13 July 2020, https://www.architectmagazine.com/practice/the-looming-architecture-school-enrollment-crisis_o.

² Fisher, Thomas. “The Looming Architecture School Enrollment Crisis.” *Architect*, 13 July 2020, https://www.architectmagazine.com/practice/the-looming-architecture-school-enrollment-crisis_o.

Enrollment of students with advanced standing have not increased as projected but, in fact, declined. Part of the effort to attract more students was to offer advanced standing, where students receive 34 credits towards their graduate degree. Unfortunately, that effort did not result in larger cohorts. The current practice, these last 5 years, has also been to admit students with and without an architecture background into the advanced standing 76 credit program. Prior to Fall 2013, the application process clearly stated that advanced standing was only available for those with a B.S or a Bachelor's of Arts in Architecture undergraduate degree. The students receiving advanced standing do not take "core" studios, ARC 604 or ARC 605, which has had a negative impact on some students' education, as they are not prepared for the advanced studios ARC 607, ARC 608 and Design Thesis. It is especially challenging for those who are admitted with advanced standing who do not have a bachelor's degree in architecture but rather a related degree, such as interior design, landscape, or engineering, and don't have sufficient architecture studio experience. It is also challenging for some international students to receive advanced standing and are waived from technology courses that they probably still need, due to their limited experience in the American context and learning standard building construction in the United States. For some students, we are doing them a disservice by allowing them into the program with advanced standing if the additional classes would provide a more well-rounded degree.

All that said, the 'two-year advanced standing' option is rarely completed in two years anyway. Due to the fact that many of the students will become Teaching Assistants for multiple semesters, and can only take 13 credits during the semesters they are teaching assistants, many students must extend their time and will ultimately fulfill their degree in 2.5 years rather than the original 2 years. From 2018-19 to 2021-22 AY, the majority of "advanced standing" students extended their time in the program from 2 years to 2.5 years, due to becoming Teaching Assistants and being required to reduce credit load from 16 credits per semester to 13 credits in the semesters they taught. While many students appreciated a reduced credit requirement, many have expressed concerns that they did not receive adequate time in the design studio sequence.

Future Projection for Enrollment

For the foreseeable future, students should assume they are in a 3 year program but can submit undergraduate coursework for review, in order to be waived of courses that are equivalent to their undergraduate coursework. We will be eliminating the option for those without an architecture degree to receive advanced standing. The M.Arch application from 2018-2022 reads, "M.Arch applicants who have completed or are about to complete an undergraduate degree in a non-professional program in architecture or environmental studies may apply for advanced standing." With this text, we were admitting students into the advanced standing if they had a "prior degree in, or substantial professional experience, in Architecture or related discipline including, but not limited to, fields such as Architectural Engineering, Building Sciences, Landscape Architecture, Urban Planning, Urban Design). Having such a degree or equivalent professional experience will qualify you for Advanced Standing in the Master of Architecture Program." Although the school of architecture highly encourages those who do not have a bachelors in architecture for their undergraduate degree to apply to the Master of Architecture program, we will no longer be admitting students without at least a bachelor's degree in architecture into the program with advanced standing. The new requirement for consideration into advanced standing now reads: "M.Arch applicants who have completed or are about to complete an undergraduate degree from a four-year baccalaureate degree program in architecture may qualify for waived coursework equivalent to courses in the Syracuse M.Arch program, or students may receive advanced standing, if applicants show strong 2D/3D computer skills, extensive design studio and/or professional experience. Advanced standing is determined after a complete review of the applicant's application and portfolio by the admissions committee."

Students without at least a four-year baccalaureate degree in architecture are not equipped to take an advanced studio and do not have the conceptual rigor one obtains when taking the first year of our 'core' studio sequence as well as the early technology and history courses. Approximately half of the matriculated students who were admitted into the advanced standing program, at the very least, have struggled with advanced digital 2D and 3D software and requested tutors for support, and at the very worst, have struggled, dropped out or failed classes because they are ill-prepared for the more advanced expectations.

All MArch applicants who have completed or are about to complete an undergraduate degree from a four-year baccalaureate degree program in architecture may qualify for waived coursework equivalent to courses in our program. All students considered for advanced standing will be determined with a review of the student's application and portfolio review by the admissions committee. The admissions committee may not waive students of the first year studio sequence or one of the Architecture Research 650 credits, as was previously offered.

In admissions letters, admitted students will be offered the option to submit their materials to potentially waive out of ARC 611, ARC 621, ARC 631 and ARC 681. Students will be required to submit materials (syllabi, coursework, transcripts, etc.) for review by faculty in order to waive additional courses beyond the studios they were admitted into during the admissions process. All admitted students are still eligible to sit for equivalency exams in the areas of Architectural History and Structures. These will still be offered during the orientation week prior to the first week of classes. Students who demonstrate competency on these exams equivalent to our coursework will receive equivalency credits in these subject areas that can be applied to the total number of credits required to graduate. Students entering with advanced standing who demonstrate this equivalent competency will be able to waive specific courses in these subject areas, but will need to substitute elective credits, as they will still be required to complete 76 credits at Syracuse University to meet the degree requirements.

In addition, we also intend to deliver acceptance letters earlier in the year, in the hopes of attaining students we are interested in. The admissions committee will receive applications to review in early-mid January. When faculty complete the application review, the recommendations will be sent to the Chair for earlier acceptance. Admittance letters will be sent in early February. The letters will state whether they have been waived of any courses, are being offered a Teaching Assistant package, and any merit scholarships. Prospective students will have an opportunity to visit Syracuse for an Open House in March, where we plan to hold a series of events to attract prospective students. The chair will also be conducting zoom calls with admitted students to have an opportunity to get to know the students and pitch the school to them. There will also be a 'coffee with the Dean' to give students an opportunity to meet with Dean Michael Speaks and discuss his vision for the Syracuse SOA.

Retention

In the 2018 report, we were maintaining statistically stable retention rates, even while our number of applications declined each year. At the time, the program had made important advances with improvements in the student experience, addressing the only noticeably recurring reason for attrition, including the streamlining and strengthening of recruiting and admissions processes, curricular improvements for advanced standing students and TAs, improved support for participation in international programs, and increased administrative support for student initiatives.

Retention and graduation rates (from OIRA data)

Since the fall of 2018, our attrition rate shows a general trend of decline each academic year, from 94 students in 2018 to 65 students in 2022 (Appendix B). Our matriculation numbers were on a steady incline until 2016, but matriculation

rates have declined each year since 2018. We do still maintain a relatively flat retention rate of approximately 95.5% each year (Appendix B), even with the shrinking student body. With now a five-year data point for graduation rate from our three-year program, within a five-year data overview, the trends we see are that the rate has decreased with our smaller cohorts. We do not have consistent or detailed information on the reasons for student attrition, however, the most common reasons informally reported in 2018 are “student concerns about overly demanding workloads, and/or unclear responsiveness of studio courses, in particular to described and expected learning outcomes”. Although, there isn’t data or survey’s mentioned in the prior report to support these reasons.

Conclusion to Retention

We are on the uptick of student retention and satisfaction, with a recent student survey (and subsequent student forum with the Chair), held on November 10th, 2022, conducted by the Graduate Students of Architecture. The student body was asked if they “enjoyed the Syracuse School of Architecture” and the response was that 48% were satisfied with their experience, 29% were somewhat satisfied and only 11% were dissatisfied (Appendix C). And in general, students feel very respected by professors with approximately 85% of students surveyed believing they are somewhat, most or very well respected by professors. At least once they are in the program, the faculty are doing a remarkable job at responding to student’s needs (Appendix D).

Over the last few years, we have also sought to address issues of work/life balance through an increased focus on a more manageable curriculum track for students with Teaching Assistantships (roughly 1/3 of our program’s students), and initiated a requirement that TAs do not enroll in more than 13 credits while serving as a TA (TAs traditionally enrolled in 16 credits). This has proven to be a successful model, in that far fewer students complain of heavier loads and expectations that come with Teaching Assistantships. Faculty also prefer this model, as the TAs have enough time to dedicate to the work hours for the classes. Second, we increased oversight of the school’s studio culture policy and national standards for maintaining healthy student working environments and balancing work/life expectations.

Unfortunately, with the admission of a significantly higher number of undergraduate students, it has proven to be a challenge to meet the demands of additional UG sections with more TAs; which is an accrued cost that the graduate program needs to accommodate. The burden is also in finding enough qualified students to teach the courses needed because matriculation numbers have significantly decreased. Also, many students wait to take challenging courses, such as building tech, structures, and theory, till their 1-2 semesters, making it very challenging to fulfill those courses with qualified students who took the equivalent graduate course prior to teaching the undergraduate course.

Future Projection for Retention

There are many initiatives underway to attract and retain students. With the new direction of the graduate program to focus on design, research and making, the plan is to offer more opportunities to just the graduate students that will support building their design portfolios, continue to provide internships and teaching assistantships, infuse the program with more outside critics for workshops, support faculty initiatives to create rich curriculum, as well as support student’s research interests.

This year, the graduate program initiated the making of a graduate pavilion that is designed and constructed by and for the graduate students. The current cohort of students are preparing a mock-up of a 10’ high construct that will be on display to welcome the incoming class for the Open House in March 2023. The goal is to have a half-scale version ready for display by the open house and then a final construct built to welcome the entire class in August 2023. Each year, the graduate students will be in charge of making the construct for the incoming class with the support of a faculty advisor. This type of initiative will build camaraderie among students and make them feel they are part of a larger design community that is their own and unique to the

graduate program. This will also set them apart from the undergraduates with a self-initiated design exercise. These types of projects are also beneficial in creating visibility for the school and attracting students to the program. Not to mention, the efforts to build the pavilion are coupled with the use of the new FabLab in Smith Hall, which will be used primarily by graduate students, as their studios will be consistently in that building. The fablab provides technology resources, such as laser cutters, 3d printers and a full woodshop.

The benefits of such initiatives can also be said for the Architecture Design Research Workshops, as they will only be made available to M.Arch and MS students and are meant to inject the programs with critical thinking and new methodologies from outside critics, professionals and internal faculty, which will come from a solicited 'call for proposals'. Design Research Workshops provide insight into emerging and experimental processes and practices, that typically lie on the fringe of architectural production, and offer students tools to develop their own agency within the field. The workshops are a short, intense duration and meant to infuse the program with visiting critics or faculty testing new and innovative techniques. This will also set the graduate program apart from peer institutions as well as internally, with our undergraduate program.

An additional way of retaining students is to support their own interests at the school. In the past, we have offered the Creative Works Grants for all graduate students who submit proposals for the use of research projects. The call for proposals usually rendered just a few proposals from students but the funding was also limited to only a maximum of \$1500, which is challenging to use if trying to take advantage of resources for travel, experimenting with new materials and equipment, etc. So, this year we increased the awards to be a maximum of \$3000. We saw this also as a necessity to compete with "SOURCE" funding that is available only to undergraduate students. The Graduate program will also initiate a bi-annual CW Grant Call for Proposals so students can apply for funding to be used in summer or early fall semester. This will enable MS students as well M.Arch students in Directed Research studios to take advantage of funds early enough to be used for their final capstone projects.

The supplemental funds encourage students to enhance design research ambitions through making, take more risks, collaborate with others, and/or use funds for necessary travel, all of which should enrich the research experience for the grad students. This cycle, we received much higher numbers of proposals than in previous years, with eight proposals for the thesis projects with more in-depth research, use of new technologies, material for installations and research, as well as for travel to visit relevant institutions and sites for their thesis.

This year we received seven applications and awarded five of the students either full or partial funding, for a total of \$7200 awarded. This is an exciting opportunity for those five students who will be using their funds to travel to the Schomburg Center for Research in Black Culture in Harlem, research new casting methods with inventive materials, study AR/VR technology, and use funding to produce a film / documentary for their thesis. These are opportunities we need to capitalize on when trying to show students our support for their design/research interests. Because the more we support them, the better the chance they leave the institution satisfied and excited for what lies ahead.

Other concerns / efforts made for Attrition / Retention

Since the 2018 report, we have maintained a statistically stable retention rate but have not increased our number of applicants. The matriculation of students for the graduate program is inflated by the number of students admitted into the Master of Science program. In the past few years, the graduate program has "dual-admitted," to both the M.Arch and MS program.

Conclusion for Attrition & Retention

At the time of the 2018 report, we did not have consistent or detailed information on the reasons for student attrition, however, the most common reasons informally reported were student concerns about overly demanding workloads, and/or unclear responsiveness of studio courses in particular to described and expected learning outcomes. We sought to address these through an increased focus on work/life balance among students in two particular aspects. The previous graduate chair aimed to increase oversight of the school's studio culture policy and national standards for maintaining healthy student working environments and balancing work/life expectations. This was not always achieved to the best of the graduate program's ability and the student workload and expectations suffered in some instances where courses' expectations and deadlines clashed. More specifically, with the ARC 607 studio coinciding with the 'thesis prep' class - Architecture Research 650.5 that ran concurrently in the Fall of a graduate student's final year. The students have continually struggled with the high expectations of two demanding courses running concurrently.

As an assessment of the last four years, one direct way to achieve more balance is for the ARC 607 studio to switch to the Spring semester. For the last four years, the ARC 607 integrated studio, which is the most demanding studio in the M.Arch program, coincided with the thesis prep equivalent, ARC 650.5, a 1 credit course that prepared students for their design thesis semester in the spring. This overlap was unproductive and unnecessary for many semesters with professors asking on numerous occasions to switch the studio to Spring semester. The chair did not make this a priority, and the result was a poor work/life balance for third-year students. The conclusion is to move ARC 607 to the spring where it can align better with the Undergraduate equivalent studio, ARC 409. The studios will be able to share resources, lectures, and professional workshops that are supported by the Dean.

Future Projection of Attrition & Retention

As we continue to evolve the profile for the program and improve our market identity to attract high quality students and faculty, one of the primary goals is to obtain support at the intersection of architectural design and research, including facilities and equipment, program offerings, curricular integration, as well as assistantship and fellowship offerings.

As a result of the necessities outlined in the 2018 report, the school has successfully hired an Associate Dean of Research to better support faculty in research endeavors, secure funding from outside resources, and find opportunities to create curricular integration and assistantships for students.

The Associate Dean of Research and the current Graduate Chair are currently working together with design faculty to develop new relationships with industry sponsorship and local community groups. Upon hearing that some faculty wanted to develop a small course to supplement the ARC 607 studio, as Chair, I developed a plan with them to collaborate with the industry sponsor, and use the 1 credit ARC 605 Architecture Research Course as a Workshop to do a short, intense brainstorming session with the industry sponsor and local community organizations. The workshop is seen as an opportunity to secure seed funding for future, longer-duration projects for the faculty. The workshop initiated the Associate Dean of Research (ADR) to secure additional funding and materials for future courses beyond the workshop. This could bring great benefits to the SOA and the Grad program if the faculty can maintain a long-lasting relationship with industry sponsors, spearheaded by the workshops.

The development of externally funded research streams, private sponsorships, and professional collaborations has the capacity to bring intellectual and financial benefits to the program that will also have a visible impact on the program's competitiveness. Funding will also help us maintain financial targets for tuition-based income

while still offering competitive admissions and continuing award packages. Internal realignments of the program's operating budget are being studied to provide more support for initiatives in this area.

With the success of the Teaching Assistant positions to promote student development; by the same token, we need to aim to promote the highest quality students who can more than adequately fulfill the necessary duties and 10 hours of work per week. With that in mind, the best practices should be to implement a two part strategy for awarding Teaching Assistant positions. One, prior to students selecting their preferred choice of courses to TA for, we will implement an information session each semester where students gain insight into professors' expectations for the teaching assistants and their roles in that particular class. Second, the graduate office will ask that professors either offer a list of expectations or prerequisite courses required, prior to teaching their course, or will be given the option to interview students for their courses. Students will be more informed of what is expected of them and will hopefully not see the role as one that we are obligated to give them but rather a role they have earned.

Graduation

Retention and graduation rates (from OIRA data)

Since the fall of 2018, our attrition rate (Appendix E) shows a declining trend since 2018, with a low of 3.8% (loss of 1 student) in 2018 to 9% and 7% in 2019 and 2020, respectively, and then significantly increasing to 21% and 24% in 2021 and 2022, respectively. This higher rate of attrition might be attributed to COVID and the decline in overall enrollment in graduate programs.

In the Fall 2018 report, there were only two data points for graduation rates from the three-year program within a five-year data overview, and we are unable to comment meaningfully on trends. The Syracuse M.Arch program still lies near the top half of all domestic M.Arch programs in terms of overall number of credits required for graduation. It was clear to the previous chair that we were still losing quality students to programs that have significantly fewer credits required for the completion of their degree. The aim was to study and adjust the overall number of credits required for the program, without sacrificing the intellectual strengths and fiscal goals; all of which was a priority moving forward.

As a result of the goals to reduce the program, the faculty voted in favor to reduce our program credits from the overall credits of 110 to 92. In the past, we typically offered 98 credits and 76 credits. If the curriculum is approved, our overall credits will be reduced to 92 credits for graduation.

Migration Trends

The interpretation of the metrics regarding Migration Trends is promising, in such that the grades of CFW (student attaining a C, F, or withdrawal), are relatively low. Of the Attempted Credit Hours, the completion rate of those courses is 98.2% (Appendix F). We see this as a positive trend in that students who start the program are completing the courses and rarely dropping a course or failing any of the courses.

In regards to Student Credit Hours, we have seen a significant drop in the Total Attempted Credit Hours since the 2017-2018 AY. In 2017-18 AY, the total attempted credit hours taken were 3,183 with a substantial drop to 1,977 in the 2021-22 AY (Appendix E). This is significant and attributed to the change to increase the number of students enrolled in the advanced standing track of the program. As a result of the advanced standing, the students take 76 credits instead of 98 credits. This reduces the overall total attempted credits by the recent cohorts since 2018. But students are taking most of their courses in the School of Architecture, so the Unearned Credit Hours, those taught by faculty outside the SOA, is relatively low. Most unearned credits are a result of students taking a few Open Elective courses in other departments.

Future Projection of Migration Trends / Concerns

We are pleased with the trend that those students who are completing the program are able to complete the courses in a timely manner. On the other hand, we are addressing the concerns of attrition rates by being more selective in which students are admitted and with the number of credits waived. By reducing the number of students who are admitted with advanced standing, the attrition rate may decline if we are more selective in the admissions process and admit only high quality students. When we reduce the number of students admitted into the program with advanced standing, this may decrease the attrition rate, with more students staying longer and taking courses more appropriate for their level of expertise and knowledge. In the future, we will likely see a greater total of attempted credit hours once more students are in the program for 3 years, rather than the current 2-2.5 years. Although, with the reduction of required credits needed for graduation, that number will not increase to what it was in 2018.

Modality

The overall quality of the program's modality has not changed. The program is all in-person and we do not offer courses online.

Class size

MArch-dedicated courses range from 14 to 28 students. Studio courses maintain a student:faculty ratio of no more than 15:1, while other required courses may see ratios of up to 28:1.

Method of Disclosure

The information of the program is made available through an internet website and is made reasonably accessible. You can find our "Disclosure of Professional Licensure or Certification Information for Each Educational Program Covered By U.S. Department of Education Regulations" URL is located here: <https://Soa.Syr.Edu/School/Accreditation/>

The School of Architecture has determined that the Graduate Program's curriculum meets the state educational requirements for licensure or certification that is required for employment as a licensed architect.

Quality

Student learning outcomes assessment results (from assessment data)

The learning outcomes assessment process has resulted in a revised curriculum map, a focused assessment of two learning outcomes from the 26 "Student Performance Criteria" currently stipulated by our national accrediting body, and the development of a detailed set of outcomes for the area of Architectural Research, an area selected by the faculty and Program Chairs for its relevance to a number of current initiatives in the School of Architecture and the Graduate Program.

Syracuse University's assessment process, in requiring three touchpoints in the curriculum for each learning outcome, results in a more nuanced and in-depth assessment than our national accrediting body, which requires that we demonstrate only where students reach the full realization of our outcomes. This has required a more careful study of the curriculum maps first developed for our assessment process, and a study of how the faculty's and program's target learning outcomes map to the 26 Student Performance Criteria.

Results collected from our first cycle of assessment indicate that the program is successfully delivering the “Design Thinking Skills” and “Building Energy Performance” learning outcomes, and we are poised to collect assessment data this academic year for our newly developed “Architectural Research” learning outcomes. See (Appendix H) for a summary of the assessment results described above.

Post-graduate outcomes (employment, graduate school; from departmental/school/college data)

In the prior report, we did not have consistent data collection in this area for graduate students to match the depth and quality we have for the undergraduate professional program. Informal reporting and personal contacts can confirm, through self-reported data, that of the 34 graduates of 2022, 83% (29 students) of the graduating class are employed (Appendix I).

It is also worth noting, that considered together with the BArch program, the MArch program was ranked the number one School Most Hired from by Firms for schools in its size category (graduating 100+ students per year) by Design Intelligence, the last year they completed rankings, which annually ranks design programs across many disciplines (Appendix J).

Certification or licensing exam pass rates (if applicable; from departmental/school/college data)

Our profession’s licensing exam, the Architectural Registration Exam (ARE) is divided into sections that can be taken individually. In 2017, a new ARE was introduced (ARE 5.0) with new section divisions. Over the last four years, Syracuse University alumni show very successful pass rates for the ARE 4.0, as demonstrated by comparison to the national averages, although in 2021, the pass rate dropped to below national average in 4 of the 6 categories (Appendix K). It should be noted, however, that ARE pass rates are reported by school, not by program. Across all seven sections of the exam across four years, our MArch alumni pass rates exceed the national average in all but six instances. Syracuse MArch alumni achieve overall pass rates averaging between 43% and 60% across these four years, which in all cases exceed the national overall averages. For the ARE 5.0, Syracuse MArch alumni performed below the national averages for all but one of the five new sections of the exam. However, the average pass rate across all five sections for Syracuse MArch alumni is 51%.

External Comparisons (rankings, aspirational peers)

One notable ranking system exists for US Schools of Architecture, the *Design Intelligence* Rankings. In 2018, the Syracuse MArch program was ranked 13th for “Most Admired Program” among all MArch programs in the US (Appendix L); and appeared in the top 10 rankings of four of twelve “Focus Areas” (Communication and Presentation Skills, Construction Materials and Methods, Design Technologies, and Transdisciplinary Collaboration across Architecture Engineering and Construction). Since the 2018 report, *Design Intelligence* has only reported rankings for 2018-2019 and 2019-20, in which we slipped in rankings from 13th to 16th place, respectively, for graduate programs. Of the 15 schools of architecture which are now ranked higher than Syracuse Architecture, six are heavily endowed and highly respected Ivy League programs.

Although we remain competitive and continue to be ranked in the Top 10 of five (5) of the twelve (12) “Focus Areas” in the Design Intelligence Rankings (1. Communications and presentation skills, 2. Interdisciplinary studies, 3. Practice management, 4. Transdisciplinary collaboration, and 5. design technologies), there is still room for improvement. Since slipping in the rankings from 13th to 16th in 2019-20, the graduate program is still evidently competing with programs of similar professional degree offerings at the graduate level (Appendix M).

Conclusion of Quality

In order to compete with these high-quality schools, our aim is to reestablish the Syracuse grad program and build upon our strengths. According to the *Chronicle of Higher Education*, online promotional efforts by graduate programs across the United States are becoming the new norm, with increased virtual events and personalized outreach by faculty and staff.³ This year, we established a stronger digital online presence with the introduction of an exclusively Graduate Instagram account. We are utilizing this as a marketing tool to show prospective students what the school has to offer that is unique to the graduate program.

For example, this is the final year of thesis being taught at Syracuse, there was strong support by the students to have more autonomy in their decisions of which faculty to work with and to be able to develop individual design thesis with specific AGs. So, this year we gave them the opportunity to ballot for the AG groups that were previously available only to the B.Arch students. This option will more closely align with efforts in the B.Arch to provide a set of options for students that are similar in a range of scope to the Directed Research we will be rolling out in Spring 2024.

The 650 Research (1 credit) Courses will be converted into “Design Research Workshops” to offer the graduate students unique and exciting experiences from invited outside critics to provide insight into emerging and experimental processes and practices, that typically lie on the fringe of architectural production, and offer students tools to develop their own agency in the field. The workshops are a short, intense duration and meant to infuse the program with visiting critics or faculty testing new and innovative techniques. There will be five workshops available each year, some of which will be conducted by outside critics and some by internal SU faculty. The areas of research interests will range from technology and fabrication to systems and environmental thinking, as well as industry sponsored projects.

Future Projection of Quality

As for “Design and learning technologies and support,” the program obtained significant internal investment and improvements to one of the studios, with new learning environments and technologies, with acquisition of interactive digital presentation tools, virtual and augmented reality design hardware and software, high-resolution 3d scanning hardware, wireless digital collaboration systems, and a telepresence robot. We were able to maintain recognition from Design Intelligence Rankings in 2019-20 for those efforts. But we are hoping to expand more of our technology to focus on digital fabrication.

We have expanded our fabrication and workshop space to provide more opportunities for ‘making’ – whether that be in the form of using traditional materials in inventive ways, or coupling the latest computational inputs with digitally fabricated projects. For example, we are planning the Design Research Workshop, for 650.4, with Axel Kilian, a former professor at MIT who’s research is in architectural robotics-embodied computation. The Graduate Chair is also spending time with select graduate students in the M.Arch and MS program to increase visibility and focus on digital fabrication with the design and construction of a small pavilion that will be constructed prior to the Grad Open House in March 2023. This will be a fantastic opportunity for students to see what they could work on in the future.

Another way we are expanding on new learning environments is through Directed Research, the culminating course in the M.Arch program. The course involves students in collaborative research endeavors led by faculty

³ Zahneis, Megan. “A Bright Spot for Enrollment Is Showing Signs of Strain.” *The Chronicle of Higher Education*, The Chronicle of Higher Education, 24 June 2022, https://www.chronicle.com/article/a-bright-spot-for-enrollment-is-showing-signs-of-strain?emailConfirmed=true&supportSignUp=true&supportForgotPassword=true&email=jmlarsen%40syr.edu&success=true&code=success&bc_nonce=0eg7de6x2sx5i78ubly04&cid=gen_sign_in.

members in their areas of expertise. These courses are integrated into the core design curriculum to support innovative teaching methods and design practices.

The aim of the Directed Research courses is to culminate with maximum quality, intensity, flexibility, and diversity, the aspirations of the M.Arch curricula (including design, design research, technical knowledge, critical/creative thinking, political and cultural awareness, and collaborative learning) in ways that prepare students for careers in the evolving and increasingly specialized collaborative and multi-faceted field of architecture. Many of the course offerings for Spring 2024, will be dedicated to advanced technology and material study, AR/VR, fabrication, and computation. There will also be an offering for a design/build initiative led by two faculty, Tenure Track faculty member David Shanks and APT Hannibal Newsome.

Demand

Five-year trend of applications to program (from OIRA data)

Applications were rising till Fall of 2017, but since Fall of 2018, we have seen a decrease each year in applications. However, we did seek to target applicants from abroad and increasingly diverse demographic and geographic profiles, which has resulted in a diverse cohort each year. Students coming into the Graduate program have ranged from Nigeria, China, South Korea, Indonesia, Ghana, Lithuania, Bangladesh, Jordan, India, Jamaica, Saudi Arabia, Pakistan, Peru, Turkey, Hong Kong, Taiwan, Ecuador, Netherlands, Canada, and the US. Due to the decreasing numbers of applicants, we are not able to be as selective as we would like to be and intend to try alternative ways of recruitment, as we are not satisfied with the trending decrease in the applicant pool. We have not been able to surpass 300 applicants, as predicted, due to the lower numbers of students applying to the graduate program. For the Spring 2023 application pool, we reached a total of 180 students for both the M.Arch program and the Master of Science program, with 139 students applying strictly to the M.Arch program. This may be in response to COVID but according to the Chronicle of Higher Education in 2021, “graduate enrollment increased at many less-selective baccalaureate colleges and master’s institutions”⁴ during the pandemic by as much as “10% in fall 2020, from a year earlier.” So, with the anomaly of the pandemic altering the graduate program landscape, we may need 1-2 years to see if the numbers revert back to where they once were a few years ago. But, as a point of reference, the applications for the Syracuse School of Architecture undergraduate program also increased and did not seem to be affected by COVID.

Five-year trend of student enrollments (graduate) (from OIRA data)

Enrollments in the M.Arch program, over the period between Fall 2018 and Fall of 2021, have fallen substantially, with a high of 94 in the Fall of 2018 to a low of 65 in the Fall of 2021 (Appendix B). As we transitioned away from the three-year curriculum (approved in 2015), the academic year (18-19) was fully deployed across all three years to all current students, along with admitting students with advanced standing in 2017, the per-semester enrollment data now provides comparable data points. Enrollments in each of our full-degree and advanced-standing cohorts starting in 2017 were tracked internally, with target enrollments at 35 students each Fall, but the enrollment has decreased from 26 students admitted in Fall 2018 to 22 students in Fall of 2022 (Appendix F). Ideally, we were aiming to increase our matriculated numbers by 5-10 students, but have not been able to do so and reach a target enrollment of 28. The assumption and reality is that some students are still facing challenges to receive visas and this may be contributing to some students not matriculating as we expected.

⁴ Zahneis, Megan. “A Bright Spot for Enrollment Is Showing Signs of Strain.” *The Chronicle of Higher Education*, The Chronicle of Higher Education, 24 June 2022, https://www.chronicle.com/article/a-bright-spot-for-enrollment-is-showing-signs-of-strain?emailConfirmed=true&supportSignUp=true&supportForgotPassword=true&email=jmlarsen%40syr.edu&success=true&code=success&bc_nonce=0eg7de6x2sx5i78ubly04&cid=gen_sign_in.

Summary - Cost Effectiveness

We understand that a primary function of our reporting on cost-effectiveness of the first program review cycle for the M.Arch program was to establish a baseline for future reviews, from which longitudinal comparisons of program performance might be derived. And as a vast number of our expenses are shared with our other degree programs, including space, personnel, and infrastructure, it is difficult, if not impossible, to calculate a degree-specific balance of costs and expenditures. With this second program review cycle, we realize this is still a challenge. As many of our expenses are a direct result of the increase in undergraduate enrollment. With the much higher-class size admitted this Fall 22 AY (201 admitted undergraduates), there was considerably higher need for additional TAs to cover the additional 50+ students. That additional cost was absorbed by the graduate program budget.

Conclusion

Along with Linda Barbuto, Dean Michael Speaks adjusted the expectation of the M.Arch target enrollment of 28 to 26. We anticipate numbers will increase due to decreases in COVID related issues with travel and visas. We will be making some adjustments to admissions that may yield better results, which is to admit less students into the advanced standing option and more into the three-year program, essentially eliminating the 'two-tier' program. As mentioned, enrollment of students with advanced standing did not increase as projected but, in fact, declined. On top of which, students receiving advanced standing do not take the first year of "core" studios, which results in a reduction of 13 credits that are objectively hindering the overall growth of some students in the program. Yet, the 'two-year' advanced standing option is rarely completed in two years, due to students choosing to be Teaching Assistants (TAs) for multiple semesters, and can only take 13 credits during the semesters they are TAs. If the admissions process is more stringent, likely more students will be admitted into the 3-year program with some waived credits versus being accepted into the 'advanced standing' where students can bypass an entire year of study.

In the last 5 years, students coming from a four-year undergraduate degree in a related field to architecture could potentially receive advanced standing. This included those applicants with a degree in engineering, landscape, environmental studies, interior design, etc. This was too liberal of an approach to admitting students. In the past (2012), only those students coming from a four or five-year baccalaureate degree program could be considered for advanced standing. Essentially, we are reversing course and bringing back the more stringent admissions process. Beginning in Fall 2023, M.Arch applicants who have completed or are about to complete an undergraduate degree from a four-year baccalaureate degree program in architecture may qualify for waived coursework equivalent to courses in the SU M.Arch program, or may receive advanced standing, if applicants show strong 2D/3D computer skills, extensive design studio and/or professional experience. Advanced standing will be determined by the faculty after a complete review of the applicant's submission and portfolio by the admissions committee.

Overall, the program has potential to set itself apart from other graduate programs and be more competitive with peer institutions. Many graduate students are interested in building strong portfolios but also framing their work around the relevant and current discourse on fabrication, material research, computation, among other topics. With our extensive and diverse group of faculty and a strong emphasis on design as it relates to digital fabrication, construction, advanced technology, AR/VR, and material research in the current 'Directed Research' areas, the program could attract students with interests to bridge design with making and technology. Students expect to be competitive in the marketplace and the graduate program needs to be cognizant of those needs and how to reinforce what students are looking for in a graduate program. The Syracuse Graduate Program has the potential to provide the necessary tools students need to have a strong foundation. We will continue to instill confidence that our graduates will be ready for the workforce upon graduation.

Previous Program Review Considerations / Findings / Recommendations

The previous program review findings were the first program assessment report. These are excerpts from that report.

University Strategic Plan:

In the prior program report, conducted in 2018, we identified areas of the MArch program that significantly contributed to the University Strategic Plan. I am stating the assessment of the last 4 years and if we achieved our goals, along with a response to the assessment.

Formulate marketing strategies to showcase the value of professional programs

The MArch program has had many long-standing traditions for student support, from scholarship and research internship programs, to our very robust TA program (of over 35 students each semester) and our advanced standing track for students who have prior academic or professional experience in architecture and directly admit students into the advanced standing track. The previous chair saw this having a “measurable impact on the quality of our applicants and student body already within the two first years of its implementation.”

***Response:** It is not clear how the quality of the applicants improved as a result of admitting more into the advanced standing program. In my view, what the chair believed to be a strength in the program, seems to actually be a deficit. This year alone, there have already been three students who are failing more than one class, as a result of taking classes as ‘advanced standing’ students. These three in particular are struggling with the demands and expectations of the second-year courses. They would have been better served taking the first-year courses and ‘easing into’ the program. We are doing the students a disservice to prematurely ‘advance’ them into the second year, in the hopes of maintaining high enough numbers of students in the program. Another result of unqualified students being admitted into the program with advanced standing is that they are ill-equipped to develop their projects digitally. Many students have requested tutors or digital tutorials to support them with digital skills. Upon reviewing their portfolios, they should not have been given advanced standing, and subsequently had the ARC 681 Media course waived, due to their lack of digital knowledge from prior courses in their Undergraduate institution.*

Associate Dean for Enrollment Management

The creation of the Associate Dean for Enrollment Management position to oversee both graduate and undergraduate degrees “has had a markedly positive impact in this area [of quality applicants], and offers a clear opportunity for continued improvement.”

***Response:** It is not clear how the Dean of Enrollment Management was utilized and how that position had a ‘markedly positive impact’ on the program, when we have seen declining applications for the Graduate program, as opposed to the Undergraduate program that has seen high numbers of increased applicants. For a new direction, the chair and the Dean of Enrollment are working together each week to strategize how best to develop more robust marketing initiatives, promote the school and faculty and obtain more quality candidates for the program. In the future, the larger goals will be to work with the Associate Dean of Research to develop potential opportunities for faculty to promote their work and give public lectures in locations that we deem advantageous to promote the SOA. The best way to advertise the school is to show students what the faculty do and the exciting projects they are working on. We would like to couple lectures with info sessions with prospective students at schools, both domestic and international.*

The Chair has reached out to many universities domestically to target select schools for prospective student interest. We would like to establish more feeder schools to the program, across the United States. The Dean would also like to promote the Graduate program in South Korea, India, the Middle East (Iran, Iraq, Jordan, Saudi Arabia, etc.). He has already signed five (5) MOUs with Universities in South Korea to do exchanges and to recruit for our graduate program. Our Dean of Enrollment will also be traveling to India to promote the Graduate program to Universities and prospective students. Another avenue would be South America and finding feeder schools there as well.

Laboratories / Design Initiatives

We have other strengths that benefit the M.Arch program, from faculty research work and laboratory initiatives to new design technologies and teaching support initiatives. The prior program assessment stated, “The improved articulation of the values each of these bring to the degree has and will continue to provide more specific details that our marketing efforts can amplify.”

Response: *Currently, we do not take advantage of promoting the faculty and what they are working on, especially in regards to marketing and recruitment. This semester, we created a series of initiatives to support both faculty and the program. First, we have a few information sessions to promote the M. Arch program. We also will be supporting faculty research with a 2-hour online session for faculty to present their research and design projects. This is a great way for faculty to show prospective students what our program consists of, who they might be able to work with in the future, and what kinds of projects we will be offering to students through Directed Research.*

Improve (DEI) Initiatives

As our student body continues to diversify, the aim over the last few years has been to improve approaches and methods that address social, cultural, and lingual differences. The chair aimed to “improve onboarding support in the area of improved English-language competency for both incoming and continuing students as well as for our teaching assistants”.

Response: *A growing and increasingly diverse student body requires greater expertise on the part of faculty to support, in particular, social and cultural differences, and we will seek ways of building this support at the level of the school. The graduate program will strive to increase diversity among the students and faculty, as well as outside critics brought in for workshops, reviews, and lectures. It is also important to note that not only should we support cultural differences but we also need to support students in their education. We are trying to address this with tutors, group tutorials in digital software, in-person forums with students, meeting with the Graduate Students in Architecture (GSA) once a month, and providing additional financial support for students to develop individual interests or those related to curricular needs.*

Each year the Graduate Program has allocated funds to support student research, creative work, thesis research, and/or travel. All graduate students in architecture are invited to submit proposals for the use of these funds. But this year we increased the potential amount the students can receive to \$3000 and are highly encouraged to submit a proposal that demonstrates an ability to conduct and conclude an exciting and relevant investigation and supports a critical framework of their academic coursework.

Teaching Assistants

The last few years, the Chair developed a “longer but fewer-credit-per-term degree track” for those students fulfilling their teaching roles as Teaching Assistants and having adequate time for their own courses and studies. The students who are Teaching Assistants are required to take only 13 credits, thus reducing the load for those semesters. But the result is an extended time at Syracuse, with an additional semester of courses. This might be better for the short term, but the result is students end up needing an additional semester to fulfill the Teaching Assistant positions, which results in those students graduating in five semesters, rather than four. The students commonly ‘walk’ in graduation in May and then do not complete their actual degree until the following winter after they complete all the necessary courses for the degree. The conclusion to this issue, among others, is to simply extend the time officially back to a three-year program, give all students the necessary time to be a Teaching Assistant and require they take more studios during those 3 years to improve their design skills and complete the program with a stronger portfolio.

Strengthen support services for international students

In collaboration with the English Language Institute in 2018, we spearheaded the initiation of a longer and more architecture-curriculum-specific summer program this past summer. The program still appears to be met with great success based on informal observation of the program’s graduates. We continue to work closely with the Graduate School to improve the enforcement of English-Language requirements for International TAs. This has included improved communication to ensure the availability of course sections that do not conflict with our students’ required coursework, and the improved advice of and follow-through for student enrollment in the English-language course requirements. This has helped with communication between TAs and students but also helped the graduate students in developing communication skills for their own work as well.

Fortify global learning experiences for graduate students

The MArch program had a required summer of study, with one of the two options being our Three Cities: Asia program. This was attended by about 50% of our students, and serves as a culturally and professionally rich core component of their study.

***Response:** But due to the high costs and expectations of incoming students, especially those that are international, the faculty voted to make the study abroad studio an option, rather than required. This may lead to a reduction in attendance which may result in opening the Three Cities: Asia Program the NYC program to Undergraduates as well. The summer of 2023 will be the first time we are offering the program to students as an option, so we will know this year whether the vote to make the program optional reduces the number of students interested or not. This change may require more effort to advertise and promote the program. The other option we developed is to have a summer studio offered in Syracuse, for those students who don’t have the financial ability to study abroad. Currently, the cost for Three Cities: Asia is a total of: \$20,0000. If there are more students opting for a local summer studio, there may be an offering in the summer to do a Design/Build project with professors in Syracuse.*

Graduate student demand for the Florence and London programs was significant, exceeding available capacity, so we have not addressed the demand due to the COVID travel restrictions. So, we will have to address the demand going forward.

Strengthen campus spaces to foster collaboration and innovation

The sponsored Einhorn 21st Century Studio that was built in 2014, encourages innovative learning environments and aims to promote collaboration and innovation in the classroom. As the current chair, I am unaware of how the technology and equipment is deployed in “other MArch studios” or how it has “inform[ed] studio renovations at the undergraduate level” but it has been a challenge these last three years due to either being online, over zoom, or having

to maintain social distancing, so the technology was used but in limited capacities with mainly the ARC 606 studio under the guidance of Brian Lonsway and Amber Bartosh.

Response: *There are many ways we are trying to foster new collaborations and focusing on innovation in the classroom. Namely, the 650.1 – 650.5 Design Research Workshops are becoming a fantastic opportunity to collaborate across campus and within the Syracuse region, while also extending beyond the walls of Slocum and collaborating with other universities and industry sponsors. These 1-Credit workshops are an opportunity for students to gain exposure to guest professionals and critics who are invited to conduct an intense, short (1-2 week) workshop in Syracuse. The workshops provide a view into innovative research methodologies and how they provide leverage into emerging processes and practices that typically lie outside traditional architectural production. This is a fantastic opportunity to see how design research bridges practice and to create productive partnerships that expand one’s knowledge of the field of architecture. The aim of the workshops is to create autonomous interactions with the invited guest critics with the hope that work conducted in the workshop resonates into individual research projects.*

We currently have five Research Credits to fulfill and plan to fill at least 2-3 of those credits with outside professionals and professors at other . While seeking out innovative and relevant professionals outside of Slocum Hall, we also acknowledge that much of the innovative thinking and creative approaches to teaching come from our own faculty. Starting in the Spring of 2023, we will be putting out a Call for Proposals to Syracuse faculty that want to use the workshop to develop emergent design approaches, are interested in a short-term collaboration with other institutions, organizations, faculty, industry sponsors, etc. This will give students an opportunity to test ideas with faculty they may potentially have for future classes, especially as we move to Directed Research.

Reward and value creativity and risk-taking at all levels of the institution

We continue to allocate funds in the graduate program budget to support creative, interdisciplinary teaching in both our MArch and MS degree programs.

Response: *The graduate program supports innovative workshops and professional collaborations between our faculty and visiting professionals in our MS program, namely for the ARC 770.1 and 770.2 Research Seminars where outside professionals are invited to conduct a series of workshops. These have been very successful and garnered many professional opportunities for the MS students, with professionals from SmithGroup Coastal Engineering, Autodesk Build Space, Perkins & Will Architects, STOSS Landscape, Planet.com, Cocoa Beach Florida Stormwater Management, and the National Concrete Masonry Association. We have developed similar initiatives and channels of support for our MArch program for the ARC 607 integrated studio, where faculty are encouraged to use a sizable fund for workshops in order to bring in outside professionals and engineers as ‘consultants’. This has elevated the work considerably, as the students are able to bring more depth to the projects through consultations with structural, MEP, and facade engineers as well as landscape architects. This was also successful in students being offered to apply for positions at the firms, one most notably from FRONT, a façade design consultancy firm. We will continue to work collectively to identify the best opportunities for this initiative.*

Analysis of Strengths and Areas for Improvement (please describe at least one of each)

Since the 2018 Report, the program is performing fairly. In terms of recruiting, admissions, and retention efforts need significant improvement and more time dedicated to than the previous four years. The quality of students have improved but matriculation rates have declined. The MArch program is still ranked in the top 20 in the country, but we

have room for improvement in our ranking. Together with our BArch program, the program has ranked number one among schools of our size from which architecture firms most hire, which is a significant achievement that we hope to maintain.

As we continue to improve our competitiveness among MArch programs, build stronger student cohorts, and invest in the internal strengths of the program, there are two interrelated areas of important improvement that the prior chair aimed to address in the 2018 Program Report:

The Syracuse MArch program has been near the top of all domestic MArch programs in terms of overall number of credits required for graduation. It was believed that we were losing quality students to programs that have significantly fewer credits required for the completion of their degree. The faculty studied and adjusted and voted on the overall number of credits required for the program, in order to be more competitive. This has brought our overall required credits down from 110 to 92. It is not yet determined if this reduction will increase our number of quality student applicants or not, since this vote took place in Spring 2022. We will know better in Spring 2023 as to whether or not this reduction will result in higher applicant numbers.

***Response:** As the current Chair, I want to also acknowledge that it wasn't clear at the time of our vote that reducing the overall number of credits was the main factor or possibly one of many factors as to why we were not attracting students. There could be other factors, such as lack of funding for students, offering a clear enough identity to the program, offering competitive courses and areas of interest that appeal to a larger audience, or lack of exposure to what the students and faculty are accomplishing in the program.*

As we have continued to evolve the profile for the program and improve our market identity to attract students and faculty aligned with this profile, we would still benefit from identifying sources of funding to strengthen these commitments. Primary among these is support at the intersection of architectural design and research, including facilities and equipment, program offerings, curricular integration, and assistantship and fellowship offerings. The development of externally funded research streams, private sponsorships, and professional collaborations has the capacity to bring intellectual and financial benefits to the program that will also have a visible impact on the program's competitiveness. (Funding will also help us maintain financial targets for tuition-based income while still offering competitive admissions and continuing award packages.)

***Response:** As the current Chair, I am supportive of these initiatives and believe we can still improve in the areas of funded research streams, private sponsorship, studio sponsorship, and professional collaborations. It is the ambition to use the Architecture Research credits as workshops in order to promote these research initiatives. They have the potential to be seed funding for future collaborations, sponsored studios, exhibitions, installations, and project based research for faculty and students. Industry sponsorship is already taking hold with one of the first Architecture Research Workshops that has now secured an industry sponsor and will be collaborating with faculty in future sponsored studios, beyond the workshop with the students.*

Conclusion

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any other items that the program wishes to provide. Conclusions should be based on evidence.

Strengths / Distinctive Areas of Excellence

The Master of Architecture program is a hallmark of the School of Architecture's offerings, and is proud to be among the most highly ranked and respected degree programs at the university. Successfully accredited by our professional accrediting organization for the longest accreditation period, the program has demonstrated excellence in our curriculum delivery, and our external rankings, alumni job placement rates, and licensure exam passing rates are a testament to the program's successful outcomes.

With the new direction of the graduate program to focus on design, research, and making, the plan is to offer more opportunities to the graduate students that encourage them to test the boundaries of what architecture can offer and provide agency to the students that offers an experience that is both an exciting and fulfilling endeavor. With the recent contributions by the faculty for Directed Research, there is a clear directive by faculty to do more advanced work in the graduate program that builds upon the strengths of their research interests. The aim is to strive to focus on research areas that center around faculty interests - from digital fabrication to material research, installations, to experimental and speculative work, in the final year as well as throughout the three years of the program.

The program will aim to enhance the breadth and depth in the student's experiences and support enriched core curricula, but also support student's research interests with more attention to research grants, research internships, as well as infuse the program with more outside critics with the Architecture Design Research workshops. We will continue to provide teaching assistantships to select students that can excel in the program, which provide a great learning experience for students during their graduate studies. Design Research Workshops will now provide insight into emerging and experimental processes and practices that typically lie on the fringe of architectural production; offering students tools to develop their own agency within the field. The workshops will be short, intense exercises that are meant to infuse the program with visiting critics or internal faculty that want to test new and innovative techniques.

With the new Graduate Studio and Fablab in Smith Hall dedicated primarily to the graduate students, with direct access during studio hours, we anticipate this putting an emphasis on making and fabrication. There is already an effort to focus on this with the design and fabrication of a new graduate pavilion.

Teaching Assistant stipends form a significant expenditure, yet are still among our most strategic student-directed expenses due to their necessity both to attract and retain top students and support our undergraduate degree program. The program operating budget is aligned with the current program initiatives, and we are still making good use of the graduate tuition differential (GTD) and Creative Works award funds to support student excellence but we could improve this to be more competitive with Undergraduate SOURCE Funding available. Our endowment remains low by comparison to competing institutions, and could serve as a source of support for increased student fellowships, a category of student support the program has not been traditionally able to fund. Increasing external sponsorship will also be essential to continued progress in this area.

Future Areas of Improvement

The program has attempted to make advances in the past four years but there are areas in need of improvement. The Dean supports the following new initiatives and I am working closely with him and the executive team to strengthen the overall agenda while maintaining the strengths and diversity of the program. Key areas to be addressed in the near future are the overall branding, image and visibility of the program, the student experience and addressing recurring attrition along with increased administrative support for student research and initiatives, strengthening the recruitment and admissions processes and reassessing the advanced standing track, and lastly, improving curricular initiatives; providing more advanced 3D modeling courses, more opportunistic research courses, more studios focused on design, and availability of our international programs, after a hiatus during COVID.

- **Overall Branding / Agenda of Program / Visibility**

The school has struggled to identify an agenda of the program that will attract more students, despite the fact we have such a stellar Undergraduate Program with excellent faculty and robust research to capitalize on. So, we would expect to attain higher numbers of applicants from this alone but we don't achieve this year after year. This would suggest that the Graduate Program has a branding or identity problem and is not focused on an agenda that attracts more applicants. Over the next year, the graduate program will be attempting to reevaluate the identity of the school and see where to improve the overall core curriculum in order to meet the needs of the students.

We are currently reevaluating our Visibility of the program. We are expanding the ways we can reach prospective students (through online initiatives, zoom presentations, etc.). As mentioned earlier, I initiated an Instagram account for the graduate program, which will help with visibility. We will also be holding an Open House in March 2023 to bring admitted students to show them the school, what the students are working on, and highlight faculty research.

- **Recruitment / Applications**

Applications have dropped significantly from 273 students in Fall of 2018 to 212 students in Fall of 2022 with the lowest applications in 2021 with only 197. We need to address this trend and are looking for opportunities to get more exposure to the graduate program, with the expectation that if students know more about faculty and the student work produced at the school, there will be more interest in the program.

- **Enrollment**

The approach over the last five years of admitting more students with advanced standing has not resulted in larger, matriculated numbers. The decision to admit more students with advanced standing was based on the assumption that more students would matriculate because of the reduced credits needed to fulfill the degree would be more desired. But also, many students were admitted with advanced standing who did not have the background or skill to excel in an advanced studio. None-the-less, the higher numbers still did not materialize and as a result, students are not receiving a well-rounded education with enough emphasis on design. And based on a faculty vote in Spring 2022, we will be reducing the number of required credits from 110 to 92, which will make the program more competitive so there shouldn't be a need to accept many students into the advanced standing track. In future application cycles, we will be scrutinizing who receives advanced standing and limiting the number of students who receive it to only those with a bachelor's degree in architecture, if portfolios are strong enough.

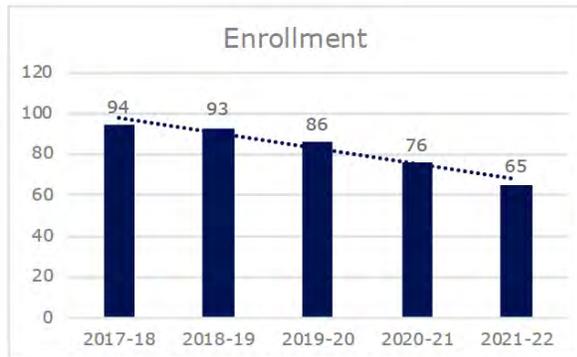
- **Core Curriculum Improvement**

Many students have expressed concern that the program is not living up to expectations. We need to provide more robust learning in the areas of media, representation, research, and design studio. Upon discussion with the students, they feel ill-equipped and don't have the breadth in their portfolios that matches their Undergraduate counterparts. The students want a more advanced learning with 3D programs, a more intriguing use of the research credits, and more design studios that focus on architecture to build up their portfolios. They want to ensure that the study abroad programs are available for summer course offerings. And the students would like more in-depth knowledge of 3D programs, such as Grasshopper, Maya, 3DS Max, among others. Their digital skills are lacking and if the program moves in the direction of more 'making' and built work, especially as the school moves towards Directed Research, this will become vital in their learning to prepare for more advanced studios engaged in digital fabrication.

Appendix

2018 Program Review Analysis of Strengths, Areas of Improvement and Summary Conclusions.

Appendix 'A' - Enrollment



Appendix 'B' - Attrition / Retention

Report Name: Prog Enrollment & Fall-to-Fall Retention by Program

Report Description: This report shows enrollment, 3-year trends in enrollment, number of graduates, 3-year trends in graduates, and fall-to fall retention rate by program.

Applied filters:

Academic Year IN (2020-21,2021-22,2022-23,2023-24,2017-18,2018-19,2019-20)

College Name IN (Architecture)

Program Name IN (Master of Architecture - AR15MARCH,Master of Architecture - Architecture - M. Arch)

Academic Year Program Name	2017-18			2018-19			2019-20			2020-21			2021-22		
	Headcount	Eni Rate	Fall-to-Fz	Headcount	Eni Rate	Fall-to-Fz	Headcount	Eni Rate	Fall-to-Fz	Headcount	Eni Rate	Fall	Headcount	Rate	Fall
Master of Architecture - AR10MARCH	22			1			-			-			-		
Master of Architecture - Architecture - M. Arch	72			92	95.5%		86	98.5%		76	98.3%		65	95.5%	
Rollup	94			93	95.6%		86	98.5%		76	98.3%		65	95.5%	

Appendix 'C' - Student Satisfaction

Satisfaction - How are you enjoying the Syracuse Architecture Program so far?

Page Options



Appendix "D" - Respect of Professors

Faculty 3 - Do you feel respected by professors?

Page Options



Appendix “E”

Year (Custom Academic Year Date)	Total Attempted Credit Hours	% of Attempted Credit Hours Taught to % of Attempted Credit Hours	% of Attempted Credit Hours Taught to % of Attempted Credit Hours
2021-22	1,977	+98.6%	+1.4%
2020-21	2,042	+99.0%	+1.0%
2019-20	2,538	+97.0%	+3.0%
2018-19	2,931	+98.5%	+1.5%
2017-18	3,183	+98.4%	+1.6%

Report Name: Courses with the Highest Unearned Credit Hours

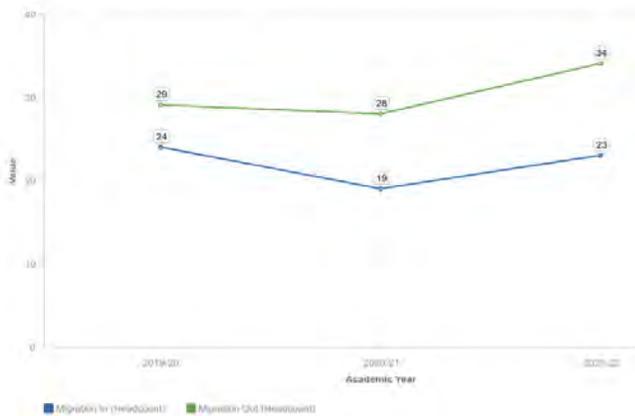
Appendix ‘F’

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22
Program Name	Headcount - Graduates from Program				
Master of Architecture – AR10MARCH	21	-	-	-	-
Master of Architecture – Architecture - M. Arch	5	27	27	32	22
Rollup	26	27	27	32	22

Appendix ‘G’

Academic Year	2019-20	2020-21	2021-22
Migration In (Headcount)	24	19	23
Migration Out (Headcount)	29	28	34

Trends in Migration In and Out of Program

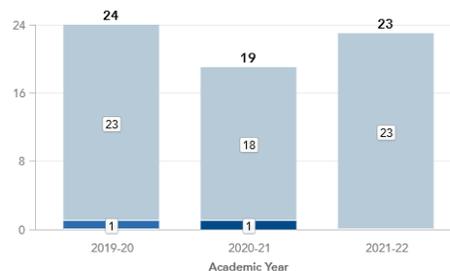


Migration In: Three Questions to Ask

1. Does our program attract mostly new/previously undeclared students, or major-changers?

This report provides further detail on students who migrated in to the program, grouping them into four categories based on their prior fall term status.

- **New to Institution** - no record of program enrollment at the institution during the prior fall term
- **Previously Undeclared** - enrolled but not associated with any program of study during the prior fall term
- **Switched from Another Program** - enrolled and associated with a different program of study during the prior fall term
- **Other** - none of the above (for example: student added this program as a second major; student returned from leave of absence)



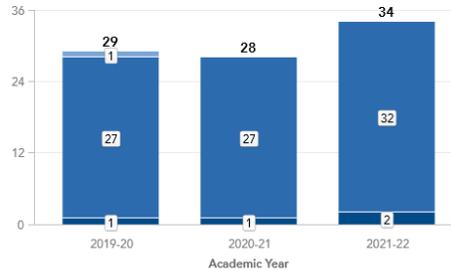
Appendix 'G' cont.

Migration Out: Three Questions to Ask

1. Where do the students who leave our program go?

This report provides further detail on students who migrate out of the program, grouping students into four destination categories based on their prior year Fall term status.

- Switched to Another Program - enrolled in a different program of study during the selected fall term
- Graduated from Another Program - the student completed a different program than the one selected
- Graduated from Selected Program - the student completed the program
- Other - none of the above (for example: this was a second major and the student dropped it; student stopped out)



Appendix "H"

Academic Degree Program Title: Master of Architecture

Degree Awarded: M.Arch

Web Address: <http://soa.syr.edu>

PHASE 1		
Student Learning Outcomes	Measures	Criteria
What are students expected to be able to do as a result of the program?	What direct and indirect assessment measures will be used?	How will competency be determined?
Building Envelope Systems and Assemblies -- Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	621 (F16, Liberatore) (INTRODUCTION) 622 (F16, Krietemeyer) (INTRODUCTION/REINFORCEMENT) 623 (S17, Goode) (REINFORCEMENT) 607 (S16, Krietemeyer, Shanks) (FULLY REALIZED)	NAAB requires all students have this understanding. Therefore, every student must achieve a passing grade in these assessments. We will calculate the percentage of students who pass each of two thresholds for each measure: a grade of C or better (passing), and a grade of B or better. We will review the work that does not pass each threshold to determine what concepts are not being learned -- or being learned successfully -- in these cases.
Design Thinking Skills -- Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.	641 (F,16 Eversole) project grade (INTRODUCTION) 606 (F16, Lonsway, Bartosh) final project (REINFORCEMENT) 642 (S17 Eversole) final research project (REINFORCEMENT) 998 (F16 various) (FULLY REALIZED) 998 (S17 various) (FULLY REALIZED)	NAAB requires all students have this ability. Therefore, every student must achieve a passing cumulative grade in these three assessments. We will calculate the percentage of students who pass each of two thresholds for each measure: a grade of C or better (passing), and a grade of B or better. We will review the work that does not pass each threshold to determine what concepts are not being learned -- or being learned successfully -- in these cases.

Appendix “H” cont.

PHASE 2		
Student Learning Outcomes	Results	Interpretation
What are students expected to be able to do as a result of the program?	What was learned in the assessment process?	What do results mean to the program?
Building Envelope Systems and Assemblies -- Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	94% of students passed in ARC 621, 100% in ARC 622, 86% in ARC 623, and 91% in ARC 607. A discrepancy is noted in the A/B range, with 79% of students receiving an A or B in ARC 621, 92% in ARC 622, 91% in ARC 607, but only 54% in 623. The number of students receiving grades of A or B in 623 is an outlier...this is also evident in undergrad grades for ARC 423. There is a discrepancy between project and exam grades in ARC 623 accounting for the overall lower grade range in the course.	It appears that a better integration of student skillsets and material covered on the exams in ARC 623 may be advised. Student success in this course on the collaborative student design projects far exceeds that on individual student exams.
Design Thinking Skills -- Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.	100% of students passed this LO assessment in ARC 641 and 606, 94% in ARC 642, and 90% in ARC 998. 100% of students obtained a grade of B or better in ARC 641, 95% in ARC 606, 94% in ARC 642, but only 70% in ARC 998.	The assessment metric from ARC 998 is an indirect assessment; the discrepancy noted, especially in the A/B range, may be a result of other assessments that are included in this overall evaluation. However, it may also demonstrate the challenge students face in connecting conceptual praxis to design process/product on their own (ARC 998 is a self-guided capstone course).

PHASE 3		
Student Learning Outcomes	Action	Follow-Up
What are students expected to be able to do as a result of the program?	Based on the results and interpretation from Phase 2, what action will be taken?	How will you determine if the change made a difference?
Building Envelope Systems and Assemblies -- Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	We will discuss with the faculty in this course sequence, and in ARC 623 specifically, the possible redesign of the exams, or possibility of better preparing students to take the exams.	Student performance on ARC 623 exams will be studied in future iterations of the course, and included in the assessment metrics herein. Our goal is to have the passing and A/B percentages consistent with other courses in the sequence.
Design Thinking Skills -- Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.	The faculty is undertaking a significant redesign and replacement of the ARC 998 course. Response to the observations here are central to this process.	While grade ranges like this are expected and considered perfectly acceptable, we will continue to assess the new manifestation of the ARC 998 course.

Appendix “I”

Class of	Student	Employer
2022	Aiardo, Michael Anthony	Grimshaw
2022	Al Dafar, Ahmad Hassan Walid	Massa Multimedia Architecture
2022	Arnold, Monisha Angel	VIP
2022	Austin, Krystal Kay An Jeantique J Nelle	Gensler
2022	Butler Jr, Darrelle Tyrone	City of Syracuse
2022	Chang, Chen Yang	Gensler
2022	Collantes, Alejandro	Robert AM Stern Architects
2022	Culligan, Sean Louis	Bell & Spina Architects
2022	Duan, Yiting	Lehman Smith McLeish
2022	Feyes, Ashley Nicole	Huitt-zollars
2022	Fluman, Christina	Edge Architecture
2022	Gehlot, Mukul	
2022	He, Wenqian	DeSimone Consulting Engineers
2022	Helbock, Robert Joseph	SmithGroup
2022	Howland, Isaac Ivan	DIGSAU
2022	Hsu, Hui Yi (Rebecca)	Payette
2022	Huang, Yiwen (Emme)	Herdman Architecture+ Design
2022	Ikharo, Hayyatu Deen	AECOM
2022	Korn, Abigail May	Moody Nolan
2022	Liu, Jiameng	
2022	Liu, Mengyao	LSM
2022	Liu, Tianche	
2022	Noh, Bomyeong	Perkins + Will
2022	Park, Haerim	Olson Kundig Architects
2022	Quainoo, Kojo Andzie	OLI Architects
2022	Schwalber, Kaitlyn Elizabeth	AIC Architects
2022	Shen, Xiaoyin	
2022	Shi, Songyun	Perkins + Will
2022	Verma, Krutee	Bargmann Hendrie + Archetype
2022	Villalona, Ernesto	Dynamic Structures
2022	Wang, Zicheng	
2022	Yang, Ting	Shanghai Architectural Design Institute
2022	Yuan, Zhenyi	
2022	Yue, Muci	10Design

Appendix ‘J’

DesignIntelligence

Most Hired from Architecture Schools

Schools were grouped into size categories based on the average number of graduates each year in their combined undergraduate and graduate programs. Some schools did not provide information on the size of their graduating classes and could not be categorized. Consequently, they were omitted from the rankings. A full explanation of our approach is available on the [methodology page](#). Below are the most hired from architecture schools from the DesignIntelligence 2019 School Rankings Survey.

Group 1 – 100+ Graduates 

School Name	2018-19	2019-20
Harvard University	8	1
California Polytechnic State University, San Luis Obispo	10	2
Cornell University	—	3
Virginia Tech	4	4
Syracuse University	1	5

Appendix 'K'

ARE pass rates are reported by school, not by program.

ARE 5.0 Pass Rates by School

State: University Name:

University ..	Division Name	2017	2018	2019	2020	2021
Syracuse University	Construction & Evaluation	67%	72%	76%	62%	60%
	Practice Management	56%	59%	56%	65%	52%
	Programming & Analysis	56%	64%	55%	45%	51%
	Project Development & Documentation	46%	52%	52%	58%	43%
	Project Management	56%	60%	68%	76%	60%
	Project Planning & Design	43%	54%	46%	40%	44%

Better than National Average
■ Above National Average
■ Below National Average

Appendix 'L'

DesignIntelligence

Most Admired Architecture Schools

Architecture firms and other organizations depend on talented, qualified people. Leaders and hiring managers in these types of organizations have a strong interest in the education and preparation of students who may become employees one day. Through hiring and working with graduates of many different programs, the leaders and hiring managers also can offer a perspective on the relative strengths of architecture schools and how well graduates are prepared for professional practice. Below are the most admired architecture schools from the DesignIntelligence 2019 School Rankings Survey.

Undergraduate			Graduate		
School Name	2018-19	2019-20	School Name	2018-19	2019-20
Cornell University	1	1	Harvard University	1	1
Rhode Island School of Design	6	2	Columbia University	2	2
Rice University	2	3	Massachusetts Institute of Technology	3	3
Cooper Union	5	4	Yale University	5	4
Syracuse University	4	5	Cornell University	4	5

Virginia Tech	8	1	Princeton University	6	5
Pratt Institute	7	2	Rice University	7	7
California Polytechnic State University, San Luis Obispo	3	3	Rhode Island School of Design	19	15
University of Texas, Austin	10	4	University of Pennsylvania	11	6
Southern California Institute of Architecture	9	10	University of California, Berkeley	8	10
Carnegie Mellon University	11	11	University of Virginia	16	11
Auburn University	13	12	University of Texas, Austin	12	17
Pennsylvania State University	19	13	Virginia Tech	15	11
Rensselaer Polytechnic Institute	14	14	University of Michigan	10	14
University of Southern California	12	15	Washington University, St. Louis	16	15
Illinois Institute of Technology	15	16	Syracuse University	13	12
Tulane University	16	17	Southern California Institute of Architecture	9	17
University of Notre Dame	18	18	Pratt Institute	17	16
University of Oregon	17	19	University of California, Los Angeles	14	13
Boston Architectural College	24	20	Clemson University	22	20

Appendix 'M'

Top Ranked Architecture Schools – Focus Areas

Architecture firms and other professional organizations were surveyed regarding America's Top Ranked Architecture & Design Schools, which ranks undergraduate and graduate programs from the perspective of the professional practitioners who hire and supervise graduates of architecture. Rankings are compiled for the strongest programs in each of 12 different focus areas.

1 – Communications and presentation skills

Undergraduate ↓		Graduate ↓	
School Name	2019-20	School Name	2019-20
Cornell University	1	Harvard University	1
Cooper Union	2	Columbia University	2
California Polytechnic State University, San Luis Obispo	3	Cornell University	3
Syracuse University	4	Yale University	5
Southern California Institute of Architecture	5	Southern California Institute of Architecture	6
Rice University	6	Princeton University	8
Virginia Tech	7	Massachusetts Institute of Technology	7
Pratt Institute	8	Virginia Tech	9
University of Texas, Austin	9	Syracuse University	10
Rhode Island School of Design	10	University of Texas, Austin	10
University of Southern California	10		

3 – Design technologies (BIM, AI, VR, AR, etc.)

Undergraduate		Graduate	
School Name	2019-20	School Name	2019-20
Cornell University	1	Massachusetts Institute of Technology	1
Southern California Institute of Architecture	2	Columbia University	2
California Polytechnic State University, San Luis Obispo	3	Harvard University	3
Virginia Tech	4	Southern California Institute of Architecture	4
Syracuse University	5	Cornell University	5
Pratt Institute	6	Virginia Tech	6
Cooper Union	7	Yale University	7
Rensselaer Polytechnic Institute	8	Georgia Institute of Technology	8
Carnegie Mellon University	9	University of California, Los Angeles	9
University of Southern California	10	Kansas State University, Manhattan, KS	10
		Syracuse University	10

Appendix ‘M’ cont.

7 – Interdisciplinary studies (awareness of, and collaboration with multiple disciplines impacting the built environment)

Undergraduate		Graduate	
School Name	2019-20	School Name	2019-20
Cornell University	1	Harvard University	1
California Polytechnic State University, San Luis Obispo	2	Columbia University	2
Virginia Tech	3	Cornell University	3
Cooper Union	4	Massachusetts Institute of Technology	4
Syracuse University	5	Yale University	5
Southern California Institute of Architecture	6	Virginia Tech	6
Carnegie Mellon University	7	Georgia Institute of Technology	7
Rice University	8	University of California, Berkeley	8
University of Texas, Austin	9	Kansas State University, Manhattan, KS	9
University of Southern California	10	Syracuse University	9
		University of Southern California	10

8 – Practice management

Undergraduate		Graduate	
School Name	2019-20	School Name	2019-20
Cornell University	1	Harvard University	1
California Polytechnic State University, San Luis Obispo	2	Columbia University	2
Virginia Tech	3	Cornell University	3
Syracuse University	4	Yale University	4
University of Southern California	5	Virginia Tech	5
Southern California Institute of Architecture	6	Southern California Institute of Architecture	6
California State Polytechnic University, Pomona	7	Massachusetts Institute of Technology	7
Carnegie Mellon University	8	Georgia Institute of Technology	8
Rice University	9	Syracuse University	9
Pratt Institute	10	Kansas State University, Manhattan, KS	10

12 – Transdisciplinary collaboration across A/E/C

Undergraduate		Graduate	
School Name	2019-20	School Name	2019-20
Cornell University	1	Harvard University	1
California Polytechnic State University, San Luis Obispo	2	Columbia University	2
Virginia Tech	3	Cornell University	3
Syracuse University	4	Massachusetts Institute of Technology	4
Carnegie Mellon University	5	Virginia Tech	5
Auburn University	6	Georgia Institute of Technology	6
Southern California Institute of Architecture	7	Southern California Institute of Architecture	7
Rensselaer Polytechnic Institute	8	Yale University	8
University of Texas, Austin	9	Syracuse University	9
Cooper Union	10	California State Polytechnic University, Pomona	10

Program Review Committee Recommendation - 2022

School or College: Architecture
Department: _____
Program Reviewed: M Arch
Department Chair: Julie Larsen

Committee Recommendation

Report Prepared by: Joseph Godlewski

Signature: 

Dean: Michael Speaks

Dean's Signature: 

Please Check One Dean Concurs Dean Disagrees¹

Summary of Findings

The Program Review report clearly outlines the state of the M.Arch program and identifies measures for improvement. The Graduate Chair consulted with the committee at various stages in the preparation of this report. The Curriculum Committee recognizes the quality of the M.Arch degree program and applauds ongoing efforts to clarify its mission and related objectives, strengthen enrollment and retention, and further improve the program. Below we highlight several key points from the report and expected updates that are necessary to maintain the program's status as it faces new challenges.

Enrollment

- *The overall enrollment 'headcount' in the program dropped from 94 students in 2018 to 65 students in 2022. Since the 2018 report, enrollments over the period between Fall 2018 and Fall of 2022 continued to decline, with 29 students matriculating in Fall 2018 to 18 students matriculating in Fall 2022.*
- *The report states that the decision to admit more students with advanced standing was based on the assumption that more students would matriculate because of the reduced credits needed to fulfill the degree (a difference of 98 credits versus 76 credits for advanced standing). But admitting students with advanced standing has not resulted in larger, matriculated numbers.*
- *The 'two-year advanced standing' option is rarely completed in two years due to many students becoming Teaching Assistants for multiple semesters. During semesters with a TA position, students can only take 13 credits (instead of typical 16 credits). Many 'advanced standing' students extend to 2.5 years to complete their degree, rather than the original 2 years.*

¹ If the Dean disagrees with the committee recommendation, please complete, and submit the Dean Recommendation form.

Chair Response

- *Starting with admissions in Spring 2023, students should assume they are in a 3-year program but can submit undergraduate coursework for review, in order to be waived of courses that are equivalent to undergraduate coursework.*
- *We will still offer equivalency exams in structures and history. But beyond those exams, students who would like to be waived from any course in the graduate program, must submit material (syllabus, course materials, transcripts, etc.) to determine if the work is equivalent to Syracuse courses. The materials will be reviewed by faculty members teaching those courses.*
- *Students without an undergraduate degree in architecture (such as engineering, interior design, planning, etc.) are eligible to submit their coursework for review but will not receive advanced standing in the ARC 606 studio. Admittance into the ARC 606 studio will only be reserved for those with an undergraduate architecture degree and with strong portfolios.*
- *With those currently admitted from the Spring 2023 application pool, the numbers of students admitted into the 604-605 studio sequence have doubled; while those placed in ARC 606, have decreased substantially.*

Retention

- *In the 2018 report, we maintain a relatively flat retention rate of approximately 95.5% each year.*
- *But since the fall of 2018, our attrition rate shows a general trend of declining each academic year, from 94 students in 2018 to 65 students in 2022.*
- *Our matriculation numbers were on a steady incline until 2016, but matriculation rates have declined each year since 2018. In 2018, the incoming class was 29 students, whereas the incoming class in 2022 was 18.*
- *A recent student survey and student forum was held on November 10th, 2022, with the Chair. The general response was that 48% were satisfied with their experience, 29% were somewhat satisfied and only 11% were dissatisfied. Approximately 85% of those students who responded feel respected by professors.*

Chair Response

- *To maintain a better quality live/work balance, those students with Teaching Assistantships (roughly 1/3 of our program's students), do not enroll in more than 13 credits while serving as a TA. This has proven to be a successful model, in that far fewer students complain of heavier loads and expectations that come with Teaching Assistantships. Unfortunately, with the admission of a significantly higher number of undergraduate students, it has proven to be a challenge to meet the demands of additional UG sections with more TAs, which is an accrued cost that the graduate program needs to accommodate.*
- *The burden is in finding enough qualified students to teach the courses needed because matriculation numbers have significantly decreased. Also, many students wait to take challenging courses, such as building tech, structures, and theory, until their 1-2 semesters, making it very challenging to fulfill those courses with qualified students who took the equivalent graduate course prior to teaching the undergraduate course.*

- *With the new direction of the graduate program to focus on design, research and making, the plan is to offer more opportunities and support for the graduate students, including research internships with faculty, teaching assistantships, research workshops, and independent research.*
- *This year, the graduate program initiated the making of a graduate pavilion that is designed and constructed by and for the graduate students. Each year, the graduate students will be in charge of making the construct for the incoming class with the support of a faculty advisor. This initiative will build camaraderie among students and make them feel they are part of a larger design community that is unique to the graduate program. These types of projects are beneficial in creating visibility for the school and attracting students to the program.*

- **Other concerns / efforts made for Attrition / Retention**

Research Workshops

- *Architecture Design Research Workshops are meant to inject the program with critical thinking and new methodologies from outside critics, professionals, and internal faculty. Design Research Workshops provide insight into emerging and experimental processes and practices, that typically lie on the fringe of architectural production, and offer students tools to develop their own agency within the field. The workshops are a short, intense duration and meant to infuse the program with visiting critics or faculty testing new and innovative techniques. This will also set the graduate program apart from peer institutions and the undergraduate program.*
- *The Design Research Workshops will be available to 1-2 faculty to teach each year. This will be decided from a solicited 'call for proposals' to all faculty. The remaining workshops will be run by outside critics invited by the Chair.*

Associate Dean of Research / Research Initiatives

- *As we continue to evolve the profile for the program and improve identity to attract high quality students and faculty, one of the primary goals is to obtain support at the intersection of architectural design and research.*
- *The school has successfully hired an Associate Dean of Research to better support faculty in research endeavors, secure funding from outside resources, and find opportunities to create curricular integration and assistantships for students.*
- *The ARC 650 Architecture Research Workshops are a short, intense brainstorming session with potential industry sponsors, partnerships, or local community organizations. The workshops can be an opportunity for faculty to secure seed funding for future, longer-duration projects.*

Creative Works Grants

- *An additional way of retaining students is to support their own interests at the school. In the past, we offered graduate students an opportunity to apply for Creative Works (CW) Grants of up to \$1500, which is challenging to use if trying to take advantage of resources for travel, experimenting with new materials and equipment, etc. This year the Graduate Chair increased awards to a maximum of \$3000. This was a clear*

necessity to compete with "SOURCE" funding that is available only to undergraduate students.

- *The Graduate program will also initiate a bi-annual CW Grant Call for Proposals so students can apply for funding to be used in summer or early fall semester. This will enable MS students as well M.Arch students in Directed Research studios to take advantage of funds early enough to be used for their final capstone projects.*
- *This year we received seven applications and awarded five of the students either full or partial funding, for a total of \$7200 awarded.*

- **Course Load Balance**
 - *There was an attempt to increase oversight of the school's studio culture policy, yet this was not always achieved. For the last four years, the ARC 607 integrated studio, which is the most demanding studio in the M.Arch program, coincided with the thesis prep equivalent, ARC 650.5, a 1 credit course that prepared students for their design thesis semester in the spring. The students have continually struggled with the high expectations of two demanding and concurrent courses.*
 - *This overlap was unproductive; with faculty asking each year to switch ARC 607 to Spring semester. The chair did not make this a priority, and the result was a poor work/life balance for third-year students. For the 23-24 Academic Year, ARC 607 will move to the spring. The studio will be able to share resources, lectures, and professional workshops with ARC 409 Studios.*

Graduation

- *The Syracuse M.Arch program still lies near the top half of all domestic M.Arch programs in terms of overall number of credits required for graduation.*
- *We are potentially losing quality students to programs that have significantly fewer credits required for the completion of the degree.*
- *The faculty voted in favor to reduce the overall number of credits required for the program, without sacrificing intellectual strengths and fiscal goals; all of which was a priority moving forward.*
- *If approved by summer 2023, we will reduce our overall credits from 110 to 92 credits for graduation.*

Migration Trends

- *We have seen a significant drop in the Total Attempted Credit Hours since the 2017-2018 AY.*
- *From the 2017-18 AY to the 2021-22 AY, the total attempted credit hours taken dropped from 3,183 in 2018 to 1,977 in 2022. This is significant and attributed to the change to increase the number of students enrolled in the 'advanced standing' track of the program.*
- *In the future, we will likely see a greater total of attempted credit hours once more students are in the program for 3 years, rather than the current 2-2.5 years. Although, with the reduction of required credits needed for graduation, that number will not increase to what it was in 2018.*

Modality

- *The overall quality of the program's modality has not changed. The program is all in-person and we do not offer courses online.*

Quality

- *This year graduate students balloted for the AG groups to provide a set of options for students that are similar in a range to the Directed Research roll out in Spring 2024. With the graduate program's emphasis on digital fabrication, computation, and material research, it aligns well with faculty interests around advanced technology, materials, AR/VR, fabrication, and computation.*
- *The graduate program expanded fabrication and workshop space in Smith Hall to provide more opportunities for 'making'. The Design Research Workshops are an opportunity to be more hands-on and take advantage of the technology in Smith Hall. The ARC 604 and 605 studios, along with ARC 681, will put emphasis on fabrication so students are well-versed with the tools, prior to advanced studios.*

Demand

- *We have not been able to surpass 300 applicants, as predicted in the last report. For the Spring 2023 application pool, we reached a total of 175 students for both the M.Arch program and the Master of Science program, with 135 students applying to the M.Arch program.*
- *Students coming into the Graduate program have ranged from nationally to across the globe. This year, we received applications from India, China, Korea, UK, France, Italy, among others. We received applications nationally from University of Michigan, Florida, Virginia, Texas A&M, Ohio State, Kent State, Kentucky, Pratt, Parsons, and RISD.*
- *The Chair intends to try alternative ways of recruitment, with emphasis on zoom presentations and portfolio reviews in the Fall, and an in-person Open House and Zoom interviews in Spring for admitted students, as well as future efforts to travel to undergraduate programs across the US.*
- *Among the applicants for Spring 2023, there was a 74% acceptance rate, which is substantially lower in comparison to 2022 with a 94% acceptance rate.*

Conclusion

Overall, the program has potential to set itself apart from other graduate programs and be more competitive with peer institutions. Many graduate students are interested in building strong portfolios but also framing their work around the relevant and current discourse on fabrication, material research, and computation. With our extensive and diverse group of faculty and a strong emphasis on design as it relates to digital fabrication, construction, advanced technology, AR/VR, and material research in the current 'Directed Research' areas, the program could attract students with interests to bridge design with making and technology. Students expect to be competitive in the marketplace and the graduate program needs to be cognizant of those needs and how to reinforce what students are looking for in a graduate program. The Syracuse Graduate Program has the potential to provide the necessary tools students need to have a strong foundation. We will continue to instill confidence that our graduates will be ready for the workforce upon graduation.

Recommendation

<input checked="" type="checkbox"/>	Update the program with suggested improvements.
<input type="checkbox"/>	Maintain the program as is.
<input type="checkbox"/>	Merge the program with another related program. Suggested program:
<input type="checkbox"/>	Move the program to another school/college _____. Both school/colleges must agree to the move.
<input type="checkbox"/>	Close the program.

Recommendation Justification

Provide a justification for the committee's recommendation. Refer to evidence contained in the program's report.

The Curriculum Committee forwards this report encouraging updates outlined above and listed in the Review Report. Because the updates require investments in the program, substantial rework of the curriculum, and new pedagogical approaches, the committee recommends updating the program. These updates are necessary to support program efforts to both maintain its recognized overall quality and meet stipulated improvement objectives.

Terminology

Update: Major investments in the program, substantial rework of the curriculum (e.g., requires NYSED approval), new pedagogical approaches (e.g., experiential learning requiring new learning spaces), new facilities/space, introduction of licensing exams/state requirements (e.g., required investment in curriculum), substantial student demand requiring additional faculty and course offerings.

Maintain: Status quo, routine course-level modifications of curriculum (e.g., nothing that requires new investment or approval by NYSED). Student demand is steady. Faculty are meeting program requirements and demand. Programs that are recommended as maintain cannot expect to receive any new resources (e.g., space, new faculty lines).

Merge: Declining student demand, declining faculty support/interest, low course enrollments.

Move: Current school/college is no longer interested in supporting the program, but another school or college has an interest.

Close: Low student demand, low faculty support, poor student learning outcomes assessment, poor third-party certifications/exam pass rates, poor post-graduation outcomes.



Profile

Personal information

Name

Share different name

Birthdate

Contact details

Email, Phone

Permanent address

Demographics

Gender Identity

Sex

Pronouns

Military status

Language

English

Geography and nationality

Citizenship status

Birthplace

Common App fee waiver

Fee waiver requested

Family

Household

Parents

[REDACTED]

Home

[REDACTED]

Parent 1

Mother

Name

[REDACTED]

Email, Phone

[REDACTED]

Occupation

[REDACTED]

Education

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Parent 2

Father

Name

[REDACTED]

Email, Phone

[REDACTED]

Occupation

[REDACTED]

Education

[REDACTED]

[REDACTED]

[REDACTED]

Siblings

[REDACTED]

Education

Current or most recent secondary school

[Redacted]

Progression [Redacted]
Graduation Date [Redacted]

Colleges & universities

School [Redacted]

Grades

Rank [Redacted]
GPA [Redacted]

Current or most recent year courses

Full year
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

Honors

[Redacted] [Redacted] [Redacted]

[Redacted] [Redacted] [Redacted]

Future plans

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Testing

ACT

[REDACTED]	[REDACTED]	[REDACTED]

SAT tests

[REDACTED]	[REDACTED]	[REDACTED]

Activities

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Writing

Personal essay

Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

[Redacted text block]

Community disruption

[Redacted text block]

Education progression

Details

Education progression
details



Syracuse University questions

General

Preferred start term	[REDACTED]
Admission plan	[REDACTED]
Preferred residence	[REDACTED]
Financial aid	[REDACTED]
Consent for Electronic Communications	[REDACTED]
School Specific Fee Waivers	[REDACTED]
Protected Veteran	[REDACTED]

Academics

Test Optional	[REDACTED]
1SE/DE	[REDACTED]
1SE_PROG	[REDACTED]
1SE_PLAN	[REDACTED]
2SE/DE	[REDACTED]
2SE_PROG	[REDACTED]
2SE_PLAN	[REDACTED]
SU Chooses SUPK	[REDACTED]
If a seat is not available for you in the Fall 2023 term, would you like to be considered for the Spring 2024 term? Please note that some programs, including Architecture, Whitman and Newhouse, among others, do not take mid-year enrollment. Therefore, the Admissions Committee will determine the best-fit program for you.	[REDACTED]
SUNY Upstate	[REDACTED]

Study Abroad



Contacts

Previously applied



Contact 1



Contact Consent



Mobile Phone Number:



Family

Sibling applied

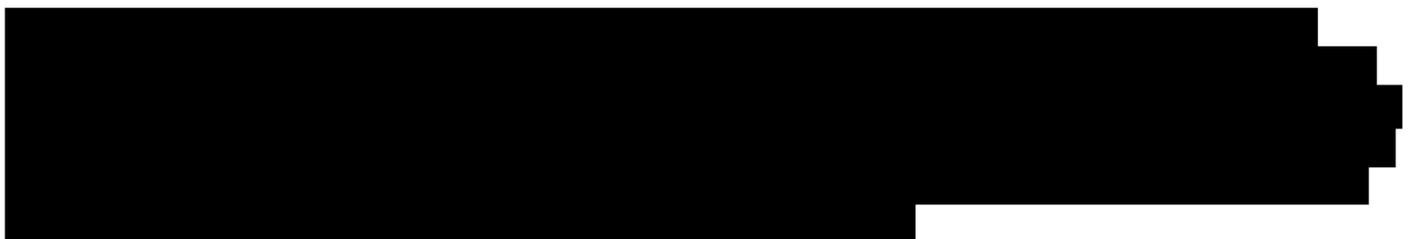
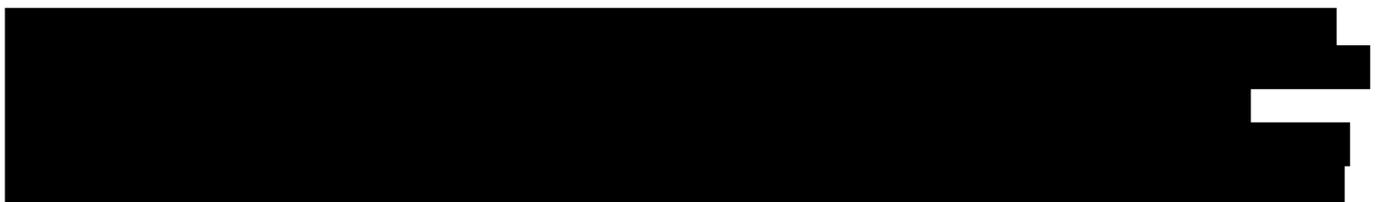


Employee reported on
CA



Writing

Contribution



School Discipline



Criminal History



Military discharge



Affirmations

By submitting this application, I affirm my understanding of and agreement to the statements found here: <http://www.commonapp.org/affirmations>.

Application Profile

[REDACTED]

Personal Information

Name (Suffix) [REDACTED]
No Legal Middle Name [REDACTED]
First Name You Go By [REDACTED]
Other Names [REDACTED]
Date of birth [REDACTED]
Legal Sex [REDACTED]
Pronouns [REDACTED]
Gender Identity [REDACTED]
U.S. Armed Forces [REDACTED]
Financial Aid [REDACTED]
Fee Waiver Eligibility [REDACTED]
First Generation [REDACTED]

Contact Information

Phone/Type [REDACTED]
Personal Email [REDACTED]
School Email [REDACTED]
Country [REDACTED]
Home Address [REDACTED]
Mailing Address [REDACTED]
State of Residency [REDACTED]

Demographic Information

Primary Language [REDACTED]
Other Language(s) Spoken At Home [REDACTED]

Family Information

Household Members [REDACTED]
Parents'/Guardians' Marital Status [REDACTED]
Permanently Lives With Household Size [REDACTED]
Highest Parent/Guardian Education [REDACTED]
Disaster/Emergency Impact [REDACTED]
Disaster/Emergency Impact Additional Info [REDACTED]

Parent/Guardian 1

Name (Relationship) [REDACTED]
Birth Country [REDACTED]
Email [REDACTED]
Phone (Type) [REDACTED]
Address [REDACTED]
Education [REDACTED]
Occupation, Employer [REDACTED]
College/University Employment (Name) [REDACTED]
Lives With [REDACTED]

Parent/Guardian 2

Name (Relationship) [REDACTED]
Birth Country [REDACTED]
Email [REDACTED]

Address

[REDACTED]

Education

[REDACTED]

Occupation, Employer

**College/University
Employment (Name)**

[REDACTED]

Lives With

[REDACTED]

Citizenship Information

Citizenship Status

[REDACTED]

Non US Citizenships

[REDACTED]

Permanent Resident

[REDACTED]

U.S. Visa Holder

[REDACTED]

U.S. Visa Type

[REDACTED]

U.S. Visa Expiration

[REDACTED] / [REDACTED] / [REDACTED]

Birthplace

[REDACTED] [REDACTED] [REDACTED]

High School Information

Name (CEEB) [REDACTED]
Address [REDACTED]
Type [REDACTED]
Homeschooled [REDACTED]
Start & End Dates [REDACTED]

Graduated/Plan to Graduate From [REDACTED]
GPA Type [REDACTED]
GPA Scale [REDACTED]
GPA [REDACTED]
Class Rank Type [REDACTED]
Class Size [REDACTED]
Current Grade [REDACTED]

Name (CEEB) [REDACTED]
Address [REDACTED]
Type [REDACTED]
Homeschooled [REDACTED]
Start & End Dates [REDACTED]

Graduated/Plan to Graduate From [REDACTED]

Counselor Information

Counselor Name [REDACTED]
Counselor Email [REDACTED]

Community Based Organizations

[REDACTED]

[REDACTED]

[REDACTED]

College Information

Attended



College Coursework

Subject: Name (#)	Academic Year	Term (Schedule)	Credits: Grade
-------------------	---------------	--------------------	----------------



Honors And Distinctions

Title	Level	Grade
[REDACTED]	[REDACTED]	[REDACTED]

Activities and Experiences

Category	[REDACTED]
Name	[REDACTED]
Grade Levels	[REDACTED]
Description	[REDACTED]
Individual Distinctions	
Weeks Per Year	[REDACTED]
Hours Per Week (busiest)	[REDACTED]
Hours Per Week (slowest)	[REDACTED]
Currently Participating	[REDACTED]
Leadership Role	[REDACTED]

Category [REDACTED]
Name [REDACTED]
Grade Levels [REDACTED]
Description [REDACTED]
Individual Distinctions [REDACTED]
Weeks Per Year [REDACTED]
Hours Per Week (busiest) [REDACTED]
Hours Per Week (slowest) [REDACTED]
Currently Participating [REDACTED]
Leadership Role [REDACTED]

Category [REDACTED]
Name [REDACTED]
Grade Levels [REDACTED]
Description [REDACTED]
Individual Distinctions [REDACTED]
Weeks Per Year [REDACTED]
Hours Per Week (busiest) [REDACTED]
Hours Per Week (slowest) [REDACTED]
Currently Participating [REDACTED]
Leadership Role [REDACTED]

Category [REDACTED]
Name [REDACTED]
Grade Levels [REDACTED]

Description

[REDACTED]

Individual Distinctions

Weeks Per Year

[REDACTED]

**Hours Per Week
(busiest)**

[REDACTED]

**Hours Per Week
(slowest)**

[REDACTED]

Currently Participating

[REDACTED]

Leadership Role

[REDACTED]

Category

[REDACTED]

Name

[REDACTED]

Grade Levels

[REDACTED]

Description

[REDACTED]

Individual Distinctions

Weeks Per Year

[REDACTED]

**Hours Per Week
(busiest)**

[REDACTED]

**Hours Per Week
(slowest)**

[REDACTED]

Currently Participating

[REDACTED]

Leadership Role

[REDACTED]

Category

[REDACTED]

Name

[REDACTED]

Grade Levels

[REDACTED]

Description

[REDACTED]

Individual Distinctions

Weeks Per Year

[REDACTED]

**Hours Per Week
(busiest)**

[REDACTED]

**Hours Per Week
(slowest)**

[REDACTED]

Currently Participating

[REDACTED]

Leadership Role

[REDACTED]

Category

[REDACTED]

Name

[REDACTED]

Grade Levels

[REDACTED]

Description

[REDACTED]

Individual Distinctions

Weeks Per Year

[REDACTED]

**Hours Per Week
(busiest)**

[REDACTED]

**Hours Per Week
(slowest)**

[REDACTED]

Currently Participating

[REDACTED]

Leadership Role

[REDACTED]

Category

[REDACTED]

Name

[REDACTED]

Grade Levels

[REDACTED]

Description

[REDACTED]

Individual Distinctions

[REDACTED]

[REDACTED]

Weeks Per Year [redacted]
Hours Per Week (busiest) [redacted]
Hours Per Week (slowest) [redacted]
Currently Participating [redacted]
Leadership Role [redacted]

Category [redacted]
Name [redacted]
Grade Levels [redacted]
Description [redacted]

Individual Distinctions
Weeks Per Year [redacted]
Hours Per Week (busiest) [redacted]
Hours Per Week (slowest) [redacted]
Currently Participating [redacted]
Leadership Role [redacted]

Category [redacted]
Name [redacted]
Grade Levels [redacted]
Description [redacted]

Individual Distinctions

Weeks Per Year 
Hours Per Week (busiest) 
Hours Per Week (slowest) 
Currently Participating 
Leadership Role 



Writing

Coalition Essay

Has there been a time when an idea or belief of yours was questioned? How did you respond? What did you learn?

[Redacted text block]

Additional Information

[Redacted text block]

BIOGRAPHIC INFORMATION

PROFILE

Title:	—	Materials Under Another Name:	■
Legal First Name:	■	Former First Name:	—
Middle Name:	—	Former Middle Name:	—
Last Name:	■	Former Last Name:	—
Suffix:	—	My First Name:	—
Sex:	■	My Middle Name:	—
		Alternate ID:	■
		Alternate ID Type:	■

BIRTH INFORMATION

Date of Birth: ■

CONTACT INFORMATION

Address Type:	■	Address Type:	■
Address:	■	Address:	■
County:	■	County:	■
Country:	■	Country:	■
Valid Until Date:			
Preferred Phone Number	+ ■	Type:	■
Alternate Phone Number	+ ■	Type:	■
Email:	■	Type:	■

BIOGRAPHIC INFORMATION CONTINUED

FAMILY INFORMATION

Father

First Name: [REDACTED]
Last Name: [REDACTED]
Relationship to Applicant: [REDACTED]
Country of Residence: [REDACTED]

County: [REDACTED]
State/Province: [REDACTED]
Highest Education Level: [REDACTED]
Living: [REDACTED]
Occupation: [REDACTED]
Gender or Sex: [REDACTED]
Highest Education School Name: [REDACTED]
Living in HouseHold: [REDACTED]
People in HouseHold: [REDACTED]

Mother

First Name: [REDACTED]
Last Name: [REDACTED]
Relationship to Applicant: [REDACTED]
Country of Residence: [REDACTED]

County: [REDACTED]
State/Province: [REDACTED]
Highest Education Level: [REDACTED]
Living: [REDACTED]
Occupation: [REDACTED]
Gender or Sex: [REDACTED]
Highest Education School Name: [REDACTED]
Living in HouseHold: [REDACTED]
People in HouseHold: [REDACTED]

OTHER INFORMATION

Native Language: [REDACTED]

ACADEMIC HISTORY

HIGH SCHOOL GRADUATION STATUS

Type: [Redacted] Date Received: [Redacted]

HIGH SCHOOL ATTENDED

Name	Location	Dates Attended	Graduated	Homeschool
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

STANDARDIZED TESTS

COLLEGES ATTENDED

[Redacted]

Start Date: [Redacted] Still Current: [Redacted]
 End Date: [Redacted] Primary: [Redacted]
 State: [Redacted] Tuition: [Redacted]

Major	2nd Major/Minor	Status	Degree Verified	Degree Name	Degree Date
[Redacted]	-/-	[Redacted]	[Redacted]	[Redacted]	[Redacted]

COURSEWORK

[Redacted]

Prefix	Course Title	Subject	Special Class	Course Type	Credits	Ver. Credits	App Grade	CAS Grade	Ver. Grade
--------	--------------	---------	---------------	-------------	---------	--------------	-----------	-----------	------------

Senior Semester Spring 2022:		Completed	X Unverified
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Freshman Semester Fall 2022:		Completed	X Unverified
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Freshman Semester Spring 2023:		Completed	X Unverified
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Freshman Semester Summer 2023:		Completed	X Unverified
[Redacted]	[Redacted]	[Redacted]	[Redacted]

ACADEMIC HISTORY CONTINUED

COURSEWORK

Freshman Semester Summer 2023: Completed Unverified

[Redacted]							
------------	------------	------------	------------	------------	------------	------------	------------

Sophomore Semester Fall 2023: Completed Unverified

[Redacted]							
[Redacted]							
[Redacted]							
[Redacted]							

Sophomore Semester Spring 2024: Planned/In Progress Unverified

[Redacted]							
[Redacted]							
[Redacted]							
[Redacted]							

GPA BY TRANSCRIPT

School	School Type	Term Type	Transcript Type	Credit Hours	GPA	Quality Points
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

SUPPORTING INFORMATION

EXPERIENCE

Experience Type: [Redacted]
Recognition Type: [Redacted]
Title: [Redacted]
Employer: [Redacted]
Supervisor: [Redacted]

Experience Dates:
Status:
Experience Details:

[Redacted]

Permit to Contact:

Experience Type: [Redacted]
Recognition Type: [Redacted]
Title: [Redacted]
Employer: [Redacted]
Supervisor: [Redacted]

Experience Dates:
Status:
Experience Details:

[Redacted]

Permit to Contact:

Experience Type: [Redacted]
Recognition Type: [Redacted]
Title: [Redacted]
Employer: [Redacted]
Supervisor: [Redacted]

Experience Dates:
Status:
Experience Details:

[Redacted]

Permit to Contact:

Experience Type: [Redacted]
Recognition Type: [Redacted]
Title: [Redacted]
Employer: [Redacted]
Supervisor: [Redacted]

Experience Dates:
Status:
Experience Details:

[Redacted]

Permit to Contact:



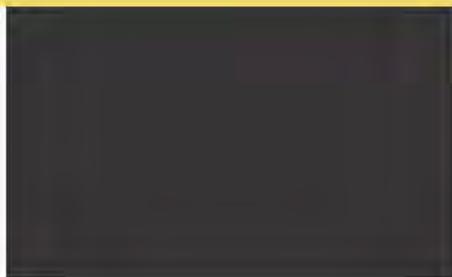
SUPPORTING INFORMATION CONTINUED

EXPERIENCE

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



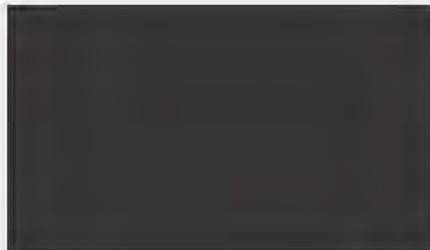
Supervisor:

Permit to Contact:

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



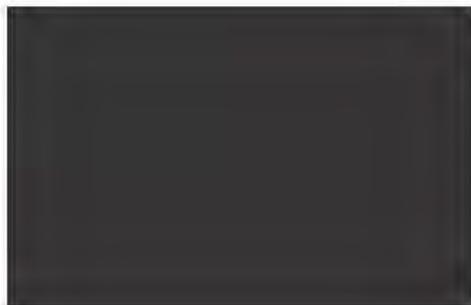
Supervisor:

Permit to Contact:

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



Supervisor:

Permit to Contact:

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



Supervisor:

Permit to Contact:

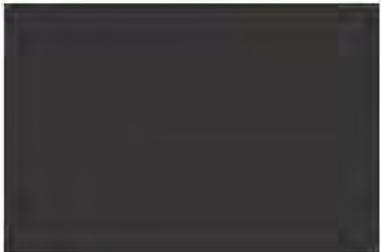




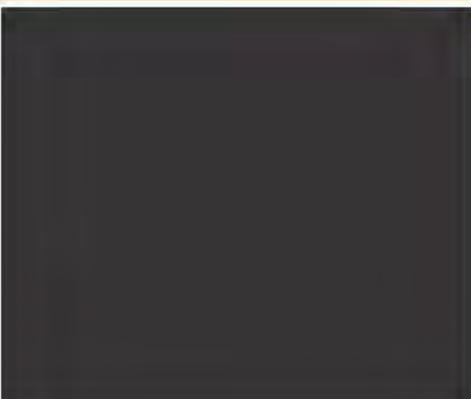
SUPPORTING INFORMATION CONTINUED

EXPERIENCE

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



Supervisor:

Permit to Contact:

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



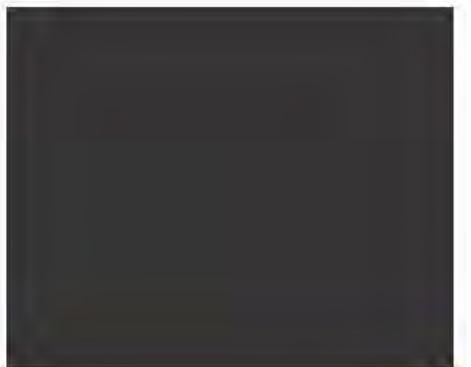
Supervisor:

Permit to Contact:

Experience Type:
Recognition Type:
Title:
Employer:



Experience Dates:
Status:
Experience Details:



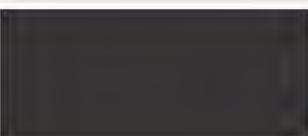
Supervisor:

Permit to Contact:

ACHIEVEMENTS

AWARDS

Name:
Organization:
Date:



Description:

—



SUPPORTING INFORMATION CONTINUED

ACHIEVEMENTS

HONORS

Name:
Organization:
Date:

[Redacted]

Description:

—

HONORS

Name:
Organization:
Date:

[Redacted]

Description:

—

CUSTOM QUESTIONS

AFFIRMATION STATEMENTS

- * 1. I certify that all information submitted in the admission process - including this application and any other supporting materials - is my own work, factually true, and honestly presented, and that these documents will become the property of the institution to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I have certified be false.

Answer:

- * 2. I agree to notify the institutions to which I am applying immediately should there be any change to the information requested in this application.

Answer:

- * 3. I understand that once my application has been submitted it may not be altered in any way; I will need to contact the institution directly if I wish to provide additional information.

Answer:

- * 4. I acknowledge that I have reviewed the application instructions for the college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.

Answer:

- * 5. I affirm that by completing and submitting a Transcript Request Form to the Registrar of the school(s) that I have attended, I am authorizing the Registrar to send my requested records (official transcript) to the Common App for Transfer Transcript Processing Center and I am also authorizing the Common App for Transfer Transcript Processing Center to forward my official transcript to the institution(s) to which I am applying.

Answer:

- * 6. I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.

Answer:

- * 7. Applicant Signature

Answer:

COMMON APP FEE WAIVER

- * 1. Do you meet one or more of the Common App fee waiver eligibility criteria?

Answer:



CUSTOM QUESTIONS CONTINUED

USTRIVE MENTORING

1. UStrive is a Common App partner that connects you with free, qualified mentors online. UStrive mentors can help you:

- Apply to college
- Navigate the financial aid process
- Transition into college
- Get your degree
- Find a job after graduation

Would you like to connect with a UStrive mentor?

Answer:

GENDER

1. Gender

Answer:

PRONOUNS

1. Pronouns

Answer:

BIRTH LOCATION:

1. Country

Answer:

2. City

Answer:

FAMILY EDUCATIONAL BACKGROUND

* 1. Did either of your parents receive a bachelor's degree or higher?

Answer:

FUTURE PLANS

* 1. Career Interest

Answer:



CUSTOM QUESTIONS CONTINUED

FUTURE PLANS

- * 2. Highest degree you intend to earn

Answer: [REDACTED]

ADDITIONAL INFORMATION

1. Community disruptions such as COVID-19 and natural disasters can have deep and long-lasting impacts. If you need it, this space is yours to describe those impacts. Colleges care about the effects on your health and well-being, safety, family circumstances, future plans, and education, including access to reliable technology and quiet study spaces. For more information, check out our FAQ. Do you wish to share anything on this topic?

Answer: [REDACTED]

- * 2. Do you wish to provide details of circumstances or qualifications not reflected in the application? *(You may wish to revisit this question once you have reviewed the rest of your application.)

Answer: [REDACTED]

COMMUNICATION FROM COMMON APP FOR TRANSFER

- * 1. Common App for transfer may communicate with me by email, phone or text message about my account, information relevant to the college admissions process, and my college experience.

Answer: [REDACTED]

CITIZENSHIP DETAILS:

- * 1. Citizenship status

Answer: [REDACTED]

- * 2. Non-U.S. country of citizenship

Answer: [REDACTED]

RESIDENCY INFORMATION:

- * 1. Legal state of residence

Answer: [REDACTED]

2. How long have you been a resident of your state?

Answer: [REDACTED]

3. How long have you lived in the U.S.?

Answer: [REDACTED]

CUSTOM QUESTIONS CONTINUED

COMMUNITY-BASED ORGANIZATION DETAILS

- * 1. Indicate the number of community programs or organizations that have provided you with free assistance in your transfer application process.

Answer:

SENIOR SECONDARY LEAVING EXAMINATIONS DETAILS

1. Number of SSL Exams you wish to report, including exams you expect to take.

Answer:

COLLEGE CREDITS EARNED

- * 1. How many college credits will you have earned when you transfer to the college where you are applying?

Answer:

DATE OF BIRTH

- * 1. Were you born before January 1, 2001?

Answer:

DEGREE STATUS

- * 1. Will you have a degree when you transfer to the college where you are applying?

Answer:

COMMUNITY COLLEGE STATUS

- * 1. Are you currently a community college student?

Answer:

DEGREE GOAL

- * 1. What is the highest degree you intend to pursue?

Answer:

U. S. MILITARY HISTORY STATUS

- * 1. Are you currently serving in the military, have previously served, or are a military dependent?

Answer:



CUSTOM QUESTIONS CONTINUED

EUROPEAN UNION DATA PROTECTION

* 1. Are you currently located in a European Union country, Iceland, Liechtenstein, Norway, or Switzerland?

Answer:

DESIGNATIONS

FALL

Organization:
Department:
Country:
Start Term:
Campus:

[Redacted]

Delivery:
Submitted Date:
Completed Date:
Verified Date:
Application Status:
Academic Update Status:
Last Updated:

[Redacted]

SUPPLEMENTAL QUESTIONS

GENERAL

- * 1 Do you plan to live on campus?
Answer: [Redacted]
- * 2 Do you intend to pursue need-based financial aid?
Answer: [Redacted]
- * 3 I give my consent to Syracuse University to utilize electronic communications for all financial aid communications and notifications. I may withdraw my consent at any time by notifying the Financial Aid Office directly.
Answer: [Redacted]
- * 4 Syracuse University will waive the application fee for students who attended Syracuse University Summer College, are enrolled in or completed a Syracuse University Project Advance (SUPA) class, or are attending Syracuse City School District (SCSD). Are you eligible for this fee waiver? (this information will be verified upon submission of your application).
Answer: [Redacted]
- 5 If you indicated that you are American Indian in the Ethnicity section of the Common Application, are you a member of one of the six Haudenosaucee (Iroquois) Nations?
Answer: [Redacted]
- * 6 Are you enrolled in a Higher Education Opportunity Program (HEOP) at your current college or university?
Answer: [Redacted]
- 7 If you are serving or have served in the National Guard or Reserves, please select all that apply to you:
Answer: [Redacted]
- 8 Please answer this additional Military Status question ONLY if you picked one of the two following Military Statues in the Profile Section of the Common Application: - Previously Served - Currently Serving Please select all that apply to you:
Answer: [Redacted]
- 9 Do you intend to apply for, or have applied for, a Posse Scholar leadership scholarship?
Answer: [Redacted]

ACADEMICS

- * 1 Syracuse University does not require SAT and/or ACT scores for students applying for Spring 2024 or Fall 2024. However, we understand that some students may wish to share their scores as part of their application for admission. Would you like your scores to be considered as part of the admission process to Syracuse University?
Answer: [Redacted]
- * 2 You have the option to apply for: Single Enrollment: Single enrollment means you apply to one of ten undergraduate colleges where you will earn a bachelor's degree. Dual Enrollment: Dual enrollment means you apply to two different colleges and have two different majors, but you receive a single bachelor's degree granted by both colleges. Most dual enrollments are readily completed in four years; you must satisfy major requirements in each college. Learn about single and dual enrollment options. Please select the option to which you are applying.
Answer: [Redacted]
- * 3 College or School
Answer: [Redacted]

DESIGNATIONS CONTINUED

FALL

SUPPLEMENTAL QUESTIONS

ACADEMICS

- * 4 Please select your preferred major
Answer: [REDACTED]
- 5 If you are not admissible to your first choice school or dual/combined program indicated in the question above, please select a second choice you wish to be considered for.
Answer: [REDACTED]
- * 6 College or School
Answer: [REDACTED]
- * 7 Please select your preferred major
Answer: [REDACTED]
- * 8 If you are accepted into Syracuse University's Martin J. Whitman School of Management you will be required to spend at least six (6) semesters enrolled at SU in order to complete your degree regardless of the number of credits earned at your previous institution(s).
Answer: [REDACTED]
- * 9 Electronic Signature
Answer: [REDACTED]
- 10 If you are not admissible to your school/major choices above, would you like the Admissions Committee to consider you for an appropriate alternative?
Answer: [REDACTED]
- 11 Are you interested in a Pre-Professional Advising Program?
Answer: [REDACTED]
- 12 Indicate if you are interested in either the Army or Air Force Reserve Officer Training Corps (ROTC) program.
Answer: [REDACTED]

CONTACTS

- * 1 Have you previously applied to Syracuse University?
Answer: [REDACTED]
- 2 How have you learned about Syracuse University? Please indicate the number of contact methods and list in order of influence:
Answer: [REDACTED]
- 3 Contact 1
Answer: [REDACTED]
- 4 Contact 2
Answer: [REDACTED]
- 5 Contact 3
Answer: [REDACTED]
- 6 If you wish to be contacted via mobile phone, please provide your phone number. Contact methods may include phone calls generated from an automated telephone dialing system or text messaging.
Answer: I consent to be contacted by Syracuse University at the mobile phone number provided below.
- * 7 Mobile Phone Number
Answer: [REDACTED]



DESIGNATIONS CONTINUED



FALL

SUPPLEMENTAL QUESTIONS

FAMILY

- * 1 Are any siblings also applying for undergraduate admission to Syracuse University this year? Please indicate the number of siblings.
Answer: 
- * 2 Has a sibling, parent/guardian or grandparent ever attended Syracuse University? Please indicate the number of relatives.
Answer: 
- * 3 Does a parent, step-parent or legal guardian currently work for Syracuse University? Please indicate the number.
Answer: 

WRITING

- * 1 Please be sure to respond to both parts of the following question: Syracuse University is a place that seeks to be welcoming to all – and has been since our founding. Explain why you are interested in Syracuse University and describe a personal experience in which you persevered through adversity, rejected discrimination, learned a lesson, or were inspired by the courageous actions of others and how you will apply what you learned to our community in a positive way.
Answer: 
- * 2 The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words.)
Answer:  s you lose all track of time. Why does it captivate



DESIGNATIONS CONTINUED

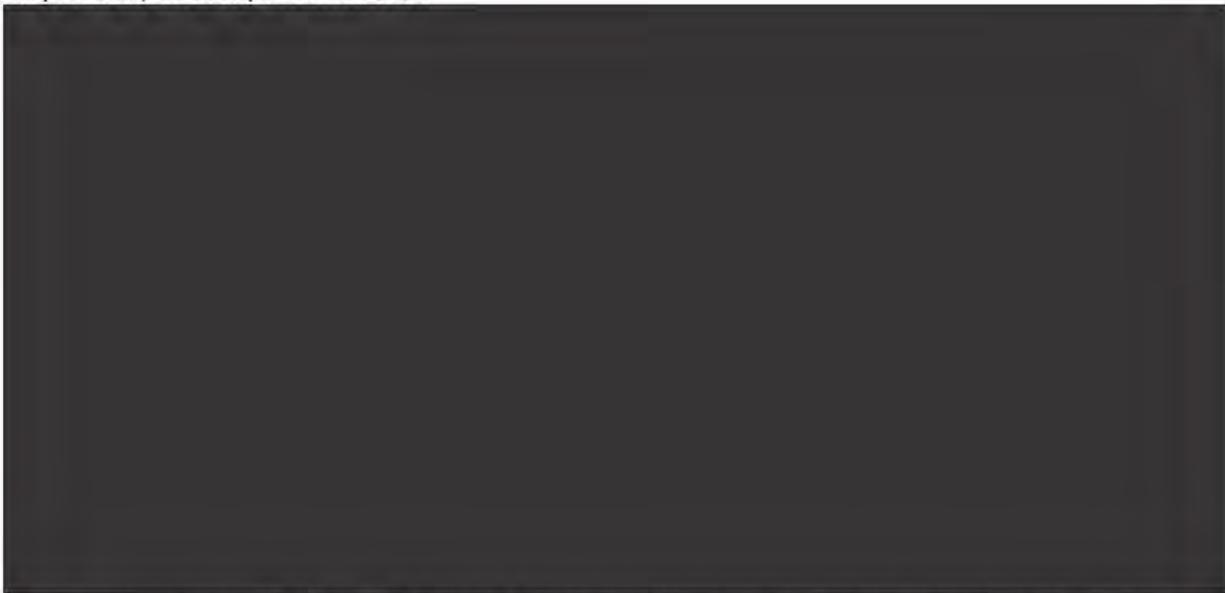
FALL

SUPPLEMENTAL QUESTIONS

WRITING

* 3 Please write your essay on the topic selected here:

Answer:



* 4 Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution. Syracuse University reviews all candidates for admission holistically and past disciplinary or criminal history does not automatically disqualify an applicant from consideration for admission. Applicants must disclose information honestly and completely in response to the questions in the disciplinary history section.

Answer:

* 5 Have you ever been adjudicated guilty or convicted of a misdemeanor or felony? Note that you are not required to answer yes to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise required by law or ordered by a court to be kept confidential. Syracuse University reviews all candidates for admission holistically and past disciplinary or criminal history does not automatically disqualify an applicant from consideration for admission. Applicants must disclose information honestly and completely in response to the questions in the disciplinary history section.

Answer:

* 6 Military Discharge - Did you ever receive an Other Than Honorable Discharge, Bad Conduct Discharge, or Dishonorable Discharge?

Answer:

REFERENCES

Dick Barker

Type: Academic

Occupation:

Professional Title:

Organization:

Email:

Telephone:

Request Date:

Response Due Date:

Status:

Date Completed:



Waiver of Evaluation:

Permission to Contact:

School Permission to Contact:





DESIGNATIONS CONTINUED



FALL

REFERENCES

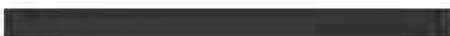
Carl Dittburner

Type: Academic

Occupation:
Professional Title:
Organization:
Email:
Telephone:
Request Date:
Response Due Date:
Status:
Date Completed:



Waiver of Evaluation:
Permission to Contact:
School Permission to Contact:





PRESUBMISSION RELEASE



The colleges that I am considering for application may communicate with me by mail, email, phone or text message prior to submission of my application.

Presubmission Release Answer:



Personal Information

Biographical

First Name

Middle Name

Last Name

Preferred Name

Other Last Names Used

Sex

Birthdate

Birthplace

Native Language

Contact

Email

Phone

Mobile

Mailing Address

Permanent Address

Citizenship

Citizenship Status

Primary Citizenship

Preferred Phone Type

Military Status

Form Title

U.S. Military and Veteran Status

Are you a current or previous member of the United States Armed Forces, including Reserve and National Guard forces?

Please indicate all current and previous branches of service (select all current and previous branches that apply to you personally and not spouses or dependents)

Start Date of Service (your exact or estimated first date of military service in any branch)

End Date of Military Service (your exact or estimated last date of your most recent military service) If continuing to serve while a student please leave blank

Are you currently an Active Duty service member or member of the Guard or Reserve?

Are you classified by the Department of Veterans Affairs as a Protected Veteran?

Please select all that apply:

Are you classified by the Department of Veterans Affairs as a Dependent of a member of the United States Armed Forces?

Syracuse University reviews all candidates for admission holistically and past disciplinary or criminal history does not automatically disqualify an applicant from consideration for admission.

Did you receive an Other Than Honorable Discharge, Bad Conduct

Military Status (continued)

Uploaded 05/13/2024

If you are currently serving please upload the most recent copy of your orders or enlistment contract. Please upload a copy of your Member Copy 4, DD214 or NGB-22.

App Source [HIDDEN]

██████████

Fee Type [HIDDEN]

██████████

Education

Graduate #1

Institution

Dates of Attendance

Location

Primary Language is English

Degree

Major



Program Selection

Form Title

Are you applying as a First Year or Transfer?

Select the term you would like to be admitted to:

Notification Plan [Hidden]

Term Value Converted to Text [Hidden]

Selected Term Includes Fall

Please select the option to which you are applying.

School or College

Please select your preferred major

Second Choice

If you are not admissible to your first choice school or dual/combined program indicated in the question above, would you like to be considered for a second choice?

Please select a second choice you wish to be considered for.

School or College

Please select your preferred major

Additional Questions

Form Title

Additional Questions

Additional Questions

Syracuse University does not require SAT and/or ACT scores for military veterans. However, we understand that some student may wish to share their scores as part of their application for admission. Would you like your scores to be considered as part of t

Are you interested in any of Syracuse University's Professional Advising Programs?

If there is not space in any of your selected programs of study would you like Syracuse University to choose a program for you?

Have either one of your parents completed a four-year college degree?

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade forward, whether related to academic misconduct or behavioral misconduct, that resulted in disciplinary action? These actions

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony? Note that you are not required to answer this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, dest

If you answered "yes", please state the approximate date of the incident, explain the

Additional Questions (continued)

circumstances, and reflect on what you learned from the experience. You will be required to sign a consent to release information form.

Do you intend to pursue need-based financial aid?

I give my consent to Syracuse University to utilize for all financial aid communications and notifications. I may withdraw my consent at any time by notifying the Financial Aid Office .electronic communicationsdirectly

If you wish to be contacted via mobile phone, please provide your phone number. Contact methods may include phone calls generated from an automated telephone dialing system or text messaging.

Mobile Phone Number

Writing Sample

Please be sure to respond to both parts of the following question:

Why are you interested in Syracuse University AND how do you see yourself contributing to a diverse, inclusive and respectful campus community?



Pledge and Signature

Certification

Pledge and Signature

By signing and submitting this application I certify that all information submitted in the admission process - including the application, personal essay, any supplements, and any other supporting materials - is my own work, factually true, and honestly presented, and that these documents will become the property of Syracuse University and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I certify be false. By signing and submitting this application I acknowledge that I have reviewed the application instructions. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.

Signature

Date

A solid black rectangular box used to redact the signature and date information.

Personal Information

Form Title Student Personal Information

Name

First (Given) [REDACTED]

Last (Family) [REDACTED]

Email Address

{% if {{round_key}} == 'PRE-C'
%}Student Email{% else
%}Current Email{% endif %}

Telephone Numbers (include +)country code

Main [REDACTED]

{% if {{round_key}} == 'PRE-C'
%}Student Mobile{% else
%}Mobile{% endif %}

Biographical Information

Sex [REDACTED]

Current Gender Identity [REDACTED]

Birthdate [REDACTED]

Birth Country [REDACTED]

Birth City [REDACTED]

Native Language [REDACTED]

Citizenship Information

Primary Citizenship [REDACTED]

International Information

Form Title

International Information

Visa Information

Will you need immigration documents issued by Syracuse University in order to obtain a visa?



Visa Type



Dependent Information

Will your Spouse and/or children accompany you to Syracuse?



Additional Information

Form Title	Additional Information
Admit Type (hidden; set to Graduate)	Graduate

Previous Enrollment at Syracuse University

Are you a current or previous Syracuse University student?

Application History

Have you previously applied for graduate study at Syracuse University?

Do you plan to apply to more than one graduate program at Syracuse University? (Please note that you must file a separate application form and application fee for each program to which you are applying.)

If you are a U.S. citizen, did you participate in a Ronald E. McNair Post Baccalaureate Achievement Program as an undergraduate?

Have you been elected into The Phi Beta Kappa Society outside of Syracuse University?

Please indicate below which sources prompted your awareness of graduate study at Syracuse University. Select all that apply.

I give my consent to Syracuse University to utilize for all financial aid communications and notifications. I may withdraw my consent at any time by notifying the Financial Aid Office .electronic communicationsdirectly

Convictions

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony? Note that you are not required to answer yes to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged,

Additional Information (continued)

sealed, annulled, pardone

Program Selection

Form Title Program Selection

Graduate Academic Degree Programs and Requirements

Schools and Colleges School of Architecture

Programs Architecture, M. Arch.

Would you like to receive occasional SMS text messages from School of Architecture? Message and data rates may apply.



App Source (hidden; set to Slate Hosted Application)



Program Selection Details

Form Title

Select the semester in which you would like to begin

Program Selection Details

██████████

Are you planning on Full Time or Part Time enrollment? *Full Time is defined as 9 or more credit hours per semester

██████████

Academic History

Form Title

Academic History

Test Scores

GRE

GRE	[REDACTED]
-----	------------

TOEFL

TOEFL-Internet-based Test (iBT)	[REDACTED]
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Recommendations

Reference #1

Name [REDACTED]
Organization [REDACTED]
Title [REDACTED]
Relationship [REDACTED]
Phone [REDACTED]
Email [REDACTED]
Name Displayed to Recommender [REDACTED]
Waiver [REDACTED]
Waiver Response [REDACTED]
Waiver Signature [REDACTED]
Certification [REDACTED]
Certification Signature [REDACTED]
Recommendation Requested [REDACTED]
Recommendation Submitted [REDACTED]

Reference #2

Name [REDACTED]
Organization [REDACTED]
Title [REDACTED]
Relationship [REDACTED]
Phone [REDACTED]
Email [REDACTED]
Name Displayed to Recommender [REDACTED]
Waiver [REDACTED]
Waiver Response [REDACTED]
Waiver Signature [REDACTED]
Certification [REDACTED]
Certification Signature [REDACTED]
Recommendation Requested [REDACTED]
Recommendation Submitted [REDACTED]

Reference #3

Name [REDACTED]
Organization [REDACTED]
Title [REDACTED]
Relationship [REDACTED]
Phone [REDACTED]
Email [REDACTED]
Name Displayed to [REDACTED]

Recommendations (continued)

Recommender

Waiver

Waiver Response

Waiver Signature

Certification

Certification Signature

Recommendation Requested

Recommendation Submitted

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Languages

Form Title

Languages

Languages

Language 1



Reading Proficiency



Written Proficiency



Spoken Proficiency



Language 2



Reading Proficiency



Written Proficiency



Spoken Proficiency



Pledge

Form Title

Pledge

In place of your signature,
please type your full legal name:



Academic History

Undergraduate #1

Institution	[REDACTED]
Dates of Attendance	[REDACTED]
Location	[REDACTED]
Primary Language is English	[REDACTED]
Degree	[REDACTED]
Major	[REDACTED]
GPA	[REDACTED]
Awards	[REDACTED]