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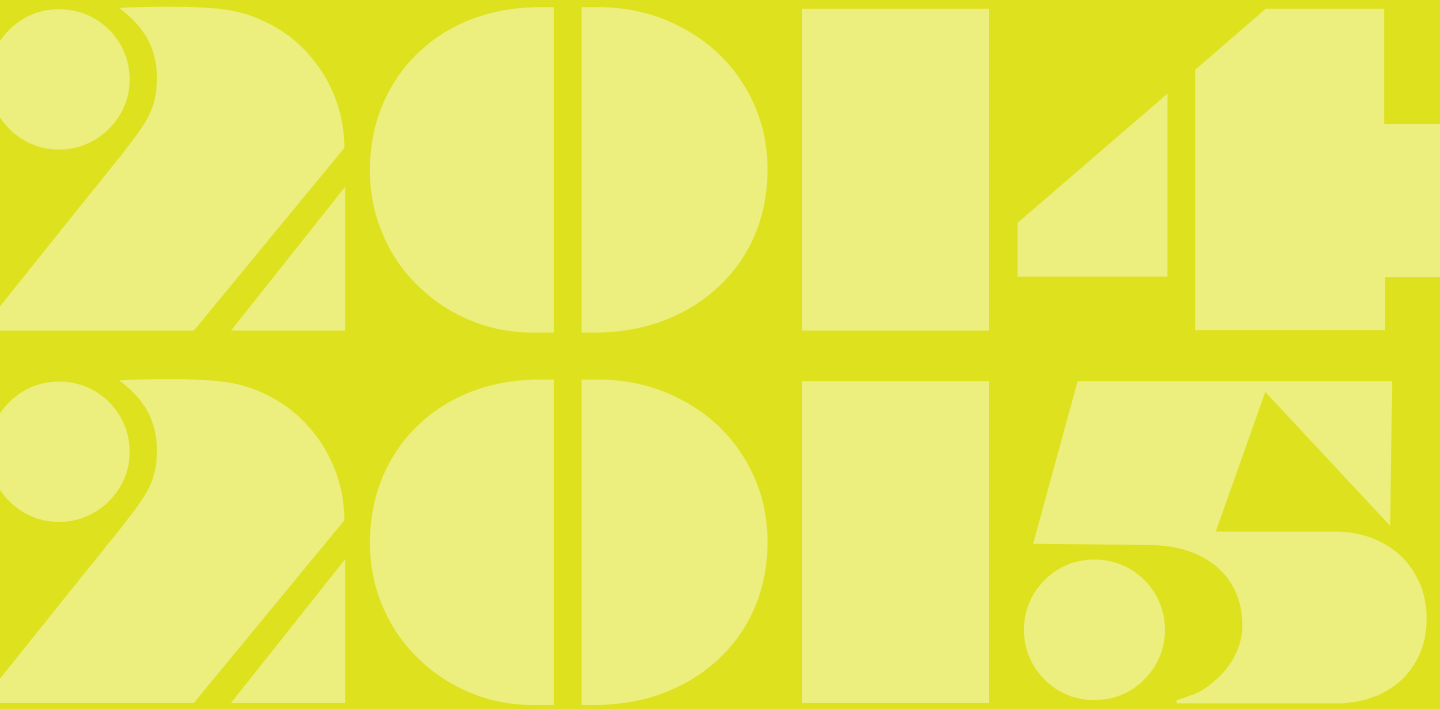
Career
Development
& Outreach

Annual Report 2015

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Introduction

In addition to communicating and documenting Art and Architecture Career Development and Outreach activities, programs, new developments, and accomplishments in the Center for Career Development at The Cooper Union, this annual report offers broader insights into the lives and relevant professions of young adults in both local and national contexts, with a unique emphasis on various kinds of well-being, including intellectual, professional, and personal. It also highlights initiatives that encourage collaboration across disciplines and efforts to examine the contributions to society of architecture, art, engineering, and the humanities and social sciences beyond their traditional domains, and champions works by Cooper students and graduates to give emphasis to Peter Cooper's generous, egalitarian, and moral vision of education and citizenship.

The overall well-being of young adults, among whom are many traditional college-age students and recent graduates, has recently received increased attention and study owing in part to its potential important long-term implications in relation to the impact of the Great Recession. A good example of this is the study *Investing in the Health and Well-being of Young Adults*,¹ which defines young adults as approximately ages 18-26 and aims to identify them as a distinct group whose needs and challenges, its authors write, have not been given "a great deal of systematic attention in policy and research."² The study places particular attention on marginalized young adults and the imperative to invest in all young adults. Among many areas of consideration, the scope of the study includes labor force, economic, and civic engagement; it emphasizes academic and career counseling for college students and recommends that states ensure that "college students have access to up-to-date labor market information and career counseling based on that information."³ Likewise, just as individuals have a stake in positive education processes and results of all kinds, so also do both society at large and the specific communities in which thriving young adults and college graduates reside.

Among the many strengths of The Cooper Union's academic programs in architecture and art are their accomplished and committed faculties, their strong connections to supportive alumni, and their close proximity to a large number of art and design organizations. At the same time, there is broader concern about the status of New York City's so-called creative sector, in which Cooper's many talented students and graduates are situated. *Creative New York*, a recent report by the Center for an Urban Future, frames the sector to include ten industries—advertising, film and television, broadcasting, publishing, architecture, design, music, visual arts, performing arts, and independent artists—and describes it as "one of New York City's most important economic assets."⁴ It chronicles the important gains made by the creative sector in New York City over the decade since the Center's last report was issued,⁵ while also noting its vulnerability to challenges posed by the rising cost of living, especially ever-increasing rents, and also including lower hourly wages when adjusted by cost of living in comparison to the median wage in other major U.S. cities, with architecture reflecting the deepest hourly wage adjustment,⁶ and strategic competition from strong creative sectors in other cities in the United States and around the world. Further, the report highlights the creative sector's lack of diversity, which is especially remarkable in a minority-majority city, and documents the retreat of government funding. It also puts forward recommendations to address the issues that it has identified. In tandem with the growing costs of higher education, these are all significant concerns for the personal and professional lives of Cooper's architecture and art students and graduates of all three schools who participate in and value creative expression.

While New York City offers a wide range of excellent opportunities for experiential learning that can advance students' professional lives, there remain complex issues concerning internships and interns' legal status in the workplace. Despite the publication of federal and state guidelines to regulate unpaid internships in for-profit organizations,⁷ unpaid or low-paid internships persist. The Center for Career Development's Professional Internship Program for Art helps level the economic playing field for Cooper students by offering an hourly stipend to students who are learning in unpaid internships that offer substantive educational experiences, thus enhancing their knowledge, providing practical experience, and helping to provide financial stability.⁸ Participating student interns are also covered by Cooper's Workers'

Compensation Insurance policy, which supports their well-being and makes clear who is providing the insurance for on-the-job injury or illness, in stark contrast to the ambiguous positions on this issue of most colleges and universities. In terms of legal protections for interns, there was progress in 2014 under the New York City Human Rights Law:⁹ regardless of their compensation, interns are now protected from sexual harassment and workplace discrimination. The new legislation was prompted by a 2013 sexual harassment case brought forward by an unpaid intern “who said she was harassed and groped by her supervisor.”¹⁰ The law puts internship sites on notice, empowers interns by increasing their rights, helps remove obstacles to positive and safe learning conditions in the workplace, and provides a way to contest human-rights violations that occur during internships.

As student debt continues to rise, along with the associated stress caused by questionable loan servicing practices,¹¹ and underemployment and unemployment disproportionately impact young people in the United States,¹² The Cooper Union’s departure from its mission by placing the burden on most students of paying \$20,400 per year beginning in fall 2014 unleashed struggles leading up to the changes and cascading after them. These struggles, and the continuing uncertainty and communication challenges, are part of a broader insidious imposition of a culture in which assertive market values collide with the educational cultural ideals of The Cooper Union, challenging the well-being of the community to such an extent that its Acting President, Bill Mea, recently said that his top priority was to “facilitate the healing we need to do.”¹³ While the specific decisions that produced Cooper’s financial crisis and the proponents of those decisions who maintained its trajectory are unique to the institution, the contours of the circumstances correspond with general narratives of decisions that encourage escalating prices of higher education, including resource prioritization in relation to teaching and learning, specious rankings and prestige, and disparity of executive pay, which have ignited debates about the costs and rewards of postsecondary education in its current form.

At the same time, the rise of student debt that partly fuels this ongoing cycle is more complex than its overall numbers might suggest, in part because it also reflects an increasing number of students seeking postsecondary degrees. Studies and reporting shed more light on the topic by identifying which types of students borrow disproportionately, recognizing which are more likely to default on the loans, and revealing some positive developments for borrowers.¹⁴ However, in the studies and reporting referenced here, it is cause for concern that they tend to privilege the point of view (and types) of the student borrowers and loan defaulters instead of first prioritizing the types of institutions, programs, and recruiting strategies and their goals, which could just as easily conform to the writings’ perspectives. However narrow this data is in providing an overview of academic programs, in the context of the present annual report it is important to note that of the ten private not-for-profit four-year colleges in the United States with the highest net tuition prices, eight are schools of art, design, or music, and one—The New School—includes Parsons School of Design.¹⁵

Not surprisingly, within the larger art-school context, there has also been a widely observable discussion around how student debt systematically impacts the personal and professional well-being of artists and designers. This was prominent at “Situation: Art School, A Symposium Addressing Challenges and Opportunities for Educating Artists Today,” which was organized by Pratt Institute in March 2015.¹⁶ This symposium also looked at the effect of the costs and systems of art and design education and the art and design marketplace, and their influence on the creative work being produced by students and graduates under these conditions. The program featured prominent figures in education, art, and design, including Cooper Union alumni, who interrogated the value of an art and design education in relation to students’ ability to experiment and challenge the status quo, and positioned the situation as diluting creative expression through an encroachment of marketplace values into nonprofit arts education institutions; it also inspected the impact of economic and cultural conditions on educational institutions themselves.

Art graduate study also figures prominently in socioeconomic polarizations in the 2014-15 academic year, as all first-year Master of Fine Arts students dropped out of the Roski School of Art at the University of Southern California (USC) in protest against changes in administration, costs, teaching assistantships, curriculum and faculty, as well as administrative conflict with the largely independent culture of the program. As with the situation at Cooper, this turmoil, which included curricular influence from specific donors to USC, has played out largely in public through the students’ and faculty’s distinct self-agency, social media, blogs, opinion pieces, and traditional news reports, calling attention to the social accountability that can accompany heightened visibility, which often accompanies growing prestige though high selectivity of students.¹⁷

In contrast to “Situation: Art School,” the convening of the biannual integrated Association of Independent Colleges of Art and Design Conferences and Career Issues in Art and Design Conference held at the Massachusetts College of Art and Design in Boston, MA, with the theme “The Value of an Arts Education: It’s How You See It,”¹⁸ did not explicitly incorporate programs to address the well-publicized critiques and potential effects of the cost of earning an art degree and the student debt crisis on either students or schools of art, even as it implicitly suggested the topic in its thematic title. Instead, it stressed artists and designers as entrepreneurs and innovators, largely highlighting the affirmative aspects of the analyses of the Strategic National Arts Alumni Project (SNAAP),¹⁹ and emphasized subjectivity in perception through its subtitle, along with some programs that touched on themes of mental well-being.²⁰

While few would disagree that entrepreneurial skills are useful to certain kinds of creative practices—and while arts graduates cited the acquisition of these skills, along with financial skills, as an area where they were receiving less help in learning from their arts institutions, according to SNAAP surveys²¹—there are artists, designers, and educators who see an overemphasis on them as potentially clouding and interfering with the development of artistic growth, which is an important consideration, especially at the undergraduate level, for future professional success. At the same time, some undertakings that involve entrepreneurial skills deployed by artists and designers can just as readily be associated with organizing and activism as with small-business-style practices. While these practices might be easily linked to social innovation and the

so-called purpose economy, they might most comfortably fit into practices of resistance, action, challenge, and transformation of prevailing ideologies that would express core values of The Cooper Union School of Art. Likewise, teaching, learning, and creative expression as a social act is at the center of The Irwin S. Chanin School of Architecture's mission.

Expanding the discussion of areas of study and professional roles, there is also a long history and growing interest in research, practices, and works that cut across disciplines. Among the Cooper alumni working in these spaces are [Chuck Hoberman](#), [Noah Garcia](#), and [SITU Studio](#). Likewise, during the summer of 2015, a student at the School of Art participated in a research experience for undergraduates (REU) funded by the National Science Foundation, marking Cooper's first art student to participate in one. "[The Value of Snow](#)" is an REU that uses a multidisciplinary approach to examine drought resiliency and natural resources in the Sierra Nevada and Great Basin Region. Further, The Cooper Union Institute for Sustainable Design's [call](#) for the Summer Challenge Fellowship on Visualizing Climate Change in part sought to encourage collaborative work among students in the schools by giving preference to interdisciplinary teams, with a requirement for each project to "combine scientific research with a visual component that invents a way to represent research findings to a larger audience." Lastly, past cross-disciplinary and transdisciplinary presenters sponsored by the Center for Career Development included [Natalie Jeremijenko](#) and [Steve Mann](#), whose artistic practices draw on their engineering educations in addition to social and political concerns.

Working with the four faculties, librarians, staff, administrators, the executive administration, and the Board of Trustees, many students of The Cooper Union are inspired to challenge traditional systems, question entrenched practices, deploy humor to disarmingly address oppressive tendencies,²² and influence the future of well-being in the broadest sense in their communities through research, organizing, creative expression, intellectual explorations, and novel invention. In fact, while The Cooper Union as an institution must strive harder to make gains in intercultural inclusion throughout its entire community,²³ historically and today students and alumni are at the forefront in addressing student debt and the rise of credentialism in relation to practice,²⁴ progressive models of education,²⁵ solutions to artists' housing conditions,²⁶ and the broader issue of cultural well-being,²⁷ helping to fulfill Peter Cooper's aim to prepare them "to make enlightened contributions to society."²⁸

This report reveals how Art and Architecture Career Development and Outreach in the Center for Career Development teaches students and alumni to achieve their goals. It also highlights programs and resources, and features both the professional achievements and the generosity of Cooper Union students and graduates in presenting their work and sharing their experiences with the Cooper community.

Robert Thill

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Center for Career Development
Office of Student Affairs

Notes:

1. Institute of Medicine and National Research Council, *Investing in the Health and Well-Being of Young Adults*, eds. Richard J. Bonnie, Clare Stroud, and Heather Breiner (Washington, DC: National Academies Press, 2014), http://www.nap.edu/catalog.php?record_id=18869.
2. *Ibid.*, xv.
3. *Ibid.*, 161.
4. Adam Forman, *Creative New York* (New York: Center for an Urban Future, 2015), <https://nycfuture.org/pdf/Creative-New-York-2015.pdf>.
5. Robin Keegan et al., *Creative New York* (New York: Center for an Urban Future, 2005), https://nycfuture.org/pdf/Creative_New_York.pdf.
6. Forman, *Creative New York*, 11.
7. U.S. Department of Labor, Wage and Hour Division, *Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act* (Washington, DC: U.S. Department of Labor, Wage and Hour Division, April 2010), <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>. Likewise, the New York State Department of Labor created the *Wage Requirements for Interns in For-Profit Businesses* fact sheet in April 2011; it includes the six federal guidelines and adds more specific details, as well as introducing five additional guidelines, at <http://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf>. Adding to the complexity of regulating internships, much more recently the federal guidelines have been challenged in court based on what is considered by some as the antiquated criteria for the basis of the federal guidelines provided by the Department of Labor, with one judge's ruling in a case that involved interns who were not enrolled in academic programs emphasizing individual circumstances and using a criterion of who benefits most, the intern or the organization, in defining their formal relationship. See Noam Scheiber, "Employers Have Greater Leeway on Unpaid Internships, Court Rules," *New York Times*, July 2, 2015, <http://www.nytimes.com/2015/07/03/business/unpaid-internships-allowed-if-they-serve-educational-purpose-court-rules.html>. That said, the National Association of Colleges and Employers provides some perspective on the issue by reporting that 38.1 percent of unpaid internships were conducted in the for-profit, private sector, causing them to fall under the Fair Labor Standards Act (FLSA) internship guidelines. The rest of the unpaid internships were exempt from the guidelines, including the nonprofit sector (40.7 percent) and
8. Alexandre Frenette et al., *The Internship Divide: The Promise and Challenges of Internships in the Arts* (Bloomington, IN: Indiana University and Arizona State University, Strategic National Arts Alumni Project, 2015), http://snaap.indiana.edu/pdf/SNAAP15/SNAAP_Special_Report_2015.pdf.
9. For additional information, including what is covered by the "Prohibition of discrimination against interns," the NYC Human Rights Law, Title 8 of the Administrative Code of the City of New York, which was also adopted by New York State, and how to file a complaint, see the New York City Commission on Human Rights, <http://www.nyc.gov/html/cchr/html/coverage/law-coverage.shtml>.
10. Michael M. Grynbaum, "Unpaid Interns Gain the Right to Sue," *New York Times*, April 15, 2014, <http://www.nytimes.com/2014/04/16/nyregion/unpaid-interns-gain-the-right-to-sue.html>.
11. Consumer Financial Protection Bureau, *Factsheet: Borrower Experiences with Student Debt Stress: Bureau Launches Public Inquiry Into Student Loan Servicing Practices* (Washington, DC: Consumer Financial Protection Bureau, May 2015), http://files.consumerfinance.gov/f/201505_cfpb-factsheet-student-debt-stress.pdf.
12. For information on summer youth employment, which is the height of employment for most people in this demographic, see Bureau of Labor Statistics, U.S. Department of Labor, "Summer Youth Employment in July 2015," *The Economics Daily*, <http://www.bls.gov/opub/ted/2015/summer-youth-employment-in-july-2015.htm>. While there are some slight improvements, it is noteworthy that the summer labor force participation rate of youth has been continually declining. "The July 2014 participation rate was 17.0 percentage points below the peak rate for that month in 1989 (77.5 percent)." Bureau of Labor Statistics, U.S. Department of Labor, "Youth Employment and Unemployment," *The Economics Daily*, July 2014, http://www.bls.gov/opub/ted/2014/ted_20140819.htm.
13. Bill Mea, "A Chat with Bill Mea," The Cooper Union, December 7, 2015, <http://cooper.edu/about/news/chat-bill-mea>.

14. A report cites the highest borrowers as graduate students, undergraduate students seeking degrees at for-profit institutions, undergraduate students who are independent of their parents, and those who stay in school longer, arguing that the “characteristics and circumstances” of the borrower are what determine the potential problems of all levels of student debt. See Sandy Baum and Martha Johnson, *Student Debt: Who Borrows Most? What Lies Ahead?* (Washington, DC: Urban Institute, April 2015), <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000191-Student-Debt-Who-Borrows-Most-What-Lies-Ahead.pdf>. As a point of contrast, a report that focuses on an older group of “young adults” (ages 25–32) in relation to previous generations provides more specifics on their circumstances based primarily on questionnaire results, with U.S. Census Bureau and other data sources. See Paul Taylor, et al, eds., *The Rising Cost of Not Going to College* (Washington, DC: Pew Research Center, February 2014), <http://www.pewsocialtrends.org/files/2014/02/SDT-higher-ed-FINAL-02-11-2014.pdf>. For a study that looks at student loans from the perspective of defaults, see Adam Looney and Constantine Yannelis, *A Crisis in Student Loans? How Changes in the Characteristics of Borrowers and in the Institutions They Attended Contributed to Rising Loan Defaults* (Washington, DC: Brookings Institute, 2015), <http://tinyurl.com/pe7xpjb>. For some positive developments and contextual information on student debt, see Kevin Carey, “A Quiet Revolution in Helping Lift the Burden of Student Debt,” *New York Times*, January 24, 2015, <http://www.nytimes.com/2015/01/25/upshot/a-quiet-revolution-in-helping-lift-the-burden-of-student-debt.html>.
15. U.S. Department of Education, “College Affordability and Transparency Center,” 2012–2013, <http://collegecost.ed.gov/catc/#>. It is worth noting that half of the ten private for-profit four-year colleges in the United States with the highest net tuition prices are art and design schools, including the School of Visual Arts in New York.
16. “Situation: Art School,” Pratt Institute, <https://www.pratt.edu/academics/school-of-art/undergraduate-school-of-art/undergraduate-fine-arts/situation-art-school/>.
17. Matt Stromberg, “Entire First-Year MFA Class Drops Out in Protest at the University of California,” *Hyperallergic*, May 15, 2015, <http://hyperallergic.com/207235/entire-first-year-mfa-class-drops-out-in-protest-at-the-university-of-southern-california/>. For a discussion that compares and contrasts the situations at The Cooper Union and the University of Southern California, see Sarah Lehrer-Graiwer, Helen Molesworth, Mike Essl, Jory Rabinovitz, Lee Relvas, Amanda Ross-Ho, Victoria Sobel, Frances Stark, A. L. Steiner, and Charlie White, “Class Dismissed: A Roundtable on Art School, USC, and Cooper Union,” *Artforum*, October 2015, <https://artforum.com/inprint/issue=201508&id=54967>.
18. Association of Independent Colleges of Art and Design / Career Issues in Art and Design Conference 2015, Guidebook. <https://guidebook.com/guide/34153/>. In contrast, the 2015 College Art Association Annual Conference held a session entitled “Public Art Dialogue: Student Debt, Real Estate, and the Arts,” which challenged important ideas about artists, education, and socioeconomic conditions, and tested the ability of artists to sustain creative practices, health, well-being, and living conditions. See 2015 College Art Association Annual Conference, <http://conference2015.collegeart.org/programs/public-art-dialogue-student-debt-real-estate-and-the-arts/>. As a point of reference, see Caroline Woolard and Susan Jahoda, “On the Cultural Value Debate,” 2015 College Art Association Annual Conference,” New York, February 13, 2015, and *Artists as Debtor: The Work of Artists in the Age of Speculative Capitalism*, <http://artanddebt.org/on-the-cultural-value-debate-2/>.
19. See the Strategic National Arts Alumni Project, <http://snaap.indiana.edu> and “Interview with the Strategic National Arts Alumni Project [Steven J. Tepper and Sally Gaskill],” interview by Christopher Howard, College Art Association, February 10, 2015, <http://www.collegeart.org/features/snaapinterview>. It is important to note that SNAAP’s report recognizes student debt as a significant concern, highlights financial literacy as a gap in arts education, and calls attention to persistent obstacles for women artists, among many other challenges. The Cooper Union School of Art, the Center for Career Development, and Alumni Affairs and Development shared in the effort to participate in the SNAAP survey in 2009 and 2012, contributing to the aggregated data set.
20. For example, a session presenter observed the following in her abstract: “Whereas the general population tends to stigmatize mental illness, art and design students may interpret mental illness experiences as a catalyst toward enhancing their creativity.” While mental illness is a common theme explored in studies of creative individuals, this study places importance on drawing on one’s own agency to turn what could be perceived as a weakness into a strength, echoing contemporary ideas of adaptability and resiliency among many people. Danielle Licitra, “Art and Design Students Social Norms Regarding Mental Illness, Creativity, and Help-Seeking Behaviors: A Dissertation Study” (lecture, Association of Independent Colleges of Art and Design / Career Issues in Art and Design Conference, Massachusetts College of Art and Design, Boston, MA, June 11, 2015, Guidebook, <https://guidebook.com/guide/34153/event/11146470/>).
21. Jennifer C. Lena, *Making It Work: The Education and Employment of Recent Arts Graduates; Annual Report 2014*. (Bloomington, IN: Strategic National Arts Alumni Project, 2014), 11–12. http://snaap.indiana.edu/pdf/2014/SNAAP_AR_2014.pdf
22. For example, see “Between the Spreadsheets,” <https://www.youtube.com/watch?v=qhowml0sBBI> and “Cooper Union Relocation,” <http://cooperrelocation.info/>.
23. It is noteworthy that Cooper alumna Victoria Sobel has broached the subject of the relationship between merit, selectivity, and diversity of all kinds, which is not often addressed in such situations: “As a community of people in the arts and humanities, should we really be worried about protecting ourselves, even with the best of intentions, or should we actually be worried that we’re basking in the meritocracy, in the exclusivity of our fields, and not making sure that our extended community is inclusive in terms of race, gender, and class? At Cooper, we have to start to think about the implications of continuing to invoke ‘meritocracy.’ When you take a look at the numbers of who is coming and how and why, some nasty stuff crops up.” Ross-Ho, Sobel, Stark, Steiner, and White, “Class Dismissed: A Roundtable on Art School, USC, and Cooper Union” (see note 17 above).
24. See Free Cooper Union, <http://cusos.org/>; The Committee to Save Cooper Union, <http://savecooperunion.org/>; and BFAMFAPhD, *Artists Report Back*, <http://bfamfaphd.com/#artists-report-back>, with contributions to the latter by Cooper alumni Caroline Woolard and Rich Watts, which reports on arts degrees, earnings, and professional statuses, among other things. Also, see the reference to this report in “Interview with the Strategic National Arts Alumni Project [Steven J. Tepper and Sally Gaskill],” in note 19 above.
25. See the self-described “learning experiment” of the Bruce High Quality Foundation University, which includes many Cooper Union students and alumni, <http://www.bhqfu.org/>.
26. George Maciunas is a graduate of The Cooper Union School of Art. See “Fluxhouse Cooperatives,” George Maciunas Foundation Inc., <http://georgemaciunas.com/>.
27. Cooper alumnus Sol’Sax compellingly presented the theme of cultural healing in his exhibition *Medicine from Heaven: How African-American Culture was used to Cure the USA*, which was held throughout summer 2014, as part of his ongoing series of exhibitions “in commemoration of Juneteenth, the oldest black holiday in the United States which celebrates the official ending of slavery in Galveston, Texas, when in 1865, two years after the signing of the Emancipation Proclamation, black Texans learned of their freedom.” See the “News,” “Skylight Gallery,” Restoration Plaza, <http://www.restorationplaza.org/about/news/skgs/sax2014>.
28. The Cooper Union for the Advancement of Science and Art, “Mission Statement,” *Course Catalog 2014–15*, https://cooper.edu/sites/default/files/uploads/assets/site/files/catalogs/2014-Catalog_Front.pdf.

What does Art and Architecture Career Development and Outreach in the Center for Career Development do?

Art and Architecture Career Development and Outreach of the Center for Career Development strives to ensure that students and alumni of the School of Art and The Irwin S. Chanin School of Architecture make productive use of all of its resources and services. The Career Center works in depth with individual art and architecture students and alumni through its career counseling program, which is intended to teach students and alumni how to use self-knowledge in relation to career decisions and goals, conduct career-related research, identify and pursue opportunities, prepare competitive application materials, and document and present their accomplishments. These abilities will help architecture and art students and alumni secure opportunities that enable them to excel in both their careers and further education.

Topics covered in individual career counseling and group workshops include organizing and developing cover letters, résumés and curricula vitae, portfolios and digital work samples, preparing for interviews and salary negotiations, and applying for graduate study. Additional programs include the Career Center's participation in the American Institute of Architects New York Chapter Professional Practice Committee's award-winning "First Day on the Job" program, a one-day conference held at the Center for Architecture that provides students and recent graduates with a day of topic-driven presentations and discussions, portfolio reviews, and professional networking.



Whenever a Cooper Union student asks me what they should be doing to be able to get a job after school, I tell them to visit the Career Center. I say to tell the folks in the Career Center what you want to do and they will give you the tools and resources to meet the people in your industry of interest and get on projects that relate to your practice. I am forever indebted to the Career Center for all the help and continuous support they provide through their one-on-one résumé/interview sessions and their internship and visiting alumni programs.

–Ariel Jackson A'13



In addition, the Professional Internship Program for Art was reinstated in the fall to encourage and financially support art students as they gain practical experience while learning in professional settings.

The Career Center also provides architecture and art graduates with programs for informal networking with graduates of additional art and design programs—including those at Columbia University, Parsons School of Design, Tisch School of the Arts, Pratt Institute, and the School of Visual Arts—to encourage them to enlarge and diversify their contacts and consider ways in which their practices are complementary in an economic environment that makes peer-to-peer cooperation and skill-sharing an important strategy for professional success.

The Career Center collaborates with The Irwin S. Chanin School of Architecture's Student Lecture Series to address interdisciplinary practices and portfolio design. It also works with the Institute of Sustainable Design to organize topical lectures that bridge sustainable design and professional development, such as a presentation examining the implications of design on energy production and consumption and an ethnographic investigation of architecture study and practice.

Because the Career Center recognizes that architecture and art students and alumni may choose to seek both traditional employment and nontraditional or supplemental professional practices, it organizes additional programs that provide information about residencies, grantseeking, and unique funding methods, such as fiscal sponsorship and crowdfunding, to help support their independent project-based work. The Career Center also offers programs on freelancing, working with creative agencies, and working abroad, to expose students to opportunities that can help them adapt in a changing economy.

In addition, it organizes an Architect and Artist Resource Day that is intended to teach students and alumni about nonprofit organizations and resources that can support their professional practices. Further, Cooper alumni are invited by the Career Center to present their work and experience to current students and the Cooper community to add another layer of learning to the student experience and to give recent graduates a platform for presenting their work.

Extensive online resources for architecture and art students and alumni are available on the Career Center's website. They include an online job and internship board, information on licensure, salaries, and access to GoinGlobal, which is a resource for both domestic students who are seeking opportunities abroad and international students who are seeking to identify organizations that have submitted H-1B visa applications to the U.S. Department of Labor to help them focus their job searches for longer-term employment in the United States. The Career Center's website also provides material for architecture and art faculty and staff on topics that include writing letters of recommendation and developing teaching portfolios.

New Student Orientation

New Student Orientation is an important program for Art and Architecture Career Development and Outreach. The two sessions of this program are designed to engage and challenge students' preconceived ideas about architecture and art practices by highlighting unorthodox works by alumni. Past Student Council members have reported that the Center for Career Development's New Student Orientation program was valuable, and during the 2013 budget cuts recommended retaining it as the only formal part of the administration-organized programs.

Architecture Career Development: Presentation and Discussion with Cooper Alumni New Student Orientation 29 August, 2014

New students were invited to learn about the current work and professional lives of Cooper Architecture graduates. The session featured new and diverse projects by SITU Studio, which was founded by Cooper alumni. Wes Rozen (AR'05) presented works that included the offsite fabrication of an entire interior to be installed inside an existing space in another state; a temporary museum installation, for which the group had created innovative dynamic video cameras to document the vast exhibit; and novel research and analysis to provide forensic spatial evidence to support a legal case. At the end of the presentation and discussion, Rozen surprised the entering class by revealing that he is one of their first-year instructors. In Architectonics studio, Instructor Rozen and Professor David Gersten (AR alumnus) challenged this group of first-year architecture students with creating a multifaceted project that would examine The Foundation Building in relation to ideals in education in the mobile work Building The Cooper Union: A Model of Education.

Art Career Development: Presentation and Discussion with Cooper Alumni New Student Orientation 29 August, 2014

Recent graduates of the School of Art presented their work and lives as practicing artists to new students. Awol Erizku (A'10) presented his photography and installations. The photography projects included interpretations of subjects in traditional Western figurative painting, such as the female figure of the odalisque, which Erizku represented in photographic studies of female sex workers in Addis Ababa, Ethiopia. The installations included wall-mounted stacked basketball hoops that engaged in a dialogue with the serial forms in minimalism and suggested an analogy between professional success in sports and in the arts through ability and chance. Ryan Oakes and Trevor Oakes (A'04) discussed their artistic investigations into binocular vision, which included drawing on parts of concave spherical paper surfaces while tracing a phantom image of an observed object from life. This work process is supported by an invention that keeps the artists' heads trained in a specific observational relationship to their subjects.

Dean Bos's Reception for Exchange and Mobility Students September 18, 2014 and February 5, 2015

Hosted by Saskia Bos and organized by Joyce Bishop, Coordinator, Office Advisement, this program was attended by Career Development staff, who welcomed new exchange and mobility students and invited them to make use of its resources and participate in its programs.



Top: SITU Studio, *reOrder*, the Brooklyn Museum
Photograph by Keith Sirchio

Bottom: SITU Studio, *Heartwalk*, Times Square, NY, 2013
Photograph by Keith Sirchio

Career Development Workshops and Information Sessions

Information Session: Dow Jones/WSJ September 30, 2014

Himesh Patel, Creative Director, and colleagues discussed Dow Jones/WSJ's evolving work culture and new apps and website projects that are designed to explain the world of business. [Nick Breeser](#) (ME'16) presented his internship experience. They also presented the opportunities available to Cooper Union students as information architects, UX designers, and technical designers.

Creative Circle with Kevin Kedroe (A'05): Working with an Advertising and Creative Staffing Agency October 7, 2014

Creative Circle is a specialized staffing agency that connects innovative advertising, marketing, creative, and interactive professionals with companies seeking talent on a full-time or freelance basis. [Kevin Kedroe](#) (A'05), an alumnus of The Cooper Union, joined with staff of Creative Circle to teach students the ins and outs of working with a staffing agency to secure jobs, creating a dynamic, revealing discussion between the agency and a designer. Mr. Kedroe also presented his design work.

This program is a collaboration between NYU Tisch School of the Arts and The Cooper Union.

Architects Résumé/Curriculum Vitae, Cover Letter, and Portfolio Workshop October 9, 2014

Students learned how to organize and develop competitive application materials, including résumés, cover letters, work samples, and portfolios. Portfolios are especially important, since they represent the students' work and are central to interviews.

Artists' Résumé/ Curriculum Vitae Workshop October 16, 2014

Students were taught about the various kinds of résumés used by artists and how to organize and develop them, with an emphasis on standards and guidelines created by the College Art Association.

Information Session: Professional Internship Program for Art October 28, 2014

Art students learned about how to access funding that is available to support learning opportunities through internships. The Professional Internship Program for Art serves to level the economic playing field by providing an hourly stipend and enabling students to benefit from career opportunities that might otherwise be unavailable to them.

International Student Meeting November 11, 2014

John Falls, Associate Dean of Admissions and Records and Director of International Student Advisement, led a meeting for F-1 visa students to discuss SEVIS updates, maintaining status, employment, taxes, Optional Practical Training, and the pathway to H-1B status. Robert Thill highlighted the Career Center's programs and resources for all international students and discussed ways students could effectively work with it to enhance their professional advancement in the United States and abroad.

Student Type Director's Club Freelance Presentation, with Sascha Mombartz (A'09): Nail It, Without Getting Screwed November 18, 2014

[Sascha Mombartz](#) shared how to navigate legal and business hurdles so as to be able to get art made and distributed. This talk was not about making money, but rather about how to get all the legalities right, avoid misunderstandings, price time and work, and remain honest and fair. Working with Helen Sywalski (A'16), Robert Thill assisted the leadership of this new club in organizing the program.

Architects and Artists' Drop-in Hours November 19, 2014 and December 9, 2015

Drop-in hours were established as a form of outreach to let busy students know that the Career Development staff is flexible and available to discuss their professional lives.

Strategies for Seeking Summer Jobs, Internships, Research Experiences, and Other Opportunities February 17, 2015

Students attended this session to learn strategies for seeking summer jobs, internships, cross-disciplinary research experiences for undergraduates (REUs), and other opportunities. This involved career research and working within active existing relationships as well as creating new ones.

Architecture and Art Spring Break Career Drop-in Hours March 17, 2015

Making use of the Colonnade of The Foundation Building, Robert Thill provided an informal forum for students to discuss ideas about their professional lives and plans, including summer positions, grants, residencies, exhibitions, and grad school.

Grantseeking Presentation with the Foundation Center April 14, 2015

This session offered an introduction to individual grantseeking for architects, artists, and engineers. Led by Susan Shiroma, Senior Librarian at the Foundation Center, it was also designed to teach the entire Cooper community about grantseeking.

The Foundation Center is the leading source of information about philanthropy worldwide; it connects people who want to change the world to the resources they need to succeed. The Center maintains the most comprehensive database on U.S. and, increasingly, global grantmakers and their grants.

This session focused on research grants, scholarships, travel grants, and the concept of fiscal sponsorship.

All students, faculty, and staff were invited to participate.



CAREER COUNSELING FOR STUDENTS AND ALUMNI

Year-Round

Career Counseling is an ongoing program throughout the calendar year, available to all students and alumni. It can take the form of walk-in meetings or appointments, which are generally scheduled in 45-minute increments. Career counseling is tailored to the individual's career development. The broad objectives of career counseling are to teach students and alumni how to use self-knowledge in relation to career decisions and goals, conduct career-related research, identify and pursue opportunities, prepare competitive application materials, and document and present their accomplishments. Specific topics covered are résumés, cover letters, interviews, portfolios, and grant and graduate school applications. In addition, career counseling appointments frequently include formal and informal assessments to help students and alumni identify their skills, interests, values, and goals. The Career Center offers the Myers-Briggs Type Indicator and the Strong Interest Inventory free of charge to all students and alumni. Counseling often occurs on an ongoing basis, underscoring the idea that career development is a lifelong learning process. As such, we offer in-person, phone, and virtual counseling to ensure that students and alumni have ample opportunities and flexible conduits for individualized and personal attention.



I went to speak with Robert Thill at the Center for Career Development the summer after graduating from The Cooper Union, when I was looking for a position at an architecture firm in New York City.

Robert went through my résumé and cover letters. Not only was it useful to have another set of eyes, but also I found that he brought a level of care and attention to detail that really took my application materials to another level.

I appreciate that he took the time to get to know me—my strengths and my weaknesses—and that he was therefore able to give useful, specific advice about interview techniques and the process of applying for a job in New York. Robert also has a sense of humor, which made the potentially stressful and tedious process of job hunting a lot easier!

—Alexander McLean AR'15





The Professional Internship Program is one of the best programs Cooper Union provides.

–**Rachel Appel A'13**



Caroline Woolard, Installation view of *Exchange Cafe*, 2013. Courtesy of the artist and MoMA: Artists Experiment. Photo by Ryan Temporo.



Professional Internship Program for Art



Since its founding by the Center for Career Development in 1981, the Professional Internship Program for Art has provided invaluable experiential-learning opportunities for thousands of students in professional environments outside the academic setting. Student interns learn from working with both emerging professionals and established luminaries in the diverse art and design community of New York City. The Program is critically important to students in the School of Art because, as noted above, it serves to level the economic playing field by providing an hourly stipend and enabling students to benefit from career opportunities that might otherwise be unavailable to them. The Program supports artistic growth and the development of practical competencies, such as effective communication, technical proficiency, and contextual professional behavior, at the same time that it helps students clarify career goals.

The Professional Internship Program for Art is guided by its mission, vision, and values statement.

Program Sites 2014-15

American Museum of Natural History, Exhibitions Department
American Museum of Natural History, Natural Sciences Conservation Lab
A.K. Burns Studio
Esopus Magazine
Adam Henry Studio
The Imaginary Surf Company
Magnan Metz Gallery
Cameron Martin Studio
The Point Community Development Corporation
Sequence Press and Miguel Abreu Gallery
Joe Sheftel Gallery
Sixth Dimension
Caroline Woolard Studio

The Professional Internship Program at Cooper has had a significant impact on my professional development outside of college. Beginning in my sophomore year of studies at Cooper, I began assisting mid-career artists—an opportunity that allowed me to make professional connections, granting me access and experiences that I could continue to build upon throughout my life. After graduating from Cooper in 2007, I was already prepared to hold a series of freelance studio manager positions. Every one of these positions came about directly or indirectly as a result of my experiences as a student intern; once I began the internship program, I was referred to other mid-career artists for subsequent opportunities.

–**Ian Burnley A'07**



Fulbright Grant Alumni Presentations and Information Sessions

Cooper Union alumni of all three schools who have been awarded Fulbright grants are invited by the Center for Career Development to present their work and share their experiences with current students to highlight this prestigious opportunity and help create stronger international professional relationships. The Career Center documents these by keeping an [archive](#) of posters of past presentations by Fulbright Fellows.

Tammy Nguyen, *Skin Me*, 2013, watercolor, acrylic, and oil on canvas.



Andrejs Rauchut AR'10

September 16, 2015

Andrejs Rauchut spoke about his experience as a Fulbright Fellow in Riga, Latvia, where he researched and taught during the academic year of 2013-14.

Developed in partnership with Belgian architect Manten Devriendt of SAMPLING Architects, his research covered the history of hospital design in pre-Soviet, Soviet, and post-Soviet Latvia. This research was developed into an exhibit at the Latvian Museum of Architecture. The exhibit catalogs five hospital typologies within the country, each presented with contextual historical information, newly redrawn architectural drawings culled from archives, and CNC-cut models assembled by a team of Latvian architecture students.

Mr. Rauchut also taught at the RISEBA Faculty of Architecture and Design, where he was an Assistant Professor for the first- and third-year design studios. RISEBA is a new, progressive architecture school in Riga that focuses on bridging the cultural divide between Russia,

the Baltics, and Western Europe. At RISEBA, Mr. Rauchut worked alongside architects and academics from Latvia and professors from the architecture and art faculty of the Technische Universität Berlin.

Peter Buckley, Associate Professor of the Faculty of the Humanities and Social Sciences and The Cooper Union's Fulbright Program Advisor, joined Mr. Rauchut to provide information and field questions about applying for a Fulbright Grant.

Tammy Nguyen A'07

April 16, 2015

Tammy Nguyen presented her experience as a Fulbright Fellow. She studied lacquer painting in Ho Chi Minh City as a way to look at Vietnamese contemporary art through the lens of a traditional medium.

Ms. Nguyen also offered valuable insights into the impact of the experience on her life and work.

Andrejs Rauchut, *Curative Space: Five Approaches to Hospital Design in Latvia*, April 16 to June 13, 2014, Latvian Museum of Architecture, Riga, Latvia. Exhibit furniture design collaborators: Manten Devriendt and SAMPLING.



Art and Architecture Career Development and Outreach & the Institute of Sustainable Design

Art and Architecture Career Development and Outreach works with the Institute of Sustainable Design to organize topical lectures that bridge sustainable design and professional development, including an ethnographic investigation of architecture study and practice. The Institute for Sustainable Design and Art and Architecture Career Development and Outreach also collaborated on CU @ Lunch with Cooper Union alumnus Nicholas Pevzner (AR'05), which is described below. In addition, the Career Center helped publicize to students the Institute for Sustainable Design's Summer Challenge Fellowship on Visualizing Climate Change, work from which formed an [exhibition](#) in November 2015.



Nicholas D'Avella, *Entrega Final*, Facultad de Arquitectura, Diseño, y Urbanismo, Universidad de Buenos Aires.

Nicholas D'Avella Sustaining Architecture: Design Practice and the Matter of Care

March 24, 2015

This talk was based on fieldwork in the architecture school at the University of Buenos Aires in the years following Argentina's economic and political crisis of 2001. In the aftermath of the crisis, buildings had become an important form of economic investment for many middle-class Argentines, resulting in a boom in investment-driven construction. The talk examined the politics of architectural education in this context, taking a longer historical view at the politics of architectural education in Buenos Aires from the dictatorship years of the 1970s through the neoliberal policies of the 1990s and into the present. The talk analyzed drawings and models as political technologies through

which students were invested with ways of caring for the built environment that extended beyond market value, offering the possibility of conserving particular human-building relations in the face of economic priorities that threaten to overtake them.

Dr. D'Avella is a Postdoctoral Fellow in the Faculty of Humanities and Social Sciences at The Cooper Union, and an anthropologist and ethnographer of contemporary Argentina. His current manuscript, *Concrete Dreams: Markets, Politics, and the Lives of Buildings in Post-Crisis Buenos Aires* is an ethnographic study of a construction boom in the years following Argentina's economic crisis of 2001. Based on fieldwork with real-estate investors and market analysts, architects, and

neighborhood residents, the book describes how buildings were incorporated into emergent practices of economic investment, and how other forms of value were made to endure in the face of buildings' increasingly central place in Argentine investment cultures.

<http://www.cooper.edu/events-and-exhibitions/events/sustaining-architecture-design-practice-and-matter-care>

Sponsored by the Institute for Sustainable Design. In collaboration with the Center for Career Development.

Graduate School Programs

Art and Architecture Career Development and Outreach organizes roundtable discussions on specific graduate programs to teach students about researching, developing competitive applications, and funding graduate studies. Its method is to focus in depth on specific graduate programs of interest to Cooper students and to have a comprehensive discussion about their specific philosophies and programs. In addition, Art and Architecture Career Development and Outreach provides support to students and alumni throughout their application processes.

Architecture & Art Graduate School Roundtable Discussion with Cranbrook Academy of Art

October 27, 2014

Trisha Holt is the Academic Programs Coordinator at the Cranbrook Academy of Art. She presented work and discussed these academic programs.

Founded in 1932, Cranbrook Academy of Art is a preeminent graduate school of architecture, art, and design. The Academy is the only institution in the United States dedicated solely to graduate art education, granting the Master of Architecture degree and the Master of Fine Arts degree in 2D Design, 3D Design, Ceramics, Fiber, Metalsmithing, Painting, Photography, Print Media, and Sculpture. For more information, see <http://www.cranbrookart.edu>.

Information Session Art Graduate School Social Practice MFA at Queens/CUNY

March 10, 2015

The Cooper Union School of Art alumnus Gregory Sholette presented an introduction to the Social Practice Queens MFA at CUNY, which he co-founded and currently chairs. The new MFA concentration in social practice integrates studio work with social, tactical, interventionist, and cooperative forms. SPQ's goal is to initiate interdisciplinary projects with real-world outcomes rooted in CUNY's rigorous departmental offerings (such as urban studies, environmental science, public policy, experimental pedagogy, and social theory), in tandem with the Queens Museum's ongoing community-based activities.

<http://cooper.edu/events-and-exhibitions/events/spq-art-social-action-mfa-information-session-gregory-sholette>



As a graduate of The Cooper Union School of Art, I have always valued the support and help the school has provided to me in my artistic endeavors, even after completing my degree. This extends to the Center for Career Development, where I was given one-on-one meetings on a consistent basis as I was applying to MFA programs across the U.S. The feedback on the selection of works and artist statements helped me refine my applications and allowed me to get into competitive and esteemed programs. I believe one of the strongest aspects of Cooper is the continued support and interest it gives to students as they enter into their chosen careers.

—Amy Reid A'10



Architecture and Art Alumni Presentations: CU @ Lunch

Begun in 1997, CU @ Lunch with Cooper Union Alumni focuses on the work of recent graduates who can speak about the issues they face following graduation. The program's objectives are to provide career-development programming for architecture and art students by drawing on alumni expertise; facilitate the development of alumni-to-student learning and relationships; provide independent and faculty alumni with a professional-development opportunity, by offering a public forum in which to present their work; and create a unique intellectual forum for students, faculty, and staff that focuses on topics of interest to the Cooper community. Since the program is open to the entire Cooper community, it also helps to build an academic community beyond traditional programs. The CU @ Lunch Poster Archive documents presentations and facilitates learning about projects and career paths of alumni. The program is co-sponsored by the Center for Career Development and the Office of Alumni Affairs and Development, unless otherwise noted. The program's posters are designed by the Center for Design and Typography.



Christian Lord (in collaboration with Fredman Barahona),
(Ban)deras, 2014. Flags, locations, digital file, dimensions variable.
Photo: Jilma Estrada

Alumni Presentations

Christian Lord A'05

September 23, 2014

Christian Lord was born in Oakland, California, and received his MFA from Columbia University in 2013.

Working across media, his work combines fine-art and activist modalities to explore issues of consumer culture, individuation, and social coercion.

He has exhibited nationally and internationally, including at Deitch Projects, Family Business, Salon 94, Louis B. James, the Nicaraguan Biennial, and the Central American Biennial.

For more information about Christian Lord's work, see <http://www.christian-lord.com>.

Kant Smith A'07

November 4, 2014

Using various formal strategies, from appropriated or manipulated media to fabricated objects and paintings, Kant Smith examines the political and psycho-sexual dimensions of cultural and institutional practices of violence. For instance, his project *Lawss of the Land*, shown in New Orleans in 2013, explores masculinity in the context of American gun culture.

The Clandestine Reading Room, a collaboration with poet and librarian Dolsy Smith, seeks to promote awareness and interrogation of the methods and motives of the surveillance industry in the United States. It was on view in the Lubalin Gallery, within 41 Cooper Gallery, as part of the exhibition Monument to Cold War Victory, organized by Yevgeniy Fiks and Stamatina Gregory.

Smith's talk and presentation took place in the context of the exhibition.

Right:
Teddy Kofman, Work in progress.

Bottom:
Kant Smith, *US Military Issue M16 5.56mm Rifle*,
Pigment Print, 2013.



Nicholas Pevzner AR'05

March 3, 2015

Infrastructure's Public Landscape: Civic Imagination & The End of Public Works

Infrastructure alters the land on a grand scale, unifying cities and territories, and stitching together natural and cultural systems into one collective hybrid network. Infrastructural landscapes have always been political; the design of infrastructure is an act of regional cartography and territorial reorganization, formerly carried out with grand ambition on a national scale. Today, the era of public works is over. Amid fragmentation, conflict, and privatization, how can design help rebuild a civic narrative around infrastructure? What is the vision for the new generation of infrastructural landscapes?

Nicholas Pevzner is a lecturer in Landscape Architecture at the University of Pennsylvania School of Design, and has been teaching landscape studios on the role of energy systems in landscape design, as well as courses in urban design and urban ecology. He is co-editor of *Scenario Journal*, an interdisciplinary digital publication that strives to bridge the conversations in design, planning, engineering, and ecology.

Mr. Pevzner received a Bachelor of Architecture from The Cooper Union in 2005 and a Master of Landscape Architecture from UPenn in 2009.

Sponsored by Career Center/Alumni Affairs in collaboration with the Institute for Sustainable Design

Teddy Kofman AR'13

March 31, 2015

Teddy Kofman regards the academic environment as an exploratory platform that allows him to initiate new interests as well as continue the study of previous ones. Through his past and current work, he aims to produce the conditions through which he can maintain his engagement with issues of the natural and built environments. His presentation included projects in photography and architecture that examine cities, forests, and the circus.

Kofman studied architecture at Tel Aviv University and The Cooper Union. In addition to his work as an independent designer and photographer, he is currently a faculty member at The Cooper Union and Pratt Institute.

Eric Mack A'10

April 21, 2015

Statement by Eric Mack, 2014

My practice is inclined towards the radical. The critical point has to do with complacent norms that separate life from art; those norms too often function to frame the viewing of painting. My work operates within such norms to radically juxtapose and acknowledge what has been reconstituted as felt and emotionally modern.

I empathize with the fragment, in its origin being variable, as plain as its surface reads. Its potentiality is so great, so very urgent. There is longing in the form of the fragment, an L-shape cut from cloth. Maybe it will be reunited with its floral remnant or mended with "an other" as a great patchwork quilt. Or maybe it could be a practical choice in patching a hole in one's crotch to better protect one's privates.



Eric Mack, *Claudine*, 2014. Courtesy the artist.

Contingent on a whole; or does the fragment have its own sense of containment? With an edge with a broken seam, air moves through the fragment with a new pictorial point of entrance. What a vision: a fragment no longer in need.

To make a fragment from a whole is an act of desecration, an act of violence. A compelling pierce into the canvas to show that its objecthood is hollow and that the canvas is architecture. Allowing the edges to be visible as they fray—as a material truth.

Eric Mack is a New York-based artist raised in Capitol Heights, Maryland. He earned his BFA from The Cooper Union in 2010 and his MFA from Yale University in 2012. Mack attended Skowhegan School of Painting and Sculpture, Skowhegan, ME, in the summer of 2014. He was an Artist in Residence at The Studio Museum in Harlem 2014-15.

Mack's selected group exhibitions include: *Some Stew You Got Inside Your Plastic Bag, and You Always Organize The Parts So Close*, a group exhibition curated by Torey Thornton, presenting work by Brian Belott, Eric Mack, and Noam Rappaport, OHWOW Gallery, Los Angeles (2015); *Amerika*, David Castillo Gallery, Miami (2014); *To do as one would*, David Zwirner Gallery, New York (2014); *That's The Neighbor, Always Dressing These Boulders In The Yard*, curated by Torey Thornton, Suzanne Geiss Company, New York; two-person show with Benjamin Horns at Elaine Levy Projects, Brussels, Belgium; The Project Space, Jeff Bailey Gallery, New York; *Home*, The Morris-Jumel Mansion, New York; *If This Is Left, What Is Right?*, Kate Werble Gallery, New York; *This Is the Prism the Spider Dreams of as It Weaves Its Web*, Signal Gallery, New York (2013); *Fore*, The Studio Museum in Harlem, New York (2012); *Pushing Painting Paradigms*, Mason Gross Galleries at Rutgers University, New Jersey; and *Slough*, David Nolan Gallery, New York (2009).

Architecture: First Day on the Job

First Day on the Job

September 21, 2014

The American Institute of Architects New York Chapter Professional Practice Committee's award-winning "First Day on the Job" program is a one-day conference held at the Center for Architecture that provides students and recent graduates with topic-driven presentations and discussions, portfolio reviews, and professional networking. The program addresses best practices in contemporary architectural practice. It is a multilayered event to connect students, interns, professionals, and faculty from New York State architectural schools.

Discussion topics at this event included Marketing Yourself, Women in Architecture, Unpaid Internships, Mentoring, Human Resources, Licensure, Intellectual Property, Occupational Practical Training, and Alternate Career Paths. An afternoon of portfolio reviews added another important dimension to the interaction between established professionals and emerging professionals.

Presenters from the Cooper community included Nicholas Agneta (AR'80), John Leeper (AR'85), Michael Samuelian (AR'95), and Robert Thill (Director, Art and Architecture Career Development and Outreach).

Artist Resource Fair

Artist Resource Fair with Tisch School of the Arts at New York University

October 2, 2014

The Artist Resource Fair is intended to teach architecture and art students and alumni about nonprofit organizations and resources that can help support their professional practices. It also encourages Cooper students and graduates to meet students at Tisch School of the Arts to develop new peer contacts in complementary disciplines. This partnership program with Tisch's Office of Career Development is part of an ongoing strategy by The Cooper Union's Art and Architecture Career Development and Outreach at the Center for Career Development to create and foster positive external relationships, attract more participants through shared contacts, and to effectively use its time and budget.

Participating organizations include:

[Actors Fund](#)
[Alliance of Resident Theatres/New York
\(A.R.T./New York\)](#)
[Center for Communication](#)
[Chashama](#)
[DGA Assistant Director Training Program](#)
[The Dramatists Guild](#)
[Fractured Atlas](#)
[Made in NY Media Center by IFP](#)
[Mayor's Office of Media & Entertainment](#)
[New York Foundation for the Arts](#)
[NuKhu](#)
[Queens Council on the Arts](#)
[SAG Foundation](#)
[SAG-AFTRA](#)
[Storefront for Art and Architecture](#)
[TDF Costume Collection](#)
[Tongal](#)
[Theater Resources Unlimited](#)
[Volunteer Lawyers for the Arts](#)
[Wix](#)



The Cooper Union Community Programs

Residence Hall Move In and Welcome Receptions for Parents

August 25, 2014

Center for Career Development staff participated in two receptions for new students and their families throughout the morning and afternoon, to welcome parents, guardians, and families of first-year students to the Cooper Union community.

Organized by Office of Student Affairs and the Office of Alumni Affairs and Development

Parents Day

October 5, 2014

As part of an all-day event that highlighted many facets of The Cooper Union, the Center for Career Development presented their programs to parents of current students. Over 100 parents attended Cooper's Annual Parents Day. They gathered to meet the Deans, hear from current students, and learn about the Office of Student Affairs, career development, and how parents can support The Cooper Union. In the session devoted to architecture and art parents, current students of both The Irwin S. Chanin School of Architecture and the School of Art presented their art and design, discussed their experiences studying and interning abroad, and their professional accomplishments and aspirations.

This program was organized by the Office of Alumni Affairs and Development.



Admitted Students Day

April 16, 2015

Center for Career Development staff represented Art and Architecture Career Development and Outreach and conducted a presentation to parents on the programs, services, and resources available to students and alumni.

Organized by the Office of Admissions

Senior Bash 2015

May 21, 2015

Recent architecture and art graduates were invited to celebrate and network with graduating students. The [Senior Bash 2015](#) aimed for invitees to reconnect with their friends, share experiences, reminisce about their time as students, and raise a glass to all they had accomplished since beginning their journey at The Cooper Union.

Organized by the Senior Council

Beyond-Cooper

Students and graduates of the School of Art and The Irwin S. Chanin School of Architecture pursue a variety of ways to advance their personal, educational, and professional growth, including internships, research experiences, employment, freelance work, exhibits, residencies, graduate study, grants, and fellowships. They may also seek professional licensure.

Art and Architecture Career Development and Outreach in the Center for Career Development actively researches and promotes a wide array of opportunities for students and alumni and provides personalized strategies and constructive support to help them attain their goals.

Beyond-Cooper offers samples of their professional pursuits and accomplishments.

For more information, see [Beyond-Cooper](#).



Staff

Robert Thill

Director of Art and Architecture Career Development and Outreach

Presentations

Presenter with Architect William M. Singer, IBI Group of the Session "Is This a Fair Opportunity? Unpaid Internships and Finding Mentors." Program: First Day on the Job Program, American Institute of Architects (AIA), New York Chapter, Professional Practice Committee Center for Architecture, New York, NY, September 21, 2014

Robert Thill presented on the US Department of Labor's Wage and Hour Division's criteria for the evaluation of the legality of unpaid internships, contextualizing the subject in relation to stakeholders' positions and highlighting what is important for students and interns to be cognizant of in experiential-learning arrangements. The co-presenter addressed the AIA's position on unpaid internships and spoke to areas of experience settings in which an unpaid internship with a not-for-profit organization could meet specific licensure criteria, and also discussed finding a mentor and the requirement of mentoring in the profession of architecture for licensure.

Publications

Thill, Robert. Review of *Making and Unmaking Intellectual Property: Creative Production in Legal and Cultural Perspective*, Mario Biagioli, Peter Jaszi, and Martha Woodmansee, eds. *sehepunkte* 14, no. 10 (2014). <http://www.sehepunkte.de/2014/10/23084.html>.

— Interviewed in Stamatina Gregory, "Professional Internship Program Reinstated," Interview. *School of Art Newsletter*, October 23, 2014. <http://cooper.edu/art/news/professional-internship-program-reinstated>.

Professional Development

Career Development Roundtable Discussion with Colleagues October 30, 2014 and February 13, 2015

Robert Thill organized and co-hosted an ongoing series of roundtable discussions on career topics with a colleague at the School of Visual Arts. Career Development Roundtable Discussions are independent, self-organized, professional-development gatherings of colleagues from research universities, specialized colleges, and other relevant external organizations to facilitate reciprocal learning, stimulate ideas, develop productive relationships, promote solutions to pressing issues, and explore ways to share resources. They also serve to highlight The Cooper Union as a primary initiator of a conversation aimed at improving the professional lives of students and alumni.

This year's program largely concentrated on private and public arts and design colleges and universities.

Fall Participants:

Art Center College of Design, The Cooper Union, Maryland Institute College of Art, Massachusetts College of Art and Design, The New School, NYU Tisch School of the Arts, Pratt Institute, Rhode Island School of Design, the School of the Art Institute of Chicago, the School of Visual Arts.

Spring Participants:

The Cooper Union, Fashion Institute of Technology, LIM College, Massachusetts College of Art and Design, NYU Tisch School of the Arts, The New School, Pratt Institute, Rhode Island School of Design, and the School of Visual Arts.

External Conferences and Workshops:

The Value of an Arts Education: It's How You See It, 2015 Association of Independent Colleges of Art and Design / Career Issues in Art and Design Conference held at the Massachusetts College of Art and Design in Boston, Massachusetts, June 9-12, 2015. Robert Thill assisted the organizer in developing and reviewing the conference programs and attended it.

Grantseeking for Artists, free workshop at the Foundation Center New York, NY, November 19, 2014.

Millennials in the Nonprofit Sector: The Next Generation of Social Change, free workshop at the Foundation Center New York, NY, February 4, 2015

Your Story: How to Inspire Others to Care, Act, and Give, free workshop at the Foundation Center New York, NY, June 17, 2015.

Toni Burrell

Administrative Assistant
Center for Career Development

FALL 2014

Year-Round

Career Counseling for Students & Alumni

Center for Career Development, Student Residence

25 August

Residence Hall Move In and Reception

Menschel Room, Student Residence

Welcome Reception for Parents

Alumni Roof Terrace, 41 Cooper Square

29 August

Architecture Career Development: New Student Orientation: Presentation and Discussion with Cooper Alumni

Room 201, 41 Cooper Square

Art Career Development:

New Student Orientation: Presentation and Discussion with Cooper Alumni

Room 201, 41 Cooper Square

September 16

All Schools: Fulbright Grant Information Session

Room 104, 41 Cooper Square

September 18

Dean Bos's Reception for Exchange and Mobility Students

School of Art, The Foundation Building

September 21

Architecture: First Day on the Job Center for Architecture

September 23

Architecture & Art: CU @ Lunch with Alumni

41 Cooper Gallery

September 30

All Schools: Information Session: Dow Jones/WSJ

Room 104, 41 Cooper Square

October 2

Architecture & Art: Artist Resource Fair with NYU Tisch School of the Arts

Riese Student Lounge, New York University

October 5

Parents Day

201AC and 201H, 41 Cooper Square

October 7

Architecture & Art: Working with an Advertising and Creative Staffing Agency

Room 104, 41 Cooper Square

October 9

Architects Résumé/Curriculum Vitae, Cover Letter, and Portfolio Workshop

Room 305, 41 Cooper Square

October 16

Artists' Résumé/ Curriculum Vitae Workshop

Room 305, 41 Cooper Square

October 27

Architecture and Art Graduate School Roundtable Discussion with Cranbrook Academy of Art

Room 215F, The Foundation Building

October 28

Information Session: Professional Internship Program for Art

Room 305, 41 Cooper Square

October 30

Career Development Roundtable Discussion with Colleagues

8th floor Conference Room, School of Visual Arts

November 4

Architecture & Art: CU @ Lunch with Cooper Union Alumni

41 Cooper Gallery

November 11

All Schools: International Student Meeting

Room 101, 41 Cooper Square

November 18

Student Type Director's Club Freelance Presentation

201AC and 201H, 41 Cooper Square

November 19

Architects & Artists' Drop-in Hours

Center for Career Development, Student Residence

December 9

Architects & Artists' Drop-in Hours

Center for Career Development, Student Residence

SPRING 2015

Year-Round

Career Counseling for Students & Alumni

Center for Career Development, Student Residence

February 5

Dean Bos's Reception for Exchange and Mobility Students

School of Art, The Foundation Building

February 13

Career Development Roundtable Discussion with Colleagues

8th floor Conference Room, School of Visual Arts

February 17

Architecture & Art: Strategies for Seeking Summer Jobs, Internships, Research Experiences, and Other Opportunities

Room 105, 41 Cooper Square

March 3

Architecture & Art: CU @ Lunch with Alumni

Room 315F, The Foundation Building

March 10

Information Session: Art Graduate School Social Practice MFA at Queens/CUNY

Room 215F, The Foundation Building

March 17

Architecture & Art: Spring Break Career Drop-in Hours

Colonnade, The Foundation Building

March 24

All Schools, Faculty & Staff: Sustaining Architecture: Design Practice and the Matter of Care

Room 315, The Foundation Building

March 31

Architecture & Art: CU @ Lunch with Alumni

Room 715F, The Foundation Building

April 14

All Schools, Faculty & Staff: Grantseeking Presentation with the Foundation Center

Room 215F, The Foundation Building

April 16

Admitted Students Day

The Great Hall, The Foundation Building

All Schools: Fulbright Grant Information Session

Room 215F, The Foundation Building

April 21

Architecture & Art: CU @ Lunch with Alumni

Room 215F, The Foundation Building

May 21

Senior Bash 2015

B-Bar and Grill



THE COOPER UNION