

ARCHITECTURE **PROGRAM REPORT**

FOR THE NATIONAL ARCHITECTURAL ACCREDITATION BOARD

7 SEPTEMBER 2015

THE IRWIN S. CHANIN SCHOOL OF ARCHITECTURE
THE COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART

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**The Cooper Union for the Advancement of Science and Art
The Irwin S. Chanin School of Architecture**

**Architecture Program Report for
2016 NAAB Visit for Continuing Accreditation**

Bachelor of Architecture (160 credits)

Year of the Previous Visit: 2010

Current Term of Accreditation: From the VTR dated July 27, 2010

“The accreditation term is effective January 1, 2010. The Program is scheduled for its next accreditation visit in 2016.”

Submitted to: The National Architectural Accrediting Board

Date: 7 September 2015

Program Administrator:

Nader Tehrani, Dean and Professor

Chief administrator for the academic unit in which the Program is located:

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Chief Academic Officer of the Institution: NA

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A note on organization and format:

We are aware that those professional degree programs submitting Architecture Program Reports this September are the first for whom the 2014 Conditions for Accreditation are being used for program review and evaluation. In the pages that follow we have made every effort to interpret the *NAAB 2014 Conditions for Accreditation* in a clear and straightforward manner that best presents the distinctive strengths of the professional degree program of the Irwin S. Chanin School of Architecture. In order to provide the NAAB and the Visiting Team with a succinct and comprehensive Architecture Program Report, we have used the *NAAB Guide to the 2014 Conditions of Accreditation and Preparation of an Architecture Program Report* to provide the explicit outline of subjects to be addressed in each numbered Condition for Accreditation. Where the *Guide* details the requirements of the numbered Condition through bullet-points, the bullet points have been used as sub-headings to the numbered title of the Condition in this APR.

APR – SECTION 1

PROGRAM DESCRIPTION

I.1.1 History and Mission

a) History, mission and founding principles of The Cooper Union, and 21st Century context

The Cooper Union for the Advancement of Science and Art, established in 1859, is among the nation's oldest and most distinguished institutions of higher education. Dedicated exclusively to preparing students for the professions of architecture, art and engineering, the college has an enrollment of approximately 1,000 students, all accepted on merit alone.

Through the Charter and Deed of Trust, Peter Cooper, inventor, industrialist, philanthropist and public servant, endowed a newly established institution, The Cooper Union for the Advancement of Science and Art, a building and land "for the purpose of establishing a public institution...for the advancement of science, art, philosophy and letters, for procuring and maintaining scientific and historical collections, collections of chemical and philosophical apparatus, mechanical and artistic models, books, drawings, pictures and statues, and for cultivating other means of instruction." Thus, Peter Cooper endowed a public building, not a particular program. The original Foundation Building housed a large public lecture hall, classrooms, galleries and a free reading room.

The Deed of Trust of the new institution specified five goals in support of its general mission: 1. Providing free night courses on applied science, social and political sciences and other branches of knowledge; 2. Creating a free reading room, art galleries and scientific collections; 3. Providing instruction for women in the arts of design; 4. Establishing a polytechnic school; and 5. Organizing a society to be called The Associates of The Cooper Union for the Advancement of Science and Art. It is possible to see within these five original programs the seeds of The Cooper Union's current structure: professional schools of Architecture, Art and Engineering with outreach programs for high school students, continuing education and other public programs, many of them offered without charge.

The Cooper Union was the first private institution of higher education in the nation to admit students based exclusively on merit; the first to explicitly prohibit discrimination based on race, gender, religion, ethnicity or national origin; the first to provide a free education to every admitted student (before free public education at the pre-college level was public policy); and the first to offer a free reading room open to all residents of the city, the forerunner of the public library.

The Charter placed an emphasis on "practical" education, to extend and develop knowledge in a democratic fashion, not to teach trade or craft skills. The aim of a truly practical education was not employment but rather independence and innovation in thought. Having grown up as a radical artisan, Peter Cooper had a personal horror of indebtedness, dependency and private patronage. Cooper believed that competence and independence assured both political stability and material progress.

By 1907 the school had grown to over two-and-a-half thousand students (with 3,000 on the waiting list), taking full-time and night courses in a broad range of subjects. In response to changing contexts of education and the work force, a new phase of the institution gradually came to the fore: the training of professionals. This education would still be as "free as air and water," and the working classes and immigrants would remain its primary beneficiaries. Practical learning is now emphasized in the unique combination of programs in architecture, art and engineering. Civic improvement is to be found in its public and outreach programs and in its continued emphasis on educating ethically vigilant students within the disciplines.

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Beyond its educational programs, the public lecture hall included in Peter Cooper's Foundation Building would become one of the most significant public spaces in 19th and 20th century New York. Originally designed to accommodate a standing audience of three thousand, The Great Hall of the Cooper Union would become a center of civic engagement for the greater public, providing a space for free lectures and a forum for public debate of the most significant issues of the time. [View History of The Great Hall](#)

In 1967, the extensive collection of decorative samples and artifacts housed in The Cooper Union's Museum for the Arts of Decoration was turned over to the Smithsonian Institution to become its first museum outside of Washington, D.C.: the Cooper-Hewitt Museum of Decorative Arts and Design.

The current mission of The Cooper Union, last revised and approved as part of the process to prepare for the college's decennial re-accreditation review by the Middle States Commission on Higher Education is:

Through outstanding academic programs in architecture, art and engineering, The Cooper Union for the Advancement of Science and Art prepares talented students to make enlightened contributions to society.

The College admits undergraduates solely on merit and awards full¹ scholarships to all enrolled students. The institution provides close contact with a distinguished, creative faculty and fosters rigorous, humanistic learning that is enhanced by the process of design and augmented by the urban setting. Founded in 1859 by Peter Cooper, industrialist and philanthropist, The Cooper Union offers public programs for the civic, cultural and practicable enrichment of New York City.

The mission statement identifies the uniqueness of The Cooper Union's educational environment, stresses a commitment to particular disciplines and approaches and indicates with some specificity the means to achieve or support the stated objectives. The three degree-granting schools are named in the first line and the humanistic emphasis of all learning is recognized. The mission statement also conveys that the three schools are unified historically. Everything the Institution does flows from Peter Cooper's original bequest and example. Every new student soon becomes aware that Peter Cooper's benefaction bestows a sense of honor, distinctiveness and social responsibility.

It has always been the resolve of The Cooper Union to remain a full-scholarship college and, guided by this policy, it has become one of the most highly selective and distinctive educational institutions in the country. However, while perceived by many to have the permanent resources necessary to provide an exceptional educational experience for all of its students in perpetuity without charge, the school had in fact been operating with a structural budget deficit for decades. The school took on significant debt in 2006 and, following the impact of the financial crisis of 2008, the school's ability to ensure full tuition scholarships to all admitted students came under increasing stress.

Shortly after taking office as The Cooper Union's 12th president in August 2011, Jamshed Bharucha asserted that the institution faced a financial situation of historic scope and urgency and called for a thorough reappraisal of the institution's strengths, challenges and standing in the broader context of 21st century American education. He convened two working groups that fall: The Revenue Generating Task Force, charged with identifying new sources of revenue for the college to both maintain its distinguished professional programs, as it also closed its operating deficit; and The Expense Reduction Task Force, charged with identifying a total operating budget reduction of \$4 million that could be enacted immediately. Each task force included members of the

¹ The Cooper Union Board of Trustees is expected to convene a community-wide task force in fall 2015 comprised of faculty, students, staff, administrators and alumni, to begin the process of reviewing and revising the mission statement.

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administration, the faculty of all four academic divisions, staff, alumni, the library and The Cooper Union Computer Center. The reports of the two committees were issued in the fall of 2012.

Following the work of the Task Forces, in fall 2012, the President further charged the three schools to each develop a set of strategies, consistent with their individual strengths and mission, that would generate a combined income of \$18 million by FY 2018, sufficient in total to close the institutional deficit. Each school was given an income target that represented its per-capita “share” of the budget deficit.

The School of Architecture took up this challenge with determination, developing a strategic plan to support and defend the full tuition scholarships for undergraduate students while developing programs and initiatives that would invigorate the school and address the college’s very real financial crisis. The process involved faculty, students and staff, who together redoubled their commitment to the school, working over many weeks to develop and present a path toward a future that would enhance the school’s pre-eminence in the education of architects, while reaffirming their belief in the mission of the institution. Titled a “Plan of Action” the set of initiatives was presented to the Board of Trustees in December 2012. Many of the initiatives proposed in this plan have since been enacted. [View Strategic Planning Initiatives 2012-2013](#)

In spring 2013, The Cooper Union Board of Trustees, citing extreme financial circumstances, voted to approve President Bharucha’s financial plan, which included charging tuition for its undergraduate professional programs for the first time in over one hundred years. Accordingly, beginning with new students entering The Cooper Union in fall 2014, the merit scholarship awarded to all admitted students was reduced to 50%, with additional financial aid offered to students with demonstrated financial need. The Board decision was and has been controversial, as charging tuition was a fundamental element of the administration’s “Financial Sustainability Plan,” which provided for balanced budgets beginning in FY 2018. The plan also included academic investments necessary to develop new academic programs that the administration felt were necessary to attract the highly talented and accomplished students that had long been attracted to the school.

In June of 2014, President Bharucha stepped down from the presidency and was succeeded by Acting President William Mea, who had been Vice President of Finance and Administration since 1 September 2014. The Board of Trustees of The Cooper Union is presently organizing a search for a new President.

b) History, mission and founding principles of the Program, and 21st Century context

The teaching of architecture at The Cooper Union began in 1860 and has evolved continually in response to the general development of the profession and its social and cultural context. Only one year after the opening of the school, eleven students were entered into the first class in architectural drawing by the Department of Night Instruction, leading to the formation of the Department of Architecture three years later. The first class of a four-year course in architecture graduated in 1887, and the alumni were numerous enough by 1898 to form The Architectural Alumni Association. By 1904, there were over a thousand applicants for courses in architectural drawing, among whom nearly seven hundred were admitted. The description of the courses shows a carefully calibrated drawing sequence, beginning in the first year with instruction in the use of scales and dividers, pens and brushes, together with the copying of frame, brick, stone and structures. The study of the classical orders, together with the drawing of plans and elevations of modern buildings, followed in the second year. In the third year these exercises were supplemented by a complete set of drawings from briefs and specifications. The fourth year consisted of “an original design with details,” no doubt the origin of our present Fifth Year Thesis.

It was in 1960 that the Art School proposed degree granting courses in Architecture and Fine Arts in the Day School and was renamed The Cooper Union School of Art and Architecture under the leadership of Esmond Shaw, an architect, who had been teaching at The Cooper Union since 1935. The structure of the architecture curriculum was now defined as a five year Program, beginning with a foundation course and culminating in a thesis, and was accredited by the National Architectural Accrediting Board four years later. Esmond Shaw, by

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then Dean of the School of Art and Architecture, hired John Q. Hejduk in 1964 and appointed him Department Head the next year. In 1975, on the completion of his renovation of the Foundation Building, John Hejduk was named the first Dean of the newly autonomous School of Architecture.

Dean Hejduk developed and nurtured a highly creative and rigorous design program as the structural and philosophical core of the academic Program, and served the School with dedication, commitment and passion until his retirement in 2000. During that time, The Museum of Modern Art exhibition and publication, Education of an Architect (1971), documented and made public the nature of a decade of design programs and pedagogy; Education of an Architect (1988), published by Rizzoli, conceived as a sequel to the 1971 publication, included student work from 1972 to 1985. The legacy of John Hejduk remains a strong foundation for the continuing evolution of the School of Architecture.

In January 1982, endowed by the estate of Irwin S. Chanin, the School was named The Irwin S. Chanin School of Architecture. Irwin S. Chanin, an architect-alumnus of The Cooper Union, a member of the Board of Trustees and a visionary builder, gave impetus to the spirit of "modernism" in New York during the 1920's and '30's. In 1986, the faculty approved the establishment of the Irwin S. Chanin Distinguished Professorship and the Irwin S. Chanin Distinguished International Professorship.

In August 2001 Professor Anthony Vidler was appointed acting dean and was confirmed as dean on 1 July 2002. Through the twelve years of Dean Vidler's leadership, the School turned to the renewal of its faculty, the revision of its curriculum and the reinvigoration of its public programs. Since 2001, over 75 new appointments were made to the faculty in design, environmental technology, structures, building technology, and history and theory. Of the faculty scheduled to teach in the fall 2015 semester, 86% of adjunct faculty have been appointed since 2001; 50% of the proportional time faculty have been appointed since 2001.

In 2009, the school launched a Master of Architecture II (post professional) degree program to extend the vision and intellectual rigor of the undergraduate program and allow a further development of the school's pre-eminent position in the education of architects. The program has since graduated 48 students who have come from countries throughout Europe, Asia, South America and the United States.

Dean Vidler announced his retirement from the position of dean effective June 2013 and Associate Dean Elizabeth O'Donnell assumed the position of acting dean. In spring 2013, in accordance with the provisions of the Governance, a Dean Search Committee was elected, consisting of five members from the resident (tenured and proportional time) and adjunct faculty; the committee was later supplemented with two student representatives and a small group of distinguished advisors from the professional and academic communities.

The committee began its search with a call for applications and nominations of potential candidates from faculty, students and alumni as well as the broader professional and academic communities. Over one hundred letters of nomination and expressions of interest were received. Following a review of all submissions, the committee invited twenty individuals to submit additional materials: ten potential candidates were invited to interview; the committee ultimately recommended three candidates to the President for consideration. Two of the candidates subsequently met with the academic deans and administrative vice presidents of the college, and, at the request of the faculty, made presentations to faculty and students of the school. In June 2015, Professor Nader Tehrani was offered, and accepted, the position of Dean of the School of Architecture effective 1 July 2015.

By any measure, the past four years have been ones of great consequence for both the School of Architecture and The Cooper Union. During this time, the School has demonstrated clarity of focus and great resilience in addressing many challenges. As we begin the 2015 – 2016 academic year with the leadership of a new dean and breaking news of a new governance structure for The Cooper Union as a whole, the faculty and students of the School of Architecture are eager to engage a course that builds anew on the strengths of its traditions and

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addresses the challenges and opportunities presented by significant change at all scales: within The Cooper Union, in the greater context of higher education, and in the discipline and practice of architecture itself.

c) Activities that demonstrate the Program's benefit to the institution

Most non-design studio classes in the School of Architecture are open to students in Art and Engineering as electives, and students from the other schools take advantage of this opportunity. The School also sponsors or co-sponsors major public events, including symposia on issues of both global and local importance to the The Cooper Union and the greater architectural community. The School has developed active, ongoing relationships with New York City cultural and professional institutions, including the American Institute of Architects NY Chapter, The Architectural League of New York, the Whitney Museum of Art, The Museum of Modern Art, the Storefront for Art and Architecture and the New Museum for Contemporary Art. These partnerships reaffirm Cooper Union's position in New York as a center of knowledge and critical investigation of urgent environmental, technological, cultural and civic questions, and the potential for architecture, as well as art and engineering, to engage these questions and transform, ameliorate and re-frame the conditions of contemporary life. [View Public Programs and Events 2010 – 2015](#)

The School's exhibitions program also engages issues of importance to the other professional schools of The Cooper Union, including exhibitions of the photography of Margaret Morton, the collages of Bernard Hoesli, the exhibition *Three Views of Oman and Lessons From Modernism: Environmental Design Considerations in 20th Century Architecture, 1925 – 1970*.

The Cooper Union Institute for Sustainable Design is administered by the School of Architecture, but provides benefits to the institution as a whole. The CUISD seeks to provide the greater Cooper Union community with the cross-disciplinary knowledge and skills that are necessary for creating a sustainable society, and develops programs that draw on topics to engage faculty and students from all schools.

d) Benefits derived to the Program from the institutional setting

As described in the history of the institution and of the Program above, the disciplinary parallels between architecture, art and engineering as allied fields have been integral to the development of all three schools within The Cooper Union. Students in the School of Architecture at Cooper Union participate in the larger community of design professions and develop their craft within a small and closely-knit community where students in art and engineering also find their own professional paths. Students in the School of Architecture take studio and theory classes in the School of Art for elective credit and can take classes in the School of engineering on materials testing, structures and computation. Students develop proposals for the Benjamin Menschel Fellowship Program jointly with students in the other two schools. It is this combination of intimate scale and common history that creates a meaningful cross-pollination between The Cooper Union's three programs and a true sharing of intellectual resources across disciplines.

e) How the Program encourages holistic development through integrated study of liberal arts and the discipline of architecture

The following text is an excerpt from a statement from William Germano, Dean of the Faculty of Humanities and Social Sciences, regarding the foundational role that the HSS curriculum plays at The Cooper Union:

"All students at Cooper Union, including Architecture students, are required to take the four-semester core sequence in the humanities and social sciences during their first two years. The core has several important features. First, it mingles students from Cooper's three Schools, so that architecture students will study and learn with and among artists and engineers. Second, the core emphasizes written analysis, verbal expression and presentation, and critical engagement with important texts and concepts. With an emphasis on literature

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and history, but with a broad reach into philosophy and the social sciences, the HSS core is designed to situate the student within the larger conversation of humanistic inquiry and its relation to the world.

That relation is second in importance only to the professional training provided by Cooper's three Schools. Or to put it slightly differently, the liberal arts core and electives are designed to close the potential gap between professional training and the life skills – factual, interpretative, philosophical, aesthetic – and make a student of architecture both an architect and an “informed citizen” outfitted with humanistic and social tools for life.

There is a particular synergy between the School of Architecture and the Faculty of Humanities and Social Sciences. Simply put, this is because architecture at Cooper is ambitious in the best ways, insisting that the architect is more than a technician, architecture more than a skill, and that everything of interest can be brought to bear on practice. A particular advantage for students in Architecture is the HSS Minor, which has been in place for five years, offering architecture students the opportunity to focus their interest in humanities and social sciences and receive formal recognition for their efforts. The HSS Minor requires fifteen credits (usually five three-credit electives) within one of four available HSS Minor tracks: literature, history and society, American studies, or art history. Each year since the inception of this program, students in Architecture have graduated with the B.Arch. and an HSS minor.”

I.1.2 Learning Culture

a) Description and assessment of the Program's learning culture

The Learning Culture of the School of Architecture is perhaps best summarized in the School's Mission Statement, first published in the 2003 – 2005 edition of its catalog:

The mission of The Irwin S. Chanin School of Architecture is to provide for its students the finest professional education available within an intellectual environment that fosters and expands their creative capacities and sensibilities and establishes the foundation for a productive professional life. The School is committed to the belief that one of society's prime responsibilities is toward learning and education in the deepest sense: that the exercise of individual creativity within a willing community is a profoundly social act. Fundamental to the mission of the School is the maintenance of an atmosphere in which freedom of thought and exploration can flourish, where students can explore and utilize their special and individual talents, interests, and modes of working, to their highest potential.

[View Entire School of Architecture Mission Statement](#)

This articulation of first principles remains valid a decade later and continues to define the learning culture of the School. As put into practice, these principles encourage a collaborative pedagogy in which faculty situate their own teaching in the broader arc of a curriculum with fixed objectives and goals; a strong emphasis on group work that nevertheless demands and rewards individual development; and an openness and intellectual curiosity that connects the School to the practice of Architecture as it continues to evolve in the professional setting.

b) Program's Studio Culture Policy

b.1) Distribution of the policy

The School's Studio Culture Policy is published in The Cooper Union catalog (in print and on the Cooper Union website); additionally, each year every student receives a concise statement on the expectations, obligations and privileges that are part of The School's Studio Culture:

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In the studios, students work together as a community of individuals. Here students and faculty from all years engage in a process of rigorous inquiry, discussion and critique, freely sharing knowledge, ideas and methodologies. Students study the principles and works of architecture that have contributed to the betterment of the human condition in the development of their own projects. Students of upper years serve as mentors for the lower years. Diversity and balance are critical values in generating an academic ambiance where humanistic ideals and ethical views serve as a constant reference for individual growth and development. The social and intellectual environment thus created is considered a vital part of the students' experience at the Cooper Union.

Additionally, students annually receive the policies, which allow the school's Studio Culture to thrive in a safe and healthful environment. [View Entire Studio Culture Policy and Studio Safety Policies](#)

b.2) Assessment of how faculty, students and staff understand the purpose for which the policy was established and process by which the policy is evaluated and updated

The School's faculty, who are responsible for fostering the conditions in which the learning culture of the School thrives, discuss and debate the terms of those conditions in a variety of settings, some formal, some less so. Design studios are taught by faculty teams, by which senior and junior faculty work side by side to articulate the goals and methodologies of the learning culture in their individual studios; the team model in and of itself works to transmit the learning culture from the more senior to newly hired faculty. Regular meetings of the School's standing committees (Administrative, Curriculum and Academic Standards), comprised of full-time, proportional-time and adjunct faculty as well as student representation, assure that the learning culture is reviewed both in general terms and on a course by course basis. Course questionnaires probe the extent to which objectives for the studio culture are actually achieved in the view of each class of students. Faculty meetings as well as end of semester meetings with each year of students by the dean and associate dean also provide systematic opportunities to monitor, evaluate and adjust as appropriate the conditions that contribute to a thriving learning culture in the studios.

The annual, End-Of-Year-Show, a School-wide exhibition of the work of all five years of the design studio sequence is jointly designed, curated and installed by studio faculty and students, and contributes greatly to its learning culture. This widely attended exhibition epitomizes the School's collective focus on presenting its work to the broader professional and public, requiring students to place their work in the public domain, to educate, inform, and challenge. It is also particularly important to the School's alumni, providing a deep and abiding connection between each contemporary cohort of students and those who have studied at the School before them.

Situated in a world class city with access to unparalleled cultural, professional and civic resources, the School recognizes that its learning culture must provide for opportunities and activities that serve to both enrich the academic curriculum and provide balance in the life of its students beyond the classroom. To this end, The Cooper Union has a broad range of extra and non-curricular activities. Equally significant is the School's sponsorship of frequent field trips and lectures on a broad range of topics and at least two major exhibitions each year. The School can also readily host an extraordinary range of critics for project reviews, providing students with a constant exposure to intellectual and creative developments in the cultural practice of architecture. [View Public Programs and Events 2010 – 2015](#)

I.1.3 Social Equity

As described in the brief institutional history above, social equity was the foundation of Peter Cooper's original program for The Cooper Union and it continues to inform virtually every aspect of the School of Architecture's pedagogy and Program. The notion of equity begins with the composition of the student body, historically one of the most diverse among all American colleges in terms of geographical origins and economic backgrounds. This ethos extends to the faculty, which reflects a wealth of national origins and backgrounds and the full cross-section of modes of professional engagement. Finally, social equity is the implicit and explicit subject matter of much of the coursework in the School, from History of Architecture courses that acknowledges the rich diversity of sources and contributions to our material culture; to the presentation of building technologies in the broader cultural context of their development and impacts on different populations; to the explicit inclusion of underprivileged or disenfranchised populations in design programs and research projects.

a) Institutional and Program initiatives for diversity and inclusion

As concerns the diversity of the faculty, staff and administration, The Cooper Union is an equal opportunity/affirmative action employer.

[View Equal Employment Opportunity and Anti-Discrimination Policies](#)

When faculty and staff positions are to be filled, the department of Human Resources assists the schools in casting a wide net, posting openings internally, on websites for the ACSA, Society of Architectural Historians, the New York Foundation for the Arts and the College Art Association as appropriate; candidates from under-represented minorities are encouraged to apply.

Unfortunately, there have been few hiring opportunities in the School in the past five years. However, the dean, the associate dean and the faculty as a whole are committed to identifying qualified candidates from the broadest possible spectrum of professionals and scholars, to increasing the number of women on the faculty and the diversity of the faculty as a reflection of our student body, and to the ongoing effort of increasing the diversity of the profession as a whole. Many individuals from the greater academic and professional communities are invited to the School to serve as visiting critics on reviews. This is an effective way to identify faculty from diverse backgrounds who might be considered for future openings on the faculty. Additionally, The dean, associate dean and other faculty attend academic and professional conferences, which can, in turn, serve as opportunities to meet potential faculty from outside our usual academic and professional circles.

At the institutional level, The Cooper Union has a robust set of initiatives to assure the greatest possible diversity within its student body and its success in this endeavor is reflected in the composition of the total enrollment as of fall 2014.

The following statement of initiatives to assure diversity of the student body of the School incorporates text and figures provided by the Dean of Admissions, Mitchell Lipton:

The School of Architecture has many procedures in place to attract and maintain a broadly diverse student body. The Office of Admissions implements a comprehensive set of programs designed to attract students from across the globe. This includes: tours, on-campus events and preview days, off-campus recruitment (architecture-related and general college fairs, high school visits) and individual meetings both on and off campus with students. Special attention is paid to schools that are socioeconomically diverse and tend to educate high achieving students. Some of these schools are art/design magnets and STEM focused. The Admissions Office also works with a wide range of CBO (Community Based Organizations) to reach out to the traditionally underserved communities. We hope to spread the word about our programs and find students that could benefit from our unique, yet world-renowned education.

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The Admissions Office also creates digital and print advertising, uses third party sources for inquiries as applicable along with a variety of social media sites designed to attract and communicate with prospective applicants and their families. The Admissions Office meets bi-annually with an Admissions Advisory Group comprised of high school counselors from the NYC area to evaluate the effectiveness of its outreach in the NYC area. The Advisory Group includes counselors that represent a wide range of secondary schools and thus work directly with students from diverse backgrounds.

Each year the Admissions Committee of the School of Architecture seeks to admit a class of students of exceptional talent with varied socioeconomic and educational backgrounds. The Committee makes its decisions “need blind”, without access to applicants’ financial data. The Studio Test, a required part of the application, is an important and effective “leveler”, providing students who may not have access to formal art or architecture training in secondary school to demonstrate talent and architectural aptitude. The Committee purposefully seeks to enroll students of merit from underserved communities.

The Financial Aid Office, as part of the Office of Admissions, assists admitted students and their families to understand the financial resources necessary for a Cooper Union education, providing assistance with all aspects of the financial aid application process, and helps individual students and their families to financially plan their academic careers at the institution. Through a package of grants, loans and self-help, The Cooper Union meets the full financial need of all admitted students. Pell eligible students, who this year comprised almost 22% of the entering class, receive full tuition scholarships as well as additional need-based aid.

b) Plans to maintain or increase diversity when compared with the diversity of the institution.

The diversity of the student body of the School of Architecture compares favorably with the diversity of The Cooper Union as a whole as well as all schools of architecture as reported in the NAAB 2014 Annual Report. [View Comparative Student Diversity Chart](#)

While the diversity of the faculty compares favorably to The Cooper Union as well as the distributions reported in the NAAB 2014 Annual Report, the diversity of the faculty lags behind our student body. In the School of Architecture, 33% of the full time and part time faculty are women; 50% of the full time faculty are women. Over 40% the 52 total faculty members are from international backgrounds. In terms of racial diversity, 2% of the faculty identifies as African-American and 4% identify as Hispanic/Latino. These distributions do not yet meet our own aspirations for greater representation on the faculty of underrepresented minorities and women. Over the next accreditations cycle, we will work to increase female students by 20%, African American/Caribbean students by 100%, and Hispanic/Latino students by 40% and to increase the diversity of the faculty to represent the diversity of the student body.

c) Individuals involved in the process to maintain and increasing diversity

The Office of Admissions is an active partner with the School of Architecture in developing programs and strategies for maintaining and increasing the ethnic, economic and gender diversity of the school. The Dean, Associate Dean, the School of Architecture Admissions Committee, the faculty and a strong alumni network work together to encourage applicants who will thrive in the school’s rigorous Program while contributing to its richly diverse community.

The School of Architecture participates in the CFA Architecture and Design College Fair, jointly sponsored by the AIA New York Chapter and the Center for Architecture. This annual program allows high school students interested in applying to architecture programs to interact with Cooper students and to attend a panel-style

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presentation by faculty and leaders of schools of architecture from the city and beyond. The 2014 program attracted over 100 area high school students, many of whom were minority students and young women.

[The Saturday Program](#): The Cooper Union Saturday Program is a free program open to all New York City high school students. Classes in architecture, sculpture, painting and graphic design are taught by Cooper Union students, giving our students an opportunity to develop a curriculum and mentor high school students. Many students enrolled in the “Sat-Pro” are from extremely disadvantaged backgrounds, and the program has been very successful in helping students gain admission to art and architecture schools locally and nationally, including The Cooper Union.

[Introduction to Architecture](#): The School of Architecture offers a four-week summer-intensive “Introduction to Architecture” program for college and high school students, exposing a wide range of potential applicants to our school and pedagogy.

I.1.4 Defining Perspectives

The five ‘Defining Perspectives’ outlined by the NAAB for this review period provide the School of Architecture with an opportunity to examine how these principles correspond to the School’s curriculum and guide the additional activities, enrichment programs, and extra-curricular events it organizes for its students. While the School has not yet had the time to formally examine its curriculum in terms of this new articulation of perspectives, in the spring of 2015 the Curriculum Committee convened a series of discussions to explore the relevance of the Perspectives to our pedagogy and teaching methods and to begin to identify synergies with the current educational framework of our Program. Much of the text that follows here reflects this series of discussions between faculty and students. Additionally, in spring of 2015 the School organized a survey of alumni that used the five Defining Perspectives explicitly as an outline for the survey questions to provide greater historical context for this overall appraisal. [View Alumni Survey Results](#)

A. Collaboration and Leadership

The curriculum of the Program is based on collaborative and group learning experiences in which each class of students moves together through the same pedagogical sequence over its five-year tenure at the School. Because the Program admits only one class of roughly 30 students per year, all students share a common experience of the curriculum, including studio, required non-studio courses and electives, both within the School and among the offerings of HSS. Coupled with the practical constraints of course scheduling, this results in a cohort of students who share virtually all aspects of their education and stimulates a collaborative and mutually supportive learning environment. It also fosters a natural, informal mentoring structure where each successive year’s class aids and assists the class immediately behind it; the large, open studio space, in which all students from the First through the Fourth Year work and learn together, reinforces this collaborative, peer-based mentoring system.

All studio courses are taught by faculty teams, and team-based teaching provides a working model for collaboration and varied forms of leadership that students emulate. In each of the first four years, studios are deliberately structured around a combination of large and small group exercises balanced with individual assignments. (These are outlined in greater detail in section **II.1.1 Student Performance Criteria**, below). Group work is also integral to many of the non-studio required courses and electives in the curriculum: both Structures and Building Technology courses require the construction of sometimes large-scale models by groups of students at various points in the curricular sequence. Many electives require or encourage students to form study teams to amplify in discussion the presentations made in class; the same model is followed in some required HSS courses. This general emphasis on structured collaborative learning offers students many opportunities for both participation and leadership; faculty monitor a dynamic exchange of roles and

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responsibilities that ensures that every student is exposed to a variety of modes of participation. This balance of collaboration and individual initiative comes to the fore at the end of each Spring semester when students from all studio classes organize, curate and install the End-Of-Year-Show, the annual, school-wide public exhibition of student work.

Beyond coursework, students are presented with a broad range of opportunities for leadership and collaboration in the governance structure of the School, extra-curricular activities and part-time employment opportunities offered within the School.

The School of Architecture Student Council is an elected student body with a significant role in Governance, including voting representation on the Faculty and all standing committees of the Faculty. Since 2013, there has been a non-voting **Student Representatives to the Board of Trustees**. Beginning with the December Board Meeting, two student representatives will have a vote on the Board of Trustees. More about the role of students in governance can be found in **1.2.5, Administrative Structure and Governance**.

An all-volunteer **Student Lecture Committee** administers the Student Lecture Series, and **student volunteers monitor the School of Architecture Study Collection** when it is open after class hours for quiet study.

Motivated, highly responsible students can work for the School in positions of responsibility such as:

- Monitors in the **School of Architecture Computer Studio**. The position requires students to maintain the facility, track usage for future planning, perform hardware trouble-shooting, manage output and assist other students using the facility as necessary.
- The School of Architecture Archive offers positions for **student interns** to assist with special collections, the documentation of student work, preparing and installing exhibitions and in the preparation of publications.
- The School of Architecture Office hires students to serve as tour guides who also explain the culture and pedagogy of the school to prospective applicants and their families.
- Students can apply to teach weekly classes to NYC teens in drawing, painting, graphic design and architecture in The Cooper Union **Saturday Program**.
- Students can apply to serve as Resident Assistants in The Cooper Union Residents' Hall

Clubs and sports are administered through the Office of Student Services; students can propose a new club or sports team around any interest or particular expertise. School of Architecture students have been captains in both the women's basketball and men's soccer teams.

Student Research and Fellowship opportunities are detailed in section **1.2.1.e Human Resources**.

B. Design

The Program's studio curriculum is structured around problems of increasing breadth and complexity where the social and cultural contexts in which students' design work is evaluated are gradually broadened and deepened as well. Thus, schematically, First Year emphasizes an understanding of tools, methods of representation, scale and materiality while situating the design exploration in a consideration of the ethical dimensions of architectural practice. Second Year develops an understanding the elements of architecture through the introduction of focused programs that begin to confront the student with the challenge of understanding the needs and desires of an inhabitant or "client", in a context that begins to identify larger historical, social and ecological themes in the evaluation of the work. Third Year introduces architectural research as a fundamental aspect of the schools pedagogy, through the formal, technological and material analysis of a group of historical precedents and in the design problem itself, a civic/institutional program of greater complexity and scale, generally located on an urban site. The two interrelated parts of this full-year integrated/comprehensive studio respond to a complex

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evaluative matrix that attempts to balance aesthetic, technological and environmental factors in the broadest contemporary social context. Fourth Year extends this approach to problems that engage regional or urban issues as manifest at the architectural scale, through which the lessons of design are explicitly framed in terms of sustainability, ecological balance, history and urban form. Finally, Thesis requires that each student articulate both the problem and the evaluative context in which his/her project will be developed and critiqued.

While design is the underlying theme of the entire curriculum of the Program, three broad and interrelated concentrations can be distinguished among the required courses: design as representation; design as analysis and process; design as ethical and social engagement.

Representation is understood as a tool for critical evaluation in all five years of the Program and students are taught from the outset that the construction of a drawing or model is a selective and iterative process that edits and critiques those aspects of a problem that are given form in each representational mode. While the studio is the crucible for exercising this approach to representation, a sequence of required courses in First Year instructs all students in techniques of representation, from Freehand Drawing to Computer Applications and Descriptive Geometry to Shop Techniques. Thus by the end of First Year, each student is given a broad range of techniques as well as a conceptual framework for understanding the tools with which design is explored. (e.g. see course descriptions of ARCH 114, 118, 177, 178, 225.11 & FA 100)

Analysis as a didactic, structural and abstract discipline is fundamental to the School of Architecture curriculum. Exercises that introduce methodologies for discerning and manipulating the lessons embodied in important historical buildings are introduced at several points in the curriculum. Design as an iterative and evaluative process is systematically reinforced in the pedagogy of the studios: a carefully orchestrated rhythm of desk critiques, pin-ups, formal internal reviews and mid-term and final reviews with visiting critics from the greater architectural and professional communities, reinforces a process whereby the initial analysis of a problem or question leads to a first effort to synthesize spatial relationships that leads in turn to further analysis, and so on. The sequences of technical courses in Structures, Building Technology and Environmental Technologies all gradually build a more complex understanding of the elements that must be explored and balanced in a successful design effort. (e.g. see course descriptions of ARCH 111, 121, 131, 141, 151 and 122, 132, 142, 152, 134 & 135)

Finally the broad contexts in which design is received and evaluated at a socio-cultural, historical and aesthetic level are the focus of required courses in the History of Architecture sequence, including the History and Theory of Urbanism, and a rich offering of electives that explore how design is understood as part of a larger intellectual discourse, both historically and in terms of contemporary challenges. The emphasis here includes a focus on non-Western traditions, on alternative readings of socio-cultural contexts for understanding architecture, and on the ethical implications of making architecture today. (e.g. see course descriptions of ARCH 115, 125, 133, 165, 205 & 225)

In this way, coursework serves to inform and amplify the process of design as it is exercised in the studio and provides students with a steadily expanding context in which to investigate their own understanding of that process.

C. Professional Opportunity

The Program reflects the broad range of professional roles in architectural practice first and foremost through the its faculty, which includes practitioners at every scale of practice, from sole proprietors to small offices to large corporate firms as well as a significant number of faculty who have pursued specialized or alternative models of practice. Thus in the five years' duration of the Program, each student is exposed to a broad spectrum of interpretations of contemporary practice. This is augmented through Fourth and Fifth Year required courses in Construction Management and Professional Practice respectively, the latter of which prepares

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students for participation in the Intern Development Program. (*e.g. see course description of ARCH 143 & 154*)

But the range of models for practice is also widely represented outside of the curriculum, in lectures, both those sponsored directly by the School and in its affiliations with the Architectural League and the American Institute of Architects, and in the Student Lecture Series, which often include presentations by Cooper alumni and others who are exploring alternative modes of practice. Visits to architectural, planning and specialized consulting practices are regularly organized in several courses (most notably the Professional Practice course cited above) as are visits to construction sites around the NYC area. The Office of the School of Architecture is extremely active and effective in maintaining its network of alumni and faculty in practice, regularly informing students of fellowships, internships and summer work opportunities while The Center for Career Development at The Cooper Union offers advisory services and contacts students looking for work.

The School of Architecture also supports student contact and involvement with the profession through its co-sponsorship with the Center for Career Development of the CU at Lunch Lectures, which bring alumni active in practice throughout the region back to Cooper to share their experiences of moving from school to diverse roles in the profession. The School pays the dues of any student who wishes to become a member of the local chapter of the American Institute for Architecture Students, which also gives students free student membership to the AIA New York Chapter. Through our partnership with The Architectural League of New York, School of Architecture students are offered free admission to the League's annual Student Program, which provides the opportunity to visit a broad range of professional offices in New York City and to discuss contemporary modes of practice in the city and beyond.

D. Stewardship of the Environment

Environmental stewardship, sustainability and the ecological impacts of design are themes that are suffused throughout the curriculum, from First Year through Thesis, rather than being dealt with in isolation in specific courses. Each year's studio includes discussion of approaches to design that may sustain and enhance the natural advantages of a site in ecological terms. Additionally, in recent years Design II and Design IV have proposed design problems on the themes of nature/the city/and infrastructures and urban ecologies. Structures, Environmental Technologies and Building Technology courses all address questions of the energy impacts of system selection, the appropriateness of technologies and materials to specific environmental contexts as well as aspects of carbon neutral design. The History of Architecture curriculum and urban history courses may develop an ecological approach in analyzing their specific topics and a seminar on landscape design based on an ecological approach is offered each year. Starting in the fall of 2015, a new elective seminar, *Site and Sustainability*, has been added to the curriculum to allow students interested in additional research in sustainability an opportunity to pursue it further. (*e.g. see course description of ARCH 131, 133, 134, 135, 141 & 225.06*)

The Cooper Union Institute for Sustainable Design (CUISD) has underscored the commitment of The Cooper Union as a whole and the School of Architecture in particular to sustainable practices, the responsible use of natural resources and a broad examination of the environmental parameters of design. Kevin Bone, the founding director of the CUISD is a professor proportional-time in the School of Architecture and has been supported by the School of Architecture in his efforts to build the CUISD through course release in each spring semester for the past five years. The Institute is multi-disciplinary, drawing on all four academic divisions of The Cooper Union for its advisors, experts, lecturers, project leaders and student fellows. In the past five years, the CUISD has sponsored forty-eight public lectures and symposia, ten research and design projects, eight educational initiatives within existing Cooper Union curricula, six print publications, four exhibitions (one currently traveling to the Elmhurst Art Museum as part of the inaugural Chicago Architecture Biennial), one fellowship program and one multi-day workshop. It has formed strategic research alliances with The Buckminster Fuller Institute, the Wright-Ingraham Institute, The Architectural League of New York, The

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Solutions Project and other institutions concerned with issues of sustainability and the built environment.

[View The Cooper Union Institute for Sustainable Design \(CUISD\) 5-Year Report](#)

Questions of sustainability and stewardship are defined locally and in the broadest possible contexts. Beginning in 2013, the school began using recycled (and recyclable) cardboard to construct pedestals for the End-Of-Year-Show. Students pay for their plots in the School of Architecture Computer Studio to encourage reduction of paper use. There has been a considerable amount of faculty and student directed research on the impacts of contemporary practice on traditional societies and on issues of the intersection of cultural and environmental sustainability. Thesis students have pursued research and design projects that touch on ecological sustainability in specific socio-economic contexts; the role of design in conflict resolution: as a means of fostering the just and balanced use of resources in ecologically threatened areas; and the amelioration or reversal of resource degradation in fragile ecosystems. [View Thesis Topics 2010-2015](#)

E. Community and Social Responsibility

Social Responsibility and Community Service were the guiding principles of Peter Cooper's Deed of Trust, which established the Foundation Building from which The Cooper Union and the School of Architecture developed; the ideal of service and the governing sense of Social Responsibility are in the core principles of the institution. The ethos of the School is based in the belief that architecture is a social art and that "...the exercise of individual creativity within a willing community is a profoundly social act."

The curriculum of the School emphasizes the importance of community and social responsibility in the studio sequence, starting with the first semester of Architectonics in which, for the last two years, the first subject of the studio has been the Foundation Building and Peter Cooper's original project for an education accessible to all. A close reading of the Great Hall, both as architecture and as civic space, became part of every student's first confrontation with the principles of both architecture and the design studio at the school. Community and Social Responsibility are explicitly engaged again in spring semester of Design III in which students design an institutional project of social and civic importance (recently, a high school, library, and museum); each year the nature of the public institution and its role in society is explored in depth with visits to relevant buildings in the NYC area, lectures from outside specialists (librarians, curators, teachers and administrators) and a program of readings that supplement the design work in studio and place it in the broader social context. (*e.g. see course description of ARCH 111, 131 & 151*)

Students also have many opportunities for direct engagement in community service, both within the immediate Cooper community and in the community at large. Within the Cooper Union, students are responsible for assisting in managing the School of Architecture Computer Studio and the Study Collection. Student Council and student representation on the Standing Committees established by the Governance represent opportunities for service to the School, as does the organization and administration of the Student Lecture Series. Student engagement in service to the larger NYC community is best exemplified by student work for The Saturday Program, a free program for New York City high school students in which Cooper students have an opportunity to craft a curriculum, team teach and mentor teens (often disadvantaged) in drawing, painting, graphic design, sculpture and architecture, while helping their students develop critical thinking skills, work ethic and personal responsibility.

Further evidence of students' engagement with questions of the social impact of architecture can be found in many of their Thesis proposals and in proposals for the Benjamin Menschel Fellowship Program.

[View 2015 Benjamin Menschel Exhibition](#)

I.1.5 Long-Range Planning

a) Process by which the Program identifies its objectives for student learning

The Curriculum Committee is the formal means by which objectives for student learning, as made explicit through the curriculum are defined. The process of curriculum development is elaborated in **I.1.6.B Curricular Assessment and development**. The diagram in that section shows the many parties formally involved in curricular changes.

Approximately every five years, the school will engage in a strategic planning effort that engages faculty, students, staff and alumni in a process of defining goals and priorities for the school in an effort to establish a broad context in which the Curriculum Committee can operate. Planning for 2007-2012 identified curriculum; interdisciplinary initiatives; facilities and technologies; and relation to the profession as four areas (of seven) that directly addressed objectives for student learning. The next planning initiative, in 2013, sought to clarify priorities for the academic program while identifying strategies for closing the school's operating deficit.

b) Data and information sources used to inform the development of these objectives

The School of Architecture uses a broad range of materials to inform its planning process, including: Student Exit Surveys (recently redesigned by the Planning and Assessment Council) and newly developed Student Entrance Surveys administered by the Office of Institutional Assessment and Innovation; meetings between the deans the student council; course questionnaires; input from alumni serving ex-officio on committees; reports from faculty attending academic and professional conferences; individual faculty research; meetings and workshops with alumni to discuss strategic planning, lectures and symposia that engage professionals and scholars from outside the school.

c) Institutional long-range planning

The following description of methodologies for assessment based long-range planning at the institutional level has been provided by The Cooper Union's Director of Institutional Assessment and Innovation, Gerardo del Cerro Santamaria:

The institution's academic units are committed to continuous improvement. This is reflected in the ongoing betterment of facilities and services and particularly in curricula innovation over time. Incremental steps have been taken over time to gear the institution towards a formal process of assessment (now well established) where goals, objectives and outcomes are explicitly discussed and formulated, assessment methods selected, assessment results discussed and actions taken to improve programs and revise goals. Since 2006, faculty working groups (FWG) have been created... in the School of Architecture, which can be composed of the faculty as a whole, given the size of the school.

In 2009 all academic units in the institution institutionalized the process of preparing comprehensive bi-annual loop-closing reports (Unit Assessment Reports) in which learning outcomes, assessment methods, assessment results and actions taken to improve programs are specified and cross-referenced. Administrative units also prepare bi-annual Unit Assessment Reports.

Planning, Assessment and Resource Allocation: The institution developed a Strategic Plan for the period 2007-12. The strategic planning process was inclusive and bottom-up, with participation of the community as a whole. Faculty, students, staff and alumni provided input about the strategic goals and the process itself. The Strategic Plan was very ambitious and encompassed relevant items dealing with faculty professional

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development, fundraising, improvement of facilities and infrastructure and pedagogical innovation. An Institutional Assessment Plan was developed for the Strategic Plan. This Assessment Plan cross-referenced goals, strategies and actions, assessment metrics, responsibilities and budget impact, thus linking planning, assessment and resource allocation at the institutional level, as expected by Middle States.

[View Assessment Plan Reports](#)

Planning and Assessment Council: Created in 2011, the “PAC” reviews assessment processes at The Cooper Union and assists The Office of the President and the Vice President of Finance and Administration in monitoring the effectiveness of strategic planning efforts. Its mission is to identify and use a systematic set of planning and assessment guidelines and metrics to strengthen strategic planning and decision-making.

Since it was created in April 2011 and until the time of writing (August 2015), the PAC has discussed several issues of relevance for our assessment program, such as results of the 2011 NSSE and results of the 2011 Delaware Study and it has also redrafted our Senior Exit Questionnaire. The PAC is currently discussing the implementation of a pilot course-level assessment process using electronic surveys. The PAC plans to discuss the purchase of an Assessment Management Platform for units to report annually and articulate their “tacit knowledge” and practices on assessment, which, according to organizational theory, is a critical step to foster process innovation”.

d) Exceptional and long-range planning initiatives 2012-2015

The School of Architecture last launched a formal strategic planning effort in Spring 2007 as part of the process to prepare for the college’s decennial re-accreditation review by the Middle States Commission on Higher Education. Goals and annual objectives for: curriculum, faculty development, interdisciplinary initiatives, facilities and technologies, public programs, relations with the profession and student life were established for a five year period. While much progress was made on many of the goals of the plan, much also remained to be accomplished when The Cooper Union inaugurated its 12th President in summer 2011. President Bharucha immediately established new priorities for institutional planning that would engage the college for the next two years: long term financial sustainability to be achieved through new programs and increased revenues. He first established two community-wide working groups that began meeting in January 2012; this work, which engaged many members of the School of Architecture Community, pre-empted a planning effort more focused on issues internal to the School of Architecture itself, but was extremely important in assessing the place of the School of Architecture in The Cooper Union as a whole.

The two work groups formed by the President were: The Revenue Task Force, charged with identifying new sources of revenue for the college to maintain its distinguished professional programs while closing its operating deficit and The Expense Reduction Task Force, charged with identifying a total operating budget reduction of \$4 million to be enacted immediately. Each task force included members of the administration, the faculty of all four academic divisions, librarians, staff, alumni, and The Cooper Union Computer Center.

These two task forces were convened in January 2012 and met weekly/bi-weekly for over six months; both groups were given access to annual reports and other planning and financial data dating back more than a decade and had the opportunity to meet with financial planning consultants as well as college enrollment consultants. The reports of the two committees were issued in the fall of 2012.

In fall 2012, the President further charged the three schools to each develop a set of strategies, consistent with its own mission, faculty and pedagogy, that would generate income, sufficient in total, to close the college’s structural budget deficit. Each school was given an income target that represented its student per-capita share of the budget deficit. The School of Architecture faculty and student representatives worked together for three months to propose, debate, elaborate, refine and report to the Dean a series of proposals, which ultimately constituted a comprehensive strategic plan. The Plan of Action (27 November 2012) included recommendations

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to enhance the curriculum of the undergraduate program, a timeline for expanding the graduate program, proposals for professional workshops and certificate programs, a proposal for a new pre-professional program and proposals for development initiatives. The plan was approved by a majority of the voting faculty and presented to the President and the Board of Trustees in December 2013.

[View Strategic Planning Initiatives 2012-2013](#)

e) A description of the role the five Perspectives play in long-range planning

The NAAB “Perspectives”, in their many iterations, have always informed the School of Architecture’s planning and assessment processes. The 2013 strategic initiatives aligned well with the perspectives at the time: academic context, students, registration, the profession, and society.

Since the NAAB *2014 Conditions for Accreditation* has been released, the School of Architecture has begun the process to study how the new NAAB “Defining Perspectives” may (or may not) align with the School of Architecture’s pedagogy and curriculum, how they might suggest new pathways for exploration as we continue to evolve the curriculum and how they might serve as a basis of debate about the role of architecture and the architect in society today. The Curriculum Committee will continue to study the Perspectives in detail and incorporate them, as conditions for accreditation, into long-range planning initiatives as necessary and appropriate.

I.1.6.A Program Self-Assessment

Assessment at the Program level occurs through both formal and informal structures:

Governance, Committee Structure and Faculty Meetings: [The Governance of The Irwin S. Chanin School of Architecture](#) establishes five standing committees: the Administrative Committee, the Curriculum Committee, the Admissions Committee, the Graduate Admissions Committee and the Committee on Academic Standards. Additional ad hoc committees and work groups may be established by the faculty to deal with matters not specifically assigned to the standing committees. These committees and work groups, standing and ad hoc, incorporate a responsibility for self-assessment within their areas of purview. Committees report directly to the faculty via the faculty meeting. (See also **1.2.5 Administrative structure and Governance**)

Meetings Between the Deans and Students: The spirit of community is pervasive in the school and students are very engaged in its support. The dean and/or associate dean meet regularly each semester with the Student Council (comprised of three elected representative from each class). Issues of curriculum, individual courses and teaching, policy, facilities and procedures are all freely discussed as students request, and student concerns are recorded in meeting notes. There are additional meetings with each individual class at the end of each semester. As necessary, student concerns are brought to the appropriate committee or directly to the faculty for consideration. Students have three representatives on the voting faculty, who bring issues of student concern directly to the faculty.

Faculty, Alumni and Student Surveys: The School of Architecture periodically surveys the faculty, alumni and students for their assessment of the program’s overall curriculum and learning context, as outlined in the NAAB Perspectives. A broad alumni survey was conducted regarding the 2014 NAAB Perspectives in summer 2015. It provides an invaluable view of the changing nature of our curriculum and the profession over 30 years. [View Alumni Survey Results](#)

The Director of Assessment and Innovation administers an [Exit Survey](#) to each graduating class, and the results of these surveys are reported to the school. These broad “satisfaction” surveys do not align with the NAAB Perspectives, but are nonetheless useful toward program development. The survey is updated

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periodically by the Planning and Assessment Council, and can be re-designed to incorporate the NAAB perspectives beginning with the 2016 graduating class.

[Architecture at Cooper Newsletter](#): Launched at the end of the 2006-2007 academic year, the newsletter serves as a comprehensive review of the studio sequence, public programs and faculty research, publications, lectures and other activities of the academic year.

[The Annual Exhibition of Student Work](#): Following the end of each academic year, The Cooper Union presents the End-Of-Year-Show, the annual exhibition of student work from its three schools. School of Architecture faculty and students work together with the School of Architecture Archive to curate, design and install the exhibition. All thesis work, and a broad selection of the work of all other design studios are represented in almost 10,000 square feet of exhibition space. The opening receptions are attended by many alumni and local professionals. The exhibition is a celebration of the work of the year as well as an important tool in the assessment of student work by the profession and public at large.

[Course Questionnaires](#): Course questionnaires for most classes and studios are distributed at the end of each semester. The Cooper Union Federation of College Teachers does not permit full-time faculty to participate in any evaluation procedure developed or administered by the school or institution. Full-time faculty members may develop and administer course evaluations directly with their students.

[The 2013-2015 Dean Search](#): The search for the Dean – only the third in almost fifty years – provided the School with the rare opportunity to critically examine its history and ideals and to develop a renewed understanding of its curricular strengths and opportunities for change, its pedagogical convictions and the breadth and depth of its achievements. The search process was one of intensive self-examination and structured, critical appraisal, drawing on all parts of the School's diverse community including its current students, its alumni and a larger circle of academic and professional friends and supporters to work toward the School's future.

[Progress on Multi-year Planning](#): The Dean and Associate Dean are largely responsible to monitor progress on multi-year planning objectives, and to provide resources for these objectives as may be possible in the budgeting process (**see I.2.3 Financial Resources**).

Recent progress on strategic initiatives from the Plan of Action (27 November 2012) include: 1. The launch in summer 2013 of a pre-professional summer program for college students: Introduction to Architecture. Enrollment has more than doubled in three years and now includes a program for high school students. 2. The launch of an advanced, professional course "The Aesthetics of Digital Craft" in summer 2013. This class was not repeated in summer 2014 due to high cost and low enrollment. 3. The launch of a new course offering in spring 2014 in the School of Engineering on strength of materials, designed to enroll both architecture and engineering students. The course was fully enrolled when offered in spring 2014 and again in spring 2015. We will continue to work with the School of Engineering to co-sponsor classes that will benefit from student enrollment from both schools. [View Strategic Plan Progress](#)

I.1.6.B Curricular Assessment and Development

a) Curricular Assessment and Development Chart

Assessment and development of the Curriculum continues on an ongoing basis through the Curriculum Committee. The Curriculum Committee consists of the Associate Dean (who is the chair), two resident faculty, one adjunct faculty representative, and one student representative. Ex-officio members include one alumni representative, the Dean of Admissions and Records and the President. The currently elected committee includes representation from the faculty teaching design, history/ theory and technologies courses. The governance requires that certain recommendations from the Curriculum Committee be reviewed and voted on by the Administrative Committee before being sent to the faculty for discussion and vote. Minor curricular adjustments recommended by the Curriculum Committee can be implemented administratively.

The Curriculum Committee is responsible for the pedagogic coherence of the Program's course offerings and sequence, for monitoring the effectiveness of that structure and for studying, discussing and proposing changes to it. The Committee reviews recommendations from the dean, as well as formal motions from the students and faculty and regularly establishes study groups that look carefully at the practices of other architecture schools (both individually and through communications and literature published by organizations such as the ACSA), at emerging trends in the profession as reflected in contacts with various professional associations (such as AIA) and at the professional literature. Recent initiatives of the Curriculum Committee have included the introduction of the required course ARCH 133 Introduction to Urban History and Theories, offered in the third year to give students a historical and critical foundation in advance of the Design IV studios that address urban and regional subjects; and the recommendation to the dean to add elective courses on the history of representation as well as courses on site and sustainability that will provide the opportunity for students to pursue environmental issues in greater depth, in both a lecture and a seminar setting.

b) Results of faculty, students and graduates assessment of curriculum and learning context

[View Alumni Survey and Exit Survey](#)

APR SECTION 2:

PROGRESS SINCE THE PREVIOUS VISIT

The Visiting Team Report following the School's reaccreditation visit in 2010 noted one condition that had not been met and one Cause of Concern:

2.1 Progress Since the Previous Visit: Conditions Not Met

Visiting Team Report 2010: Conditions Not Met:

8. Physical Resources

The Accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

"Despite significant improvements since the 2004 visit, this condition continues to be not met. While our team agrees with the findings of the 2007 focused evaluation team, the full scope of necessary improvements continues to be scheduled, but not completed. While we have no doubt that progress will continue to be made, we felt that the next team's attention needed to be drawn to continued evaluation of progress.

We did note further progress since the 2007 focused evaluation including AV improvement, enhancements to The Great Hall and the relocation of the architecture archives into space on the second floor of the Foundation Building. The latter is noted by the visiting team to be an asset of great value to the mission of the School of Architecture.

Unfortunately the same cannot be said of faculty office space, which remains an ongoing concern. The team sensed a tension about these conditions amongst the faculty and saw this issue most critically in the effect that it has on the faculty's ability to meet privately with students and their lack of space to do onsite research that would then more readily involve students.

While we understand the constraints of the current economy and the particular conditions of an urban campus, we highlight this issue as one that should be given high priority in the near future. The team also noted the continued efforts to bring the Foundation Building up to ADA standards. It is understood that the next phase of this work (the upgrading of the building hardware from orbit handles to lever handles) has been budgeted and scheduled."

Program Activities in Response to the 2010 Visiting Team Report, 2010-2015:

a) Faculty Offices

The New Academic Building at 41 Cooper Square was dedicated in Fall 2009 and was fully operational by 2010. The building was not programmed to accommodate all the office space the school had requested, but as part of this major project, the Program was assigned two offices, one shared and one private, for a total of three new office spaces in the building.

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As part of the construction of 41 Cooper Square, some areas of the Foundation Building were reprogrammed and an office on the second floor of the Foundation Building was assigned to the School of Architecture. This was configured as a shared space, for two faculty.

The six offices on the third floor of the Foundation Building are small (approximately 90 sq. ft. each) and, as noted in the VTR, did not readily support small or private meetings with students, or a pleasant environment for meetings of faculty teams or faculty research. Two of the offices are for dedicated use by full time faculty, with the remaining three offices shared by part time faculty. In the summer of 2015 a “test” renovation of two shared faculty offices on the 3rd floor was undertaken, resulting in the creation of a single larger room that can be used by part time faculty both as working space for research and as a space for meetings with students, including pin-ups, on a scheduled basis.

This is a substantial improvement to the pre-existing situation, and all full time faculty who wish to have a dedicated office space now have one, with part-time faculty in improved shared space. However, the need for additional faculty office space remains, and will only become more acute as Dean Tehrani initiates search(es) for two new full time faculty that have been approved and funded by the administration.

b) The Arthur A. Houghton Jr. Gallery

This 1,800 sq. ft. gallery, located on the 2nd floor of the Foundation Building, was previously shared with the School of Art. With the opening of the New Academic Building in fall 2009, the gallery is now stewarded solely by the School of Architecture. This has allowed the school to plan and mount a significant exhibition each semester (budget permitting), rather than only once each academic year. The gallery further provides additional space for the School of Architecture work in the End-Of-Year-Show and provides an outstanding review space for final reviews of design studio work at the end of each semester.

The gallery was upgraded with new ceiling mounted light track and low-voltage fixtures in summer 2014. As part of an effort to bring the gallery closer to museum standards, a study is underway to install an independent HVAC system to serve the space with temperature and humidity control 24/7 when a sensitive or archival exhibition is installed, especially if such exhibit includes works on loan from private or institutional collections.

c) Renovations to comply with the ADA

Prior to the 2010 re-accreditation visit, a set of upgrades to the Foundation Building had been identified as priorities to improve ADA compliance in the historic structure. These included:

- Providing power-assist at the main entrance to the Foundation Building to meet both ADA and NYC Landmarks Preservation Commission requirements.
- Retrofitting all door hardware on the 3rd and 7th floors to meet ADA standards, including replacing orbit knobs with lever handles and replacing door closers.
- Creating a lavatory above the basement that meets full compliance with ADA. While the existing lavatory on the Third Floor meets dimensional requirements for ADA, current standards require the replacements of the fixtures and fittings, and the installation of grab bars.

The door hardware on the third and seventh floors was researched, specified and priced with a hardware consultant and included in the capital plans for 2010 and 2011. Unfortunately, during the mock-up phase of the project, it was found that no new hardware locksets were compatible with the existing doors. The “lockset and

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closer” replacement project became a full door-and-all-hardware replacement project, which was over budget for the 2011 capital plan.

By 2012, all capital projects of this scale were put on hold pending the outcome of the Board of Trustees’ review of President Bharucha’s Tuition Plan (now referred to as the “Financial Sustainability Plan”). In summer 2015, Acting President Bill Mea approved re-starting the process of specifying and pricing the work as a door and hardware replacement project. A contractor is working with the school to develop a full door and hardware schedule for the work.

A lavatory on the Third Floor meets the dimensional requirements for accessibility and is now in use by a newly enrolled graduate student who uses a wheelchair. It’s fixtures and fittings are being changed to meet ADA requirements.

2.2 Progress Since the Previous Visit: Causes For Concern

Visiting Team Report 2010: Causes for Concern

A. 13.6 Fundamental Skills

The visiting team clearly identified fundamental skills as they pertain to the design of buildings, and noted some engagement of interior spaces and site. There is a broad range of skills necessary to address issues of human habitation in interiors space (i.e., materials, light, furniture), and in the engagement of non-urban sites. While the team determined that sufficient evidence is present to deem this condition to have been met, they find cause of concern that the latter of these skills is not as thoroughly represented in the evidence as it might be.

Program Activities in Response to the 2010 Visiting Team Report, 2010-2015:

Since the last NAAB visit, deliberate measures have been taken to reinforce and strengthen the requirements for the “broad range of skills necessary to address human inhabitation in interior spaces.” Design III fall semester (the “analysis studio”) has developed a set of exercises in which students explicitly examine architectural issues as developed in their selected reference building including:

1. Circulation, including patterns of movement, placement of secondary partitions and furniture;
2. Light, both natural and artificial as it affects interior space;
3. Site, including environmental considerations.
4. Program and
5. Structure.

These same issues are addressed again in the students’ design projects in the Design III spring semester. The two component parts of the Third Year studio sequence have thus been reworked to explicitly engage these five topics in exercises in both semesters and to further underscore the iterative relationship between analysis and design.

In 2011, the Design IV studio, coordinated by Profssor Kevin Bone, director of the Cooper Union Institute for Sustainable Design, addressed the topic “Suburban Transformations: Architecture, Landscape and Infrastructure,” in which students sought to imagine a better environment through the transformation of the existing suburbs. The studio emphasized a study of the natural systems of six different eco-zones underlying the selected study areas.

In subsequent years, the Design IV studio has explored the integration of landscape and the urban edge, and the opportunity to blur the line between infrastructure and nature, “terra firma” and natural aquatic environs.

Students also choose to investigate non-urban and interior settings in their individual Thesis subjects. In the

past six years, projects have included non-urban topics such as: *Cultivating the Map: New Tools for the Management of Natural Resources in the Great Plains*; *Learning From Googletown: Reinventing San-Francisco's Techno-burbs*; *Cauterized Terrain*, which explored how a remote mountain town in Arizona could coexist with the forest's natural fire regime; *The Reemergence of a Dynamic Landscape: New Systems of Infrastructure for the Sacramento-San Joaquin Delta*; *Navigating the Techno-Artic*, which investigated the post-industrial transformation of the Arctic's natural landscapes; and *Pike National Forest: Firebreak*, which developed new housing and bio-fuel management strategies for the forest boundary near Colorado Springs.

Projects that have explored conditions of interiority include *A Space for Ritual*, which explored the relationships of "body to object, of object to object, and of object to space" in five rooms; *On Domesticity*; and *En/gendered Space*.

Non-urban topics have also been pursued in independent research, study and design through the Benjamin Menschel Fellowship Program. A representative sampling of research from the last two years includes: *America's Fourth Coast: Industrialization Along the Mississippi River*; *Puerto Rico: Land, Crop, Symbol*; and *Tecumseh and the Prophet's Trail: Reconnecting Routes*. Other Menschel projects since 2010 have taken students to Romania's Moravian Province to explore and document the Byzantine/Renaissance churches, monasteries and convents; and along the Aleutian highway to document the layers of the built environment established by the Aleut peoples, as well as Russian and American military bases and installations that remain from the Cold War. [View Thesis Topics 2010-2015 and 2015 Benjamin Menschel Exhibition](#)

2.3 Progress Since the Previous Visit: Changes to the Program as a Result of Changes to the Conditions

Since the NAAB 2014 *Conditions for Accreditation* has been released, the School of Architecture has begun the process to study how the new NAAB "Defining Perspectives" may (or may not) align with the School of Architecture's pedagogy and curriculum, how they might suggest new pathways for exploration as we continue to evolve the curriculum and how they might serve as a basis of debate about the role of architecture and the architect in society today.

To that end, we have surveyed our alumni to respond to the Perspectives as they might have framed or been reflected in their education (in some cases, decades before these specific perspectives were articulated). We sent the survey to 865 alumni and received 152 responses. This document will provide important historical context to this conversation as the Curriculum Committee and the faculty as a whole engage, with our new Dean, this next phase of the School's development.

The Curriculum Committee met during the spring of 2015 to specifically discuss the Perspectives in terms of the existing curriculum. These discussions formed the basis for the text of section **I.1.4 Defining Perspectives** of this APR.

APR SECTION 3: COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 Human Resources and Human Resource Development

The full-time faculty, part-time faculty and non-confidential administrative staff of The Cooper Union are each represented by collective bargaining agents; contracts define the terms and conditions of employment for these groups of employees. Contracts are negotiated on a one to three year cycle by union representatives and the vice president for finance and administration in consultation with the deans.

The full-time faculty is represented by the Cooper Union Federation of College Teachers; its current contract is in effect through 31 August 2016.

The part-time faculty, both proportional and adjunct, are represented by the Cooper Union Organization of Part-Timers; its current contract is in effect through 31 August 2017.

Full-time and part-time staff, clerical, administrative, technical and maintenance staff are represented by the Union @ Cooper Union; its current contract is in effect through 31 August 2016.

a) Resumes of full-time, proportional time and adjunct or visiting faculty

The faculty of the School includes three full-time tenured professors; in addition the recently appointed dean holds a full-time appointment with the expectation that the tenured faculty will recommend tenure to the acting president before the end of fall semester 2015. There are eleven proportional-time faculty at the assistant, associate and full professor levels. A proportional-time appointment is a 2/3 full time teaching load with proportional committee, service and research expectations. Proportional-time faculty may have appointments from one to five years and receive full benefits. The full-time and proportional-time faculty together comprise the "Resident Faculty," who constitute, by governance and practice, the core, continuing faculty of the School. Many of the resident faculty have taught at the School for over twenty years. There are currently approximately forty adjunct faculty of all ranks, including instructors adjunct and visiting professors. These adjunct faculty are both young teachers recently completing advanced study as well as senior academics and practitioners of considerable professional experience and expertise who each year assure that critical requirements of the professional degree program are met while bringing exceptional breadth to both required and elective course offerings.

Faculty teach across the undergraduate and the graduate programs.

The School has a long tradition of 'team teaching' in the design studio in which recently appointed faculty, at early stages of their careers as well as those with unique professional expertise, work with faculty colleagues of greater seniority in the school as a "team" that teaches a year of students as a "studio of the whole." This system has several proven advantages: first it gives students access to a broad spectrum of experience and background among the faculty in any given subject; second, it serves to foster a dynamic mentoring system in which senior faculty share a mastery of material and teaching experience with younger colleagues who bring contemporary positions toward theory, modes of representation, fabrication and practice; and finally, by creating a mix of approaches and points of view, team-taught studios become a laboratory in which new exercises and methodologies can be introduced and evaluated as a shared, critical endeavor among the diverse groups of faculty.

Many adjunct faculty have taught at the School of Architecture for ten years and more. The School of Architecture Governance provides for elected representation of adjunct faculty to all standing committees and to the voting Faculty, giving adjunct faculty a critical role in the governance of the school.

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For all of these reasons, we have included here the resumé of all faculty engaged in teaching courses that are integral to meeting the requirements of the professional degree program, both resident and adjunct.

[View Faculty Resumés](#)

Full-Time Faculty

Name: Diana Agrest FAIA

Courses Taught (Four semesters prior to current visit):

ARCH 121 Design II (Fall 2014)

Educational Credentials:

Diploma Architect, University of Buenos Aires School of Architecture and Urbanism, 1967;

Post Graduate Studies: Centre de Recherche d'Urbanisme, and l'Ecole Pratique des Hautes Etudes, VI Section, Paris, France, 1967-1969

Teaching Experience:

The Cooper Union: Professor of Architecture, Full Time, 2005-present;

Proportional Time: 1999 - 2005 ; Adjunct Associate Professor/Professor: 1977-1999.

Other Teaching Positions: Princeton, Columbia and Yale Universities; UP 8, Paris; Whitney Museum for American Art.

Professional Experience:

Founder and Principal of Agrest and Gandelsonas Architects: Recent work: John and Mary Pappajohn Sculpture Park for the Des Moines Art Center, Des Moines Iowa; Des Moines Vision Plan II; Master Plan and Feasibility Study for the Area of Jing-Xi Water Town; Single Family Residence in the Hollywood Hills, CA

Design and building of architecture, urban design projects, and master plans in the USA, Europe, South America and Asia.

Licenses/Registration:

Registered Architect, New York State

Selected Publications and Recent Research:

Film: wrote, produced and directed the feature documentary "The Making of an Avant-Garde: The Institute for Architecture and Urban Studies 1967-1984" 2013 Publications: The Sex of Architecture, eds. Diana Agrest, Patricia Conway and Leslie Kanes Weisman, Harry N Abrams, New York, 1996; Agrest and Gandelsonas: Works, Princeton Architectural Press, New York, 1995; Architecture from Without: Theoretical Framings for a Critical Practice, The MIT Press, 1991. AIA Guide to New York Architecture, current; Latin America in Construction 1955-1980, ed Barry Bergdoll, Comas, Liernur, MOMA 2015, Image, Body, Law.: Interdisciplinarity in Contemporary Gender Studies Ed. by Katerina Mishchenko and Susanne Strätling, Kiev: Meduza 2014, pp. 67-84; Mobility of the Line, Art, Architecture and Design, ed. Yvana Wingham Birkhauser, London, 2013, 2012; Modern Architecture A-Z, Peter Gössel, Benedikt Taschen GmbH, 2007 New York 2000: Architecture and Urbanism from the Bicentennial to the Millennium, Stern, Fishman, Tilove, The Monacelli Press, 2007

Professional Memberships:

Fellow of the American Institute of Architects

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Name: Diane H. Lewis, FAAR

Courses Taught (Four semesters prior to current visit):

ARCH 141A Design IV Fourth Year Design Studio: The Architecture of the City (Spring 2014, 2015)
ARCH 225.03 Advanced Topics: From the Tempietto to the Centre Pompidou: Urban Genetics (Fall 2014)
ARCH 225.03 Advanced Topics: Surrealism and Architecture: Parallels in literature and architecture: a syntactical study (Fall 2013)

Educational Credentials:

B.Arch The Irwin S Chanin School of Architecture of the Cooper Union 1976
The Rome Prize in Architecture, American Academy in Rome 1976-1977

Teaching Experience:

The Cooper Union, Professor Of Architecture Full- time 1982- present, tenured 1991
Dipartimento di Architettura, Design, Urbanistica, Visiting Professor & Editorial Board member: Universita degli Studi di Sassari 2012 & 2010 - present
Pratt Institute Undergraduate and Graduate School of Architecture, Visiting Professor coordinator of Urban Design, 1982- present
University of Toronto Graduate School of Architecture, The Frank Gehry International Visiting Chair in Architectural Design, 2005
The Harvard Graduate School of Design, Visiting Professor of Options Studios 2003 & 1996-1991
The Graduate School of Architecture, University of Nebraska, Lincoln, The Hyde Chair 2001-2002
The Graduate School of Architecture, Technical University of Berlin, Germany, Visiting Chair Fachbereich 8, 2000-1998
The Architectural Association, London England, Visiting Professor & Scholar, Diploma Unit 8, 1996, 1991 Simpson Chair
Graduate School of Architecture at the University of Edinburgh, Scotland 1989-87, and 82-78
Yale University Graduate School of Architecture and Undergraduate Architecture Department
Davenport Studio with Frank Gehry, 1989 -1987
Davenport Studio with John Hejduk 1982
The University of Virginia School of Architecture, Charlottesville, Visiting Assistant Professor, 1977-78

Professional Experience:

Diane Lewis Architects, P.C. Principal, 1983- present
Museums, Kunsthalles NY Project, Galleries, Domiciles, Charter School, Campus Plans, Invited Competition Such As IIT Student Union and Cincinnati Art Museum. Widely Published Internationally, AIA Honorable Mention Award 1985, Industrial Design Magazine Architecture Award 1987, 1996 & 1997 2 X Nominee For Daimler Chrysler Award, 2008 National Design Award, The Smithsonian Cooper Hewitt, 2009 Knoll International Modern Main Street Award With World Monuments For Winning Competition Project To Be Implemented. Adaptable Re-use of Paul Rudolph's Riverview School in Sarasota Proposed a Campus and Music Conservatory
Office of I.M. Pei and Partners, 1978-1983 & 1983-85 Consultant, Senior Designer to James Ingo Freed & Mike Flynn, Partners, 499 Park Avenue; Curtain Wall Design, Lobby and Site Design, The Jacob Javits Convention Center; Curtain Wall, The San Francisco Ferry Building complex; Curtain Wall Designer to I.M. Pei Partner, & Yann Weymouth Associate, MIT Vera List Center
Office of Richard Meier, Designer Mondév Urban Projects, Colorado Springs and Manchester NH; 1976-78

Licenses/Registration:

Registered Architect, New York State

Selected Publications and Recent Research:

OPEN CITY: Existential Urbanity, a compendium of the Architecture of the Studios conducted by Professor Diane Lewis and team, from 2001-2014; 2015
DIANE LEWIS: INSIDE OUT, Architecture New York City, an Architectural Monograph Inside-Out. 2008
ROME BERLIN NEW YORK: student studio projects on this project title for two exhibitions designed for Berlin. Published by Cooper Union. 2002
Co-Editor, The Education of an Architect 2, with John Hejduk, Liz Diller and Kim Schapich, Rizzoli 1987

Professional Memberships: AIA; Architectural League of New York; Society of Fellows, The American Academy in Rome

Name: Anthony Vidler

Courses Taught (Four semesters prior to current visit):

ARCH 141A Design IV (Fall 2014)

ARCH 165.01 Analysis of Architectural Texts (Fall 2014)

Educational Credentials:

PhD TU Delft

BA Hons., Dipl.Arch. Cantab;

Teaching Experience:

Cooper Union, Professor and Dean, 2001 to present

UCLA 1992-2001

Princeton University 1965-1992

Professional Experience: NA

Licenses/Registration: NA

Selected Publications and Recent

The Scenes of the Street and Other Essays (New York: The Monacelli Press, 2011)

James Frazer Stirling: Notes from the Archive (New Haven and London: Yale University Press, 2010)

Histories of the Immediate Present. Inventing Architectural Modernism (Cambridge, Mass.: MIT Press, 2008)

Research:

History and Theory of Architecture and Urbanism (Europe and the US)

Professional Memberships:

Society of Architectural Historians

Proportional-Time Faculty

Name: Kevin L. Bone

Courses Taught (Four semesters prior to current visit):

Arch 141, Design IV, Urban Architecture (Fall 2013, Fall 2014)

Educational Credentials:

Bachelor of Architecture, Pratt Institute, 1979

Cornell University, Summer Program for Architecture, Berlin 1978

Wright-Ingraham Institute, Summer Program in Integrative Studies, 1977

Studio Assistant to Raimund Abraham, 1978-1983

Teaching Experience:

Cooper Union, Thirty years teaching design in the 1st, 2nd, 3rd and 4th years, many years teaching building technology and various seminar classes on infrastructure, environment and sustainability.

City College of New York, Visiting Professor (teaching design) 2012

Hochschule for Kunst Berlin, Germany, 1989-90

Columbia University School of Architecture, New York, Studio Director 1990-91

Zenobio Institute Venice, Italy, International Summer Program for Architecture, 1994-95

Professional Experience:

Thirty-two years as principal at Bone/Levine Architects, numerous built works, independent research, consulting, competitions and community service. The practice has received many design awards.

Licenses/Registration:

Registered: New York, Colorado, Pennsylvania, Massachusetts, and Connecticut

Selected Publications and Recent Research:

Lessons from Modernism Environmental Design Strategies in Architecture 1925-1970 KB Editor and contributing author. Monacelli Press, 2014

Landscapes of Extraction, the Collateral Damage of the Fossil Fuel Industries, exhibition and publication, The Cooper Union, 2011. Founding Director, The Cooper Union Institute for Sustainable Design, numerous public programs, symposia, lectures, grants, and on-going independent research on issues of sustainability.

Professional Memberships:

American Institute of Architects, Elected to the College of Fellows of the AIA, May 2012

NCARB Certified

Name: Anthony Candido

Courses Taught (Four semesters prior to current visit):

ARCH 185.01 Crossings: CONCEPT CONTENT CONDITIONS (Fall 2013, Fall 2014)

ARCH 225.06 Advanced Topics in History History Criticism: MEGA STRUCTURES THEN & NOW: CONTENT CONDITIONS
CONCEPT (Spring 2015)

Educational Credentials:

B.Arch, IIT (Illinois Institute of Technology)

Teaching Experience:

The Cooper Union, 1978-present

The City College of CUNY, 1967-1978

University of California, Berkeley, 1961-1963

Professional Experience:

Nancy Meehan Dance Company, 1970-present Artist-in-Residence

I.M. Pei & Partners, 1954-1957, single support 180 foot diameter steel and glass umbrella for Roosevelt Field, first published design for the GSA Buildings, Platform and Mall in S.W. Washington D.C., prototype concrete structure

Davis & Brody, 1969, supervision of design and construction of the U.S. Pavilion, at EXPO '70, Osaka, Japan, major design contributions

Licenses/Registration:

Selected Publications and Recent Research:

Ongoing painting and research. Painting and drawing of, and architecture for, The Existence Paintings, The Seated Man, The Standing Man, The Heads (large and small).

The Great White Whale is Black, solo exhibition, 2010

The Great White Whale is Black, monograph, 2014

Night Drawings-1956, solo exhibition, 1993

Night Drawings-1956, monograph, 1993

Education of an Architect, 1988, Loka II, 1976, Casabella, October 199, New World Writings #13, 1958

National and international exhibitions: The Canadian Center for Architecture, Montreal, Galerie de L'Ecole des Beaux-Arts de Lorient, France, The International Design Forum, Asahikawa, Japan, The Institute of Contemporary Art, Boston, and the Attitudes Gallery, Denver.

New York exhibitions: The Painting Center, The Arthur A. Houghton Jr. Gallery of The Cooper Union, The Phillippe Briet Gallery, 101 Wooster DNC Exhibition Space, Betty Parsons Gallery, Spectrum Gallery, St. Mark's Church on the Bowery, and The Area Gallery.

Chrysler Award nomination, 2002

Professional Memberships:

Archive with the Smithsonian Institute's Archives of American Art

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Name: David Gersten

Courses Taught (Four semesters prior to current visit):

ARCH 111A Architectonics (Fall 2013, Fall 2014)

ARCH 205.01 Advanced Concepts: A Material Imagination of the Social Contract (Spring 2014, Spring 2015)

ARCH 185.04 Crossings (Spring 2014)

Educational Credentials:

B. Arch, The Cooper Union

Teaching Experience:

Cooper Union, Professor, 1991 - present

Associate Dean of the School of Architecture, 1998 - 2001

Rhode Island School of Design, Visiting Professor; Brown University

Emily Carr University of Art and Design; Visiting Artist

Aarhus School of Architecture: Visiting Professor

United Nations International School; CUNY, CCNY School of Architecture: Visiting Professor

Professional Experience:

Art, Letters and Numbers: Founding Director, Chairman of the Board; Art, Letters and Numbers, a non-profit education theater, film and publishing organization dedicated to creating new structures and spaces for creative exchange across a wide range of disciplines including: Architecture, Visual Arts, Theater Arts, Film, Music, Humanities and Social Sciences. 2011 – present.

Maimar, LLC.; Founding Partner, Managing Director, Creative Director; Maimar (“to create”) is a multi-disciplinary finance and development company dedicated to the ethics of place, to generating and implementing creative solutions to complex land management and infrastructure issues and developing comprehensive approaches to land programming that foster a healthy and balanced relationship between people and their environment. 2003 - 2009

Selected Publications and Recent Research:

Hunting Life: A Forever House, Editions Firmin-Didot, Forthcoming; “Making the Geologic Now: Responses to Material Conditions of Contemporary Life”, 2013, Danicsh Architecture Center, Copenhagen, Denmark 2012; “Svein Tonsager & Friends”, Museo Nacional Centro de Arte Reina Sofia, Madrid, Spain, 2012; Nacho Criado Leapt into the abyss and found it only came up to his knees”, Where are the Utopian Visionaries: Architecture of Social Exchange, 2012, 99th ACSA Annual Meeting; WHERE DO YOU STAND conference proceedings 2011, “Discreet Machines of Desire: from Edward Bernays to Robert Oppenheimer”, ACADIA 2010 Conference LIFE in:formation, 2010 conference proceedings; “Time Promise Land: Notes on our current geographies” National Science Foundation, Making Science Visible Conference: Embodied Knowledge Navigating Disciplinary Geographies 2010; “Ineffable: Architecture Computation and the In-Expressible” Globe Double: Mimetic Capital: Technology 2010

Name: Rod Knox

Courses Taught (Four semesters prior to current visit):

ARCH 205.02 Advanced Concepts (Fall 2013, Spring 2014, Fall 2015)
ARCH 185.05 Crossings (Spring 2015)

Educational Credentials:

M. Arch Harvard, 1976
B. Arch The Cooper Union, 1975
B. Art The Cooper Union, 1975

Teaching Experience:

Cooper Union 1977-Present
FIT 2010
SUNY 1982
City College of New York 1980

Professional Experience:

Principal at Rod Knox Architect 1980-Present

Licenses/Registration:

Registered Architect: State of New York
NCARB

Selected Publications and Recent Research:

www.rodknox.com, Guide Gallimard

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Name: Elizabeth O'Donnell

Courses Taught (Four semesters prior to current visit):

ARCH 122A Structures I (Fall 2013, Fall 2014)

ARCH 122B Structures I (Spring 2014, Spring 2015)

Educational Credentials:

Bachelor of Architecture, The Irwin S. Chanin School of Architecture

Master of Education, Higher Education Administration, The City University of New York, 2015 (anticipated)

Teaching Experience:

The Irwin S. Chanin School of Architecture:

Acting Dean, 2013-2015

Associate Dean, 2002-2013

Proportional Time Faculty 2013-2015, Adjunct Faculty 1985-2013

Professional Experience:

Elizabeth O'Donnell Architects, 1997-present. Design and construction administration services; adaptive re-use of existing structures. Residences, including: 870 UN Plaza, 139 W. 19th Street, 8-10 W. 19th Street, Palm Springs, CA. Offices, including: RISM, The Reed Foundation, Institute for American Values. Renovations and new construction in Landmarked districts and buildings, including: 361 Greenwich Street, 222 Central Park South. Projects with artists for site-specific and large scale installations: Tadashi Kawamata, Yoko Ono.

BKS/K Architects, 1996-1999. Design and Construction Administration Services. Residences, medical offices, Dance studios. Kids' chemistry lab

Paul Segal Associates Architects, 1985-1996. Design and Construction Administration services. Residences, offices for advertising agencies, nursery school and kindergarten, galleries, adaptive re-use of existing structures, dormitory residences for college campus

Licenses/Registration:

Registered Architect, New York State

Selected Publications and Recent Research:

Co-chair and Opening Remarks: The Sultanate of Oman, Geography, Religion and Culture, 12 March 2015. Sponsored by The Irwin S. Chanin School of Architecture.

Invited Juror, Bamiyan Cultural Center International Design Competition, sponsored by the UNESCO Office Kabul, 25-31 January 2015, Kabul, Afghanistan.

Invited Lecture: "The Cooper Union and The Education of An Architect", Department of Architecture, Kabul University, 25 January 2015.

Co-curator, "Cities of the Dead: The Ancestral Cemeteries of Kyrgyzstan," February, 2015

Executive Committee, New Museum Ideas City, 2015, 2013

Invited "café" participant: The International Alvar Aalto Symposium and Café, *Abundance*, 30-31 August 2014 Jyväskylä, Finland

"Letters to the Mayor", Storefront for Art and Architecture, April-May 2014

Conference co-chair and introduction: *Lebbeus Woods: A Celebration*. 25-26 April 2014. Sponsored by the Irwin S. Chanin School of Architecture.

Per/Form Live Design Competition: Advisor to the competition creative team; competition juror for "Live Design", 3 stage design charrette testing the Sefaira Real-Time energy modeling software for SketchUp. 17 May 2014.

Workshop: New Museum *Ideas City Think Tank*: "Fears, Dreams, Proposals: the Invisible City". 1 May 2014

Panelist: "Saturday Night Deans", NY Chapter AIA; 16 November 2013

Panelist: Town + Gown: Looking Ahead to NYCXDesign; 21 May 2013

Professional Memberships: American Institute of Architects, Structural Engineers Association of New York (SEAoNY, associate member)

Name: Stephen Rustow

Courses Taught (Four semesters prior to current visit):

ARCH 133 Introduction to Urban History and Theory (Spring 2014, Spring 2015)
ARCH 131A Design III (Fall 2013, Fall 2014)

Educational Credentials:

MArch, MCP, Massachusetts Institute of Technology, 1979
Graduate Fellow, National Science Foundation, 1974 – 1977
BA, with high honors (Anthropology & Studio Arts), University of Rochester, 1973

Teaching Experience:

Cooper Union 2003 – present (Professor, Proportional Time 2007 – present)
Acting Associate Dean 2014 – 2015
Columbia University Paris Program 1987 – 1993 (Lecturer and Studio Critic)

Professional Experience:

Museoplan, LLC, Principal 2006 – present (CTF Museum, Hong Kong 2014-;
Beijing Art Center 2014-; Yuan Museum, Beijing 2012 – 2014; Culture Shed, NY 2012 –New Museum Center, Sofia, 2011 – 2014).
KPF & Associates, Sr. Associate Principal, 1999 – 2006 (MoMA Expansion, NY)
Pei Cobb Freed & Partners, Associate Partner, 1983 – 1997 (Grand Louvre, Paris)

Licenses/Registration:

Registered Architect State of NY; NCARB; Planning Certification

Selected Publications and Recent Research:

Forthcoming: Three essays in *L'histoire du Louvre*, 2 vol. Editions Fayard, Musée du Louvre, fall, 2015
"Conserving the Container – the Museum as Museological Object", Symposium: Extreme Conservation, Bard Graduate Center, March 2015
Regular Columnist for Architectural League's Urban Omnibus:
"Beyond Preserving", Urban Omnibus, June 2015
"The Tragic Poetry of Building Codes", Urban Omnibus, March 2015
"The Privatization of Prospect", Urban Omnibus, December 2014
"Facadism: on the Demolition of the American Folk Art Museum", The Avery Review, Number 2, October 2014
Roundtable: Exhibition & Competition for 'Libraries', Architectural League, May 2014
Roundtable: Exhibition Planning for 'Preservation', Architectural League, Museum of the City of NY, February 2014
"MoMA/AFAM" Brooklyn Rail, March 2014
Public Symposium on MoMA & American Folk Art Museum, sponsored by AIANY, Architectural League, Municipal Art Society, invited panelist, January 2014
"Analyzing Labrouste Projectively" Session Chair, Labrouste Symposium, MoMA March 2013

Professional Memberships:

Architectural League; American Planning Association

Name: Sean West Sculley

Courses Taught (Four semesters prior to current visit):

ARCH 141A Design IV (Fall 2013)
ARCH 176.01 Theory of Landscape Architecture (Spring 2014, Fall 2014)
ARCH 176.02 Theory of Landscape Architecture II (Spring 2015)

Educational Credentials:

AB, Harvard College '61
BA, Columbia University Architecture, '68

Teaching Experience:

The Cooper Union, School of Architecture, 1970-present
Columbia University School of Architecture, 1970-1974
University of Pennsylvania, Department of Landscape Architecture and Regional Planning, visiting professor mid 70s and mid 80s

Professional Experience:

James S Polshek and Associates, Associate.
With erstwhile partners, have designed, developed and built 400 units of low cost housing, and adapted and landmarked two historical estates. In addition, I have designed many PUDs, single family houses and gardens, including several large holdings 35-600 acres. Currently I am the design consultant of a 90 room boutique hotel

Licenses/Registration:

Registered Architect State of New York

Selected Publications and Recent Research:

Solitary Travelers for The Cooper Union.
Sundry articles.
Extensive and ongoing research on the history and theory of gardens.

Name: David Turnbull

Courses Taught (Four semesters prior to current visit):

ARCH 151A – Thesis (Fall 2014)

ARCH 151B – Thesis (Spring 2014, Spring 2015)

Educational Credentials:

University of Bath BSc BArch (Hons) - Architecture & Building Engineering

Teaching Experience:

26 years - Bartlett, University College London, Architectural Association, Yale (Eero Saarinen Visiting Professor), University of Toronto (CITY-TV Visiting Professor) Columbia University (Adjunct Professor), University of Bath (Professor), University of Pennsylvania (Adjunct Professor), African University of Science & Technology, Abuja, Nigeria (Visiting Professor), Cornell University (Visiting Professor) & The Cooper Union

Professional Experience:

over 30 years - Buro Happold, Michael Brawne and Associates, ARUP, James Stirling, Michael Wilford and Associates, ATOPIA Innovation & ATOPIA Research / PITCHAfrica

Selected Publications and Recent Research:

Digital Tectonics, edited by Turnbull, Williams and Leach, published by John Wiley – Academy Editions, 2004

Waterbanks (2008 - ongoing) : High yield rainwater harvesting building types - seven variations completed.

Winner 'The Greenest School on Earth' 2013, Buckminster Fuller Institute / Interface Support Award 2013, nominated for Designs of the Year 2015, Design Museum, London & INDEX Award, Copenhagen, Denmark 2015.

Design-research supported by grants from: Annenberg Foundation, NSF, Zeitz Foundation, Interface Inc; & Wright-Ingraham Foundation

Patents held: 3 US & Worldwide - (a) Continuously supplied water filtration banks, (b) Sports Pitch rainwater harvesting systems, (c) Deployable Wind Turbine & Battery.

Forthcoming: 'Sustainable Architecture Assemblages', chapter in a book in collaboration with Dr. Maria Theodorou, 'Building Sustainable Futures: Design and the Built Environment', edited by Mohammad Dastbaz, Jon Price and Ian Strange, to be published by Springer in 2015

Professional Memberships:

FRSA

Name: Michael Young

Courses Taught (Four semesters prior to current visit):

ARCH 131B Design III (Spring 2014, Spring 2015)

ARCH 225.11 Advanced Topics: History and Theories of Contemporary Representation (Fall 2013, Fall 2014)

Educational Credentials:

MArch II - Princeton University 2005

BArch - Cal Poly San Luis Obispo 1997

Teaching Experience:

Cooper Union 2005-2015

Princeton University 2010-2015

Yale University 2010-2014

Columbia University 2008-2012

Syracuse University Fall 2014

Pratt Institute Fall 2014

Innsbruck University Summer 2014

Professional Experience:

Principal - Young & Ayata 2008- Present

Designer - Stan Allen Architects 2005

Project Manager - Pfau Architecture 1997-2003

Licenses/Registration:

Registered Architect State of New York

Selected Publications and Recent Research:

The Estranged Object, (Graham Foundation Publications: Chicago, IL) Spring 2015

"Minimalism and the Phenomenological Fold" from *The Routledge Handbook of Architectural Design and Practice*, ed. Mitra Kanaani, (Routledge: London, UK) *Forthcoming* Winter 2015

"Drawing/Painting/Photography" from *The Economy Magazine*, Summer 2014

"Natural is Not in It" from *Assembly: Post Digital Craft*, ed. Brennan Buck, YSOA Publications, 2014

"Tone" from *INK*, ed. Michelle Fornabai, GSAPP Publications, Winter 2014

Name: Tamar Zinguer

Courses Taught (Four semesters prior to current visit):

ARCH 131A Design III– Analysis, (Fall 2014)

ARCH 125B History of Architecture II (Spring 2014, Spring 2015)

ARCH 225.13 Advanced Topics: "Writing Architecture" (Spring 2015)

ARCH 225.09: Advanced Topics: Seminar in History and Criticism: "Architecture in Play – The Interrelationship of Architecture, Play and Construction Toys", (Fall 2013)

Educational Credentials:

B.Arch. , The Cooper Union 1989

M.Sc. in Architecture, Technion, Israel Institute of Technology, 1997

MA, Ph.D. , Princeton University, 2001, 2006

Teaching Experience:

The Cooper Union Associate Professor Adjunct, 2005-present

The Cooper Union Assistant Professor Adjunct, 2004 - 2005

Columbia, Cornell Adjunct Assistant Professor/lecturer 2002- 2004

Instructor/lecturer Princeton University SoA1999-2002, 2003

Instructor of Design, Technion Israel Inst. of Tech. 1994-1998

Professional Experience:

International Project – Degree Zero of Sound and Image, Frankfurt 2015

Visiting Scholar, Canadian Centre for Architecture, Montreal, 2014

Workshop/Public Lectures, University of Applied Sciences, Wiesbaden, Germany, 2013, as well as U of MN, Minneapolis, 2014

"Architecture Moves" – Conception and organization of the first architectural theory conference at The Cooper Union, 2009

Society of Architectural Historians Annual Meetings, participation as session chair, lecturer, round-table organizer or participant, 2007-2015

Fellow, Lemelson Center for the Study of Invention, Smithsonian, 2002

Private design practice in Ein Hod, Israel, Interiors and villas, 1994-1998

Project architect/Project Management, Israel 1990-1994

Licenses/Registration:

Registered Architect in Israel

Publications and Research:

Single authored book: Architecture in Play: Intimations of Modernism in Architectural Toys, Charlottesville: University of Virginia Press, forthcoming November 2015

Current research: The Degree Zero of Architecture, The History of the Sandbox

Professional Memberships:

Society of Architectural Historians

The Association for the Study of Play (TASP)

Society for the History of Children and Youth (SHCY)

Name: Guido Zuliani

Courses Taught (Four semesters prior to current visit):

ARCH 125 A History of Architecture II (Fall 2013, Fall 2014)

ARCH 225.02 Advanced Topics: Seminar on J. Hejduk (Fall 2013, Fall 2014)

Educational Credentials:

Laurea in Architettura - Summa cum Laude, (Dottore in Architettura, professional degree - MArch equivalent)

Teaching Experience:

Cooper Union

Università IUAV, Venezia – Scuola di Dottorato – PhD in Architectural Composition –

Regularly invited as Critic at Yale School of Architecture, Pratt Institute

Professional Experience:

AZstudio, Principal – Co-designer and project coordinator in association with different international architectural firms. Recent projects: residential building (12,000 sqft) in Milan: preliminary and definitive design; under construction – Master plan for the coastal line of Pozzuoli, Italy: project approved by the administration; in phase of adoption – Competition for experimental affordable housing in Mestre, Italy: third prize – Train station in Pompeii, Italy: preliminary and definitive design; project approved and waiting for state founding allocation.

Licenses/Registration:

Registered architect in Italy since 1983

Selected Publications and Recent Research:

Encyclopedia Architettura del '900: *entry for Hejduk's Wall House*-Einaudi Ed

One, no one, one hundred thousand: notes on the Cooper Union in *The clinic of dissection of the arts* – Marsilio Ed

La città implicita in *La città come testo critico* – F. Angeli Ed.

In progress: *Perspective method and architecture in L.B. Alberti and P. Della Francesca* – future publication MITpress

J. Hejduk's Oeuvre – future publication AA Files

Current research: *The architect gaze: the architect's representation of history from Renaissance to the present; the architecture of A. and P. Smithson and the problem of the modern city*

Professional Memberships:

Ordine degli Architetti, Pianificatori, Paesaggisti e Conservatori (OAPPC) - Italy

Adjunct and Visiting Faculty

Name: David Allin

Courses Taught (Four semesters prior to current visit):

ARCH131A Design III (Fall 2013)

ARCH 131B Design III (Spring 2014, Spring 2015)

Educational Credentials:

B. Arch, Cornell University

M. Arch, Princeton University

Teaching Experience:

Cooper Union, Adjunct, Assistant Professor, 2011 - present

Princeton University, Assistant Instructor, 2008-2011

University at Buffalo, Adjunct Instructor, 2006

Professional Experience:

Diller Scofidio + Renfro, Senior Associate, 2006 – present

Culture Shed, Project Designer, 2011-present

200,000 sq ft visual and performing arts facility with 16,000 sq ft kinetic structure. Hudson Yards, New York City. (In Construction Administration)

Civic Canopy, Project Leader, 2015

Ferry Terminal on the Toronto waterfront serving the Toronto Islands. (Competition)

Hirshhorn Museum and Sculpture Garden "Bubble", Project Leader, 2012

Seasonal pneumatic structure to host proposed Center for Cultural Dialogue. Hirshhorn Museum, Smithsonian Institution, Washington D.C. (Unrealized)

Open House, Project Leader, 2011

Installation in collaboration with Droog design collaborative. Levittown, New York.

Traveling Music, Project Leader, 2009

Street performance for Evento 2009 in collaboration with Julia Wolfe & Conservatoire Bordeaux Jacques Thibaud. Bordeaux, France.

Arbores Laetae, Project Leader, 2008

Kinetic landscape installation. Liverpool Biennial, UK.

Chain City, Project Leader, 2008

Video installation for 2008 Venice Biennale. Venice, Italy.

Licenses/Registration:

Registered Architect, New York State.

Professional Memberships:

American Institute of Architects

Name: Samuel M. Anderson

Courses Taught (Four semesters prior to current visit):

ARCH 131A Design III (Fall 2013, Fall 2014)
ARCH 131B Design III (Spring 2014, Spring 2015)
ARCH 135A Building Technology (Fall 2013, Fall 2014)
ARCH 135B Building Technology (Spring 2014, Spring 2015)

Educational Credentials:

B. Arch, The Cooper Union
B.A. cum laude, Harvard University
Rotary Foundation Fellowship, Sussex University

Teaching Experience:

The Cooper Union, Adjunct Professor, 2011 - 2015
The Cooper Union, Visiting Professor, 2000 - 2011
Parsons School of Design, Adjunct Professor, 1992 - 1993

Professional Experience:

Intern, Potters-Williams Architects, 1976 – 1977
Intern, Peter Eisenman Architect/ IAUS, 1977 - 1978
Project Architect, Smith Miller + Hawkinson, 1983 – 1987
Project Architect, Gwathmey Siegel & Assocs. Archts., 1987 – 1991
Partner, Anderson Kastner Archts., 1991 – 1993
Principal, Samuel Anderson Archts., 1993 - 2015

Licenses/Registration:

Registered Architect: Connecticut, Maryland, Massachusetts, New Jersey,
New York, Ohio, Pennsylvania, Texas, Virginia

Selected Publications:

Planning a Conservation Lab (a chapter in Manual of Museum
Planning, Lord & Lord, Editors, 2011)
Architectural Record (1997, 2001, 2002, 2005)

Professional Memberships:

American Institute of Architects

American Institute for the Conservation of Historic and Artistic
Works (AIC)

USGBC (LEED AC)

Name: Tulay Atak

Courses Taught (Four semesters prior to current visit):

ARCH 141A Design IV (Fall 2013, Fall 2014)

ARCH 225.12 (Spring 2014)

Educational Credentials:

PhD, Architecture and Urban Design UCLA, Los Angeles, CA 2006

EHESS-UCLA, Paris, France 2001 – 2002

BArch, Middle East Technical University, Ankara, Turkey, 1997

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Associate Professor Adjunct, 2011 –

Rhode Island School of Design, Critic, 2008 – present

SCI-Arc, Los Angeles, CA, full-time faculty, 2005 – 2008

Professional Experience:

Designer, Schuwirth & Erman, Hannover, RFA 1996

Designer, Baytur, A.S. Istanbul, Turkey 1995

Selected Publications and Recent Research:

PhD Dissertation, "Byzantine Modern: Displacements of Modernism in Istanbul" 2006

"Wortkunst" in Turkish : Leo Spitzer and the Development of Humanities in Turkey" PMLA 126.3 2011

"Photogeny of Axonometry: Choisy's Techniques between Building Construction and Image- making" in, ed. Garric, Negre and Thomine-Barrada, 2008

La Construction Savante "Let me Illustrate: Interview with Neil Denari", ArcCA 3 Special Issue: *Drawn Out* 2005

Name: Pep Aviles

Courses Taught (Four semesters prior to current visit):

ARCH 151A Thesis (Fall 2013, Fall 2014)

ARCH 151B Thesis Spring 2014, Spring 2015)

ARCH 225.16 Advanced Topics:Epistemologies of Modern Matter (Spring 2015)

Educational Credentials:

Dipl. Architect, ETSAB, Universitat Politècnica de Catalunya; Master in History and Theory of Art and Architecture, ETSAB, Universitat Politècnica de Catalunya; Master in Arts, Princeton University; Ph.D. Candidate, Princeton University

Teaching Experience:

Escola Tècnica Superior d'Arquitectura de Barcelona; Barcelona Institute of Architecture (Head of Graduate Studies); School of Architecture, Princeton University; Graduate School of Architecture, Planning and Preservation, Columbia University, The Irwin S. Chanin School of Architecture, The Cooper Union.

Professional Experience:

Founding Partner at The Fautory; Herzog & de Meuron, Basel; David Chipperfield Architects / b720, London & Barcelona; Idom / Toyo Ito Architects, Barcelona, Andres Perea, Madrid; Gabriel Mora & Carmina Sanvisens, Barcelona; Projectes Urbans, Barcelona City Council.

Licenses/Registration:

Licensed Architect in Spain.

Selected Publications and Recent Research:

Editor, Siegfried Ebeling: El espacio como membrana, (Barcelona: Mudito & Co, forthcoming April 2015). Spanish edition of the 1926 book Der Raum als Membran; "A Hearth or a Kitchen: Reconsidering the Ethnographic Character of Semper's Caribbean Hut." San Rocco, Vol.8, (Winter 2014), 54-60; "Preservation, History and Ideology." Quaderns d'Arquitectura i Urbanisme, nº263, (January 2012), 12-17; "Autarky and Material Contingencies in Italian Architectural Debate, (1936-1954)." Footprint. Delft School of Design Journal, (Spring 2009), 21-34. [Peer-reviewed journal]; "Multi-Lens Matters. Image-Media Transferences on Breuer Arrival in the United States." Biennial Dissertation Colloquium. The Temple Hoyne Buell Center for the Study of American Architecture. Graduate School of Architecture, Planning and Preservation, Columbia University, (8-9 May, 2015).

Professional Memberships:

Past: Col·legi d'Arquitectes de Catalunya, CoAC.

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Name: Dorit Aviv

Courses Taught (Four semesters prior to current visit):

ARCH 121A Design II (Fall 2014)
ARCH 121 B Design II (Spring 2014, Spring 2015)

Educational Credentials:

Princeton University: M.Arch II , Certificate in Urban Planning 2014
The Cooper Union: B.Arch, Irwin S. Chanin School of Architecture 2009

Teaching Experience:

The Cooper Union – Instructor Adjunct 2014-2015: Design II Studio 2014-2015
Introduction to Architecture Course. Summer 2014
Princeton University - Assistant Instructor 2012-13: Junior Design Studio. Prof. Jesse Reiser. Fall 2013. URB201 Introduction to Urbanism. Prof. M.Christine Boyer. Spring 2013.

Professional Experience:

Tod Williams Billie Tsien Architects, New York 2014-Present
Kohn Pedersen Fox Associates, New York 2009-2012
Atelier Raimund Abraham, New York 2009:

Selected Publications and Recent Research:

Current: Research Grant: *Passive Cooling Downdraft Chimney*. Tides Foundation and Princeton University, in collaboration with Prof. Forrest Meggers
“Architectural Fantasies.” Pidgin Magazine - Architecture and Fiction, Issue 16, Oct 2013
Lisbon Architecture Triennale: Designer of “Radical Pedagogy” installation curated by Beatriz Colomina and Princeton PhD candidates, Sep 2013
Ideas City Festival, New Museum, New York. Architecture and Landscape design proposal featured in public exhibition, May 2013

Professional Memberships:

NCARB (Licensing exams in progress)

Name: Lis Cena

Courses Taught (Four semesters prior to current visit):

ARCH 121A Studio II (Fall 2014)

Educational Credentials:

MArch II, Yale School of Architecture, New Haven, CT 2011

BArch The Cooper Union, Irwin S Chanin School of Architecture, NY, NY 2008

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Instructor Adjunct, 2014 – 2015

Pratt University, Instructor, 2012 – present

Parsons School of Design, Lecturer, 2013 - present

Professional Experience:

Designer, Samuel Anderson Architects, NY, NY, 2013 – present

Designer, Robert A.M. Stern Architects, NY, NY, 2010 – 2013

Private Practice, 2008 – present

Selected Publications and Recent Research:

A Train of Cities, Yale University: Architecture Books 2013

'Retrospecta – Yale University' 2012

Urban Intersections: Sao Paulo Yale University: Architecture Books 2011

Architects Draw: Freehand Fundamentals, S, Gussow, Princeton Architectural Press, 2008

Name: William W. Clark

Courses Taught (Four semesters prior to current visit):

Arch 115B History of Architecture I (Spring 2014, Spring 2015)

Educational Credentials:

B.A., 1962, Pennsylvania State University

M.A., 1964, Columbia University

Ph.D., 1970, Columbia University

Teaching Experience:

Pennsylvania State University, 1964-65

Queens College, City University of New York, 1967-present

Parsons School of Design, Spring Semester 1976, 1977, Adjunct Professor

Parsons School of Design, Summer Program in France, 1978

The Cooper Union, Irwin S. Chanin School of Architecture, Spring semester 1985-present

Selected Publications:

Laon Cathedral: Architecture (1, 2) (Courtauld Institute Illustration Archives, Companion Text 1, 2), Harvey Miller Publishers, London, 1983, 1987

Medieval Architecture, Medieval Learning: Builders and Masters in the Age of Romanesque and Gothic, with Charles M. Radding, Yale U. Press, New Haven, 1992, paperback, 1994.

Medieval Cathedrals, Greenwood Guides to Historic Events of the Medieval World, Westport, CT and London, Greenwood Press, 2006.

"The Nave Vaults of Noyon Cathedral," Journal of the Society of Architectural Historians, XXXVI, 1977

"Spatial Innovations in the Chevet of Saint-Germain-des-Prés," Journal of the Society of Architectural Historians, XXXVIII, 1979, 348-365.

"Gothic Structural Experimentation," Scientific American, 250/5, November 1984, 176-185, article with Robert Mark, reprinted, Annual Editions World History, Guilford, CT, 1988, 213-219.

"Abélard et le bâtisseur de Saint-Denis; études parallèles dans l'histoire des disciplines," Annales. E. S. C., XLIII, 1988, 1263-1290, article with Charles M. Radding

Medieval France. An Encyclopedia (Garland Encyclopedias of the Middle Ages, 2), New York, 1995, 29 individual entries, 44 co-authored entries.

The Dictionary of Art, ed. J. Turner, 35 v, Macmillan Publishers Ltd., London, 1996, 11 articles "Reims Cathedral in the Portfolio of Villard de Honnecourt," in Villard's Legacy: Studies in Medieval Technology, Science and Art in Memory of Jean Gimpel, AVISTA Studies in the History of Science, Technology, and Art, 2, ed. M.-T. Zenner, Aldershot: Ashgate, 2004, 23-51.

"Context, Continuity and the Creation of National Memory in Paris, 1130-1160. A Critical Commentary," Gesta, XLV/2, 2006, 161-175.

Set in Stone: The Face in Medieval Sculpture, exhibition catalogue, ed. Charles T. Little, Metropolitan Museum of Art, Yale University Press, New Haven, 2006, 9 entries.

"Le Christ et les Anges autour des chapelles rayonnantes de la cathédrale de Reims," forthcoming in the vol. celebrating the 800th centennial of Reims Cathedral, fall 2015

Exposing the Cathedral: Architectural Photography in France, 1840-1865, book in progress.

Name: Hayley Eber

Courses Taught (Four semesters prior to current visit):

ARCH 151A Thesis (Fall 2013, Fall 2014)

ARCH 151B Thesis (Spring 2014, Spring 2015)

Educational Credentials:

M.Arch, Princeton University 2003

B.Arch, Cooper Union 2001

B.A.S. University of Cape Town, South Africa 1999

Teaching Experience:

Cooper Union Design V, 2007- present

Cooper Union, Design III 2010-2011

Princeton University, Junior Independent Work Studio 2012- present

Professional Experience:

EFGH, NY (Founder / Principal) 2007- present

Diller Scofidio + Renfro, NY 2002-2007

Eisenman Architects, NY 01/99-07/99 (Internship)

Wiel Arets Architects, Maastricht 01/98- 12/998 (Internship)

Licenses/Registration:

Registered Architect, State of New York

Selected Publications and Recent Research:

Detail in Contemporary Bar and Restaurant Design, Frame Journal, Domus, Praxis, Protein Journal, Design Bureau, You Prison (Exhibition Catalogue), instant Culture- Architecture and Urbanism as a Collective Process.

Professional Memberships:

American Institute of Architects

Name: Robert Estrin

Courses Taught (Four semesters prior to current visit):
ARCH 141B Architectonics (Spring 2014)

Educational Credentials:

Bachelor of Architecture, The Cooper Union, Irwin S. Chanin School of Architecture 2012

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Instructor Adjunct 2014
The Cooper Union Saturday Program, Instructor, 2010 – 2012

Professional Experience:

Jonathan Kirschenfeld P.C., NY, NY 2012
M.D. Estrin Building Services – Design Build, Maitland, FL.

Selected Publications and Recent Research:

Research and Experimentation in Steel Fabrication, Machining and Lathing of Metals; Diverse Casting Techniques

Name: Sue F. Gussow

Courses Taught (Four semesters prior to current visit):

ARCH 178 Advanced Drawing (Fall 2014, Fall 2015)

Educational Credentials:

The Cooper Union (1953 - 1956), Diploma in Fine and Graphic Arts

Columbia University (1958 - 1960), B.S.

Tulane University (1961 - 1964), MFA

Teaching Experience:

The Cooper Union School of Architecture, NY

Professor (1970 – 2009), Professor Emerita (2009-present) The Frick Collection, NY

Design and instruction of inaugural drawing program (2002 - 2005)

Visiting Critic, Pratt Institute, Brooklyn, NY (2007, 2008)

Visiting Artist and Guest Lecturer, Maryland Institute, Baltimore, MD (1998)

Professional Experience:

Graham Foundation grant for Architects Draw (2005)

Tides Foundation Grant for Architects Draw (2004)

Chrysler Design Award Nominee

Chrysler Design Institute (2002)

Benjamin Menschel Award Faculty Fellowship

The Cooper Union, New York, NY (April, 2000)

Licenses/Registration:

Selected Publications and Recent Research:

By Sue Gussow:

Architects Draw by Sue Ferguson Gussow (text concerning the First Year Freehand Drawing program and the Advanced Drawing Seminar developed and taught by Gussow, concluding with the influence of freehand drawing in professional practice), Princeton Architectural Press, New York, 2009

100 New York Painters, Cynthia Maris Dantzic, (cover and article) Schiffer, NY (2006)

Who's Who in American Art. 1981. 1983. 1989. 2004. 2007. 2009. Listing.

Gestaltungslehren in der Architekturausbildung by Petra Liebl-Osborn, (Discussion of Gussow's pedagogy) Peter Lang, Frankfurt am Main, 2001

Drawing Dimensions by Cynthia Maris Dantzic, Frontispiece and Illustrations, Prentice Hall, New Jersey, 1999

Draw Poker by Sue Ferguson Gussow a folio of Gussow's drawings, with critical essays by John Hejduk, Jay Iselin, Kay Whitney, Cooper Union, 1997

On Sue Gussow:

The Chronicle of Higher Education, "Aligning Hands with Minds", Lawrence Biemiller, February 13, 2009.

The New York Times, Paul Goldberger, April 16, 1997, article on Gussow retrospective at The Cooper Union

The Chronicle of Higher Education, "Teaching Architecture students..." Zoe Ingalls, Washington, D.C. November 16, 1997

The Independent, Joan Baum, *Between the Covers*, September 24, 2008.

Southampton Press, Eric Ernst, *Art of the Book*, August 2004

Easthampton Star, October 1993.

Dan's Papers, Interview, Candace Leigh, Bridgehampton, NY, Aug. 31, 1990

The New York Times, May 21, 1989

Southampton Press, Southampton, NY, May 18, 1989

Name: John Hartmann

Courses Taught (Four semesters prior to current visit):

ARCH 114B Freehand Drawing (Spring 2014, Spring 2015)

Educational Credentials:

Bachelor of Architecture, The Cooper Union, Irwin S. Chanin School of Architecture 2002

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Instructor Adjunct 2014 - 2015

Parsons New School, NY Adjunct Faculty Interior Design Program 2013 - present

Chinese Academy of Art, Hangzhou, China, Visiting Instructor Spring 2015

RISD, Providence RI, Adjunct Professor 2006 – 2011

NJIT, Newark, NJ, Adjunct Professor 2001 – 2005

Professional Experience:

Freecell Architecture, Brooklyn, NY, Founding Partner 2001 – present

LOT-EK, NY, NY, Associate, 1999 - 2001

Selected Publications and Recent Research:

Idea, Form, Resonance 30 Years of Emerging Voices. The Architectural League of New York 2015

The Bookmobile Book by Courtney Daily, Onya Hogan-Finlay, and Leila Pourtavaf 2015

A Map of the World According to Illustrators & Storytellers Gestalten 2012

By the City/For the City: An Atlas of Possibility for the Future of New York by Anne Guiney & Brendan Crain 2011

Design through Dialogue: A Guide for Architects and Clients by Karen A. Franck 2010

The Art of Participation 1950 to Now by Rudolf Freiling Living Systems by Liat Margolis and Alexander Robinson 2008

(718) Brooklyn: New Style by Liz Farrelly and Martin Perrin, Booth-Clibborn Editions 2008

Name: Rikke Jørgensen

Courses Taught (Four semesters prior to current visit):

ARCH 185.06 Crossings: Intersections within Art, Architecture and Landscape
(Spring 2015)

ARCH 111A Architectonics, First Year Studio (Fall 2014)

Educational Credentials:

B. Arch, The Aasmus School of Architecture, Denmark

M. Arch, The Aarhus School of Architecture, Denmark

Teaching Experience:

Cooper Union, Instructor Adjunct, 2014 - present

The Aarhus School of Architecture, Denmark Adjunct Professor, 2012 - 2014

The Aarhus School of Architecture, Denmark Teaching Assistant, 2011 - 2012

Professional Experience:

Fellow, Arts Letters and Numbers, Averill Park, NY 2015

Addition to a Single Family House, private client, Aarflus, Denmark 2015

P+P Arkitektur, Aarflus, Denmark, Consulting

Lundgaard & Tranberg Arkitektur, Copenhagen, Denmark 2009

Kim Utzon Architects, Copenhagen, Denmark 2008

Selected Publications and Recent Research

Exploratory Investigations of Hadrian's Villa, Alhambra, The Mortuary Temple of Hatsheput and Persopolis

Post-Graduate Diploma in Education: focus on the inherent didactical possibilities within the workshop format, changing the relationship between content and framework

Bricks, Editor, The Aarhus School of Architecture, Denmark

Professional Memberships

Danish Architect's Association

Name: Lydia Kalipolitti

Courses Taught (Four semesters prior to current visit):

ARCH 225.01 Advanced Topics (Fall 2013)

ARCH 185.03 Crossings: The Feltman Seminar (Spring 2014)

Educational Credentials:

PhD, Princeton University School of Architecture, Princeton, NJ, 2012

MA Princeton University School of Architecture, Princeton, NJ, 2007

SMArchS, M.I.T., Cambridge, MA, 2004

Professional Diploma in Architecture & Engineering, A.U.Th, Thessaloniki, GR 2001

Teaching Experience:

Syracuse University School of Architecture, Assistant Professor (tenure track) 2013 – present

Columbia University GSAAP, Assistant Professor Adjunct, 2013

The Cooper Union, Irwin S Chanin School of Architecture, Assistant Professor Adjunct, 2010 – 2013

Technical University of Crete, Visiting Professor, EcoRedux 2010

Professional Experience:

Researcher, Curator, Lessons from Modernism, The Cooper Union Institute for Sustainable Design, 2013

CoCurator, EcoRedux, The Design Hub, Barcelona. Spain 2011

Session Leader and Curator, Workshop, Festival of Ideas for NYC, 2011

EcoRedux, Design Remedies for a Dying Planet, various venues, 2008 – 2012

Selected Publications and Recent Research:

Mission Galactic Household, Emerging Voices Lecture at **The University of Michigan**, Taubman College of Architecture + Urban Planning, Ann Arbor, MI. 2013, *Cloud Crystallizing*, Lecture at the conference “The New Normal: Experiments in Contemporary Generative Design,” **University of Pennsylvania- UPenn Design**, Philadelphia, PA. 2013 *Invisible Garbage Cities*, Waste Panel at the Ideas City Festival in New York organized by the **New Museum, New York, NY**. 2013 *Slag Islands, Beyond Waterproofing New York*, Conference organized by the Spitzer School of Architecture and the Landscape Program of the **City College of New York, NY**. 2013 *Undigested Environmental Histories*, Princeton’s Alternative Architectural Practices: Rethinking Technology, **Princeton University School of Architecture**, Princeton, NJ. 2013 *Capital as Dehydrated Filth*, Definition Series 03: On CAPITAL, **Storefront for Art and Architecture**, New York, NY. 2013 *The Envirobubble: Clean Air Pods Redux*, **101 ACSA Annual Meeting: New Constellations/ New Ecologies** hosted by the California College of the Arts, San Francisco, CA. 2013

Name: Louis Katsos

Courses Taught (Four semesters prior to current visit):

ARCH 143A Construction Management (Fall 2013, Fall 2014)

ARCH 143B Construction Management (Spring 2014, Spring 2015)

Educational Credentials:

MBA, Graduate School of Business of NYU, NY, NY 1984

Columbia University Graduate School of Engineering and Sciences

B.E.C.E., (Civil engineering) School of Engineering of NYU NY, NY, 1973

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Assistant Professor Adjunct, 1990 – present

NYU Real Estate Institute, Adjunct Associate Professor, 1987 – 2004

Professional Experience:

President, JEKMAR Associates, Construction Consultants 1992 – present

Santa Fe Construction, President and C.O.O, 1999 – 2001

Trataros Construcion Inc., Executive Vice President and C.O.O. 1995 – 1999

Selected Publications and Recent Research:

Development of Case Studies for class texts for 143 A&B

Professional Memberships:

Greater Harlem Chamber of Commerce – Board of Directors

Name: Theodore Kofman

Courses Taught (Four semesters prior to current visit):

ARCH 141A Design IV (Fall 2013, Fall 2014)
ARCH 151B Thesis (Spring 2014, Spring 2015)

Educational Credentials:

Professional Certificate in Electronics, the Ministry of education, Israel
David Azrieli School of Architecture, Tel Aviv University , Israel
BArch, The Irwin S. Chanin School of Architecture, The Cooper Union

Teaching Experience:

Studio Instructor, The Cooper Union 2013-present
Visiting Adjunct Professor, Pratt institute 2015-present
Educational Delegate Leader, Jewish Agency, Israel 2003-2006

Professional Experience:

Independent designer 2014- Present
Architectural designer at Pfeiffer Partners Architects 2013-2014
Architectural designer at Grimshaw Architects 2013
Architectural designer at Zarhi Architects, Israel 2007-2009, 2012
Design Intern at RMJM, 2011
Architectural Designer, MYS Architects, 2010

Licenses/Registration:

New York State Architecture License, 2016 (forthcoming)

Selected Publications and Recent Research:

"In the Shadow of the Megacity: what is left after urbanization" symposium and publication, May 2015 (forthcoming)
"City, USA", Nova Organa, Princeton University School of Architecture, 2013

Professional Memberships:

Royal Society of Arts (RSA), Fellow

Name: Katerina Kourkoura

Courses Taught (Four semesters prior to current visit):

ARCH 121A Design II (Fall 2013)

Educational Credentials:

Post-Professional Master of Architecture, The Cooper Union, Irwin S Chanin School of Architecture, 2011

Bachelor of Architecture, The Cooper Union, Irwin S Chanin School of Architecture, 2008 Bsc2:1 Honours degree, RIBA, The Bartlett School of Architecture, University College, London UK 2003

Teaching Experience:

Adjunct Instructor, The Cooper Union, Irwin S Chanin School of Architecture, 2011–2013

Professional Experience:

Collaborator, Divercity Architects, London, UK 2008 – present

Designer, Kokkinou-Kourkoulas Architects, Athens, Greece 2009 – 2010

Collaborator, LOT-EK, NY, NY, 2004 – 2005

Selected Publications and Recent Research:

EcoRedux, multiple venues, Participation in research, exhibition and publications 2009 – 2011

Cooper Union Institute of Sustainable Design Fellow, 2013

Onassis Fellowship 2010 – 2011

Name: Steve Kreis

Courses Taught (Four semesters prior to current visit):

ARCH 103 Calculus and Analytic Geometry (Fall 2013, Fall 2014)

ARCH 103 Calculus and Analytic Geometry Spring 2014, Spring 2015

PH 165 Concepts of Physics (Fall 2013, Fall 2014)

PH 166 Concepts of Physics (Spring 2014, Spring 2015)

Educational Credentials:

MA Hunter College

Teaching Experience:

Physics, Math and Astronomy at various colleges in NYC area

Selected Publications and Recent Research:

Articles in "The Physics Teacher".

Professional Memberships:

American Association of Physics Teachers

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Name: Sofia Krimizi

Courses Taught (Four semesters prior to current visit):

ARCH 141A Architectonics (Fall 2013)

ARCH 131A Architectonics (Fall 2014)

Educational Credentials:

Master of Science in Advanced Architectural Design, Columbia University GSAAP 2010 Master of Architecture and Engineering (honors), National Technical University of Athens, GR 2008

Master I in Urban Studies, Erasmus, Ecole Nationale Supérieure d'Architecture de Paris La Villette, Paris, FR 2007

Teaching Experience:

Cornell University Visiting Critic 2014 - present

The Cooper Union Irwin S Chanin School of Architecture, Instructor Adjunct 2013 – 2014

University of Pennsylvania PennDesign, Lecturer 2011 – 2104

Pratt Institute Architecture School, Assistant Professor, 2010 - 2011

Professional Experience:

Ksestudio, Partner, 2008 – present

Selected Publications and Recent Research:

"Et cetera or the Miscellaneous Category, (Reading the Arcades Project as Spatial Device)" University of Pennsylvania Study Abroad Program in Architecture, Paris 2012 "Jack Kerouac: The Rooms, the Dioramas, the Maps", The Funambulist- architectural narratives Archipelagos lecture series with Carla Leitao & Léopold Lambert, NY 2011

"The roof as paradigm: Mercat de Santa Caterina, Miralles/ Tagliabue EMBT" 2010

Pratt Institute core lecture series, Brooklyn

14TH VENICE BIENNALE, Fundamentals, Tourism Landscapes: Remaking Greece

A-hotel, ksestudio, chief curator: Yannis Aesopos 2012

13TH VENICE BIENNALE, Made In Athens at the Greek Pavilion □6 Building Code Requirements ksestudio, chief curators: Panos Dragonas/ Danae Skiada 2012

ATHENIAN WATERFRONTS, Benaki Museum of Contemporary Art U-topos platform pavilion, Athens 2011

THE GREATEST GRID- Design speculations on Manhattan, the unfinished grid "6 1/4 avenue" by ksestudio, The Museum of the City of New York 2011

2D3D, DRAWING IN THE POST DIGITAL AGE: structural ornaments, breaking the script WUHO gallery, Hollywood- Los Angeles 2010 (n) certainties 5.0- Francois Roche, 12th Venice Biennale- Austrian pavilion Epidermic hyperplasia, in collaboration with John Becker 2008

The Entrance of the Cosmos, Benaki Museum of Contemporary Art, Athens- Greece, in collaboration with Kyriakos Kyriakou 2008

6 BCR, Gallery Room at "Prytaneia" - Section of Design, Athens School of Architecture, in collaboration with Kyriakos Kyriakou 2007

Island Disappearings, 3rd Triennale of Scenography, Prague, ENSPLV representative 2006

Name: Adam Longenbach

Courses Taught (Four semesters prior to current visit):

ARCH 111B Architectonics First-Year Studio (Spring 2015)

Educational Credentials:

Master of Architecture II (M.Arch II): The Cooper Union 2013

Master of Architecture (M.Arch): Pennsylvania State University 2011

Bachelor of Architecture (B.Arch, NAAB): Pennsylvania State University 2010

Semester Exchange, Rome, Italy: The Pantheon Institute 2009

Teaching Experience:

The Cooper Union, Adjunct Instructor, 2015

Pennsylvania State University, Graduate Teaching Instructor, 2009-2011

Pennsylvania State University, Summer Intro to Arch. Instructor, 2009-2011

Professional Experience:

Allied Works Architecture, New York, New York, Designer, 2014-2015

Olson Kundig Architects, Seattle, Washington, Junior Architect, 2013-2014

Division1 Architects, Washington, DC, Designer, 2011-2012

Licenses/Registration:

NCARB Member, IDP/ARE in progress

Selected Publications and Recent Research:

Blank Space Publishing, Web & Print: Short story and selection of drawings 2015,

Lantern Journal, Web & Print: Essay 2014

Frame Publishers, Print: Drawing 2014

KRob Memorial Delineation Competition, Web: Essay and drawing 2013

The Pennsylvania State University Press, Print: M.Arch thesis manuscript 2011

Icarus II Conference, Web & Print: Research paper 2011

Archiprix International MIT Cambridge, Web & Print: B.Arch design thesis 2010

Professional Memberships:

NCARB 2008 - Current

Name: Pablo Eduardo Lorenzo-Eiroa

Courses Taught (Four semesters prior to current visit):

ARCH 121A Design II (Fall 2013)
ARCH 177.01 Computer Graphics. (Spring 2014)
ARCH 177.01 Computer Graphics. (Spring 2015)

Educational Credentials:

M.Arch II, Princeton University, USA 2004.
MSAAD, University of Buenos Aires, ARGENTINA (UBA), (2001, thesis on hold) POSTGRADUATE ART URBANISM, De La Carcova, Buenos Aires, Argentina 1999 DIPLOMA ARCHITECT, University of Buenos Aires, (UBA), Argentina 1998.

Teaching Experience:

The Cooper Union, New York, NY, Associate Professor Adjunct, 2004-present. Columbia University, New York, NY, Associate Professor Adjunct, 2011-2012.
University of Buenos Aires, Argentina, Assistant Professor, 1998-2001.
Invited Associate Professor: UPenn, Philadelphia, PA 2015 - present; Sapienza University, Rome, Italy 2015; UIC, Barcelona, Spain 2014; Di Tella Institute Buenos Aires, Argentina 2014.

Professional Experience:

eiroa-Architects (e-Architects), Buenos Aires -New York 2007-present, Design Principal,
Eisenman Architects, New York, NY 2002-2006, Senior Lead Designer
Vicente Lopez Shore Park and Buildings, Buenos Aires, ARG 1999-2001, Associated Architect

Licenses/Registration:

USGBC LEED AP
International Architect Associate Member, AIA (Int'l Assoc. AIA)
Registered Architect Argentina, CPAU (Consejo Profesional de Arquitectura y Urbanismo)

Selected Publications and Recent Research:

Architecture In Formation, Ed. Pablo Lorenzo-Eiroa and Aaron Sprecher, London, Routledge 2013 (392 pages).
ACADIA 2010 Conference, Proceedings and Catalog publication, Pablo Lorenzo-Eiroa, Aaron Sprecher and Shai Yeshayahu with Chandler Ahrens, Axel Schmitzberger and Michael Su. Instalaciones: Peter Eisenman, Pablo Lorenzo-Eiroa, RE, Buenos Aires 2008 (192 pages) FULBRIGHT SCHOLAR, 2001-2004 / NATIONAL ENDOWMENT FOR THE ARTS, 2001-2004

Professional Memberships:

SCA, (Central Society of Architects) Buenos Aires, Argentina

Name: James Lowder

Courses Taught (Four semesters prior to current visit):

ARCH 118A Descriptive Geometry & Computer Applications (Fall 2013, Fall 2014)
ARCH 118B Descriptive Geometry & Computer Applications (Spring 2014, Spring 2015)
ARCH 121A Design II (Fall 2013, Fall 2014)

Educational Credentials:

M. Arch Princeton University - 2007
B.Arch Southern California Institute of Architecture - 2003

Teaching Experience:

Cooper Union (2010-present)
SUNY at Buffalo (2007-2010)
SCI-Arc (2008, 2007, 2004-2005)

Professional Experience:

Coop Himmelblau (2007, 2002, 2000)
Reiser + Umemoto (2006)
Jerde Partnership (2004); Graft (2003)
Michele Saee Studio (2003, 2002)
Xefirotarch (2001)
Studio Libeskind (1999)
Richard Rauh Architects (1996-97)

Selected Publications and Recent Research:

Skin Problems (in the Proceedings of the ASCA Conference, 2015)
Lebbeus Woods: Studio (Symposium On Lebbeus Woods, The Cooper Union, 2014)
Haunted Spaces: Architectural Representation and the Uncanny (Forthcoming in the Cornell Journal of Architecture)

Name: Daniel Meridor

Courses Taught: (Four semesters prior to current visit):

ARCH 205.06 Advanced Concepts "Transient Boundaries", A Seminar (Fall 2013, Fall 2014)

ARCH 141B Studio IV (Spring 2014, Spring 2015)

Educational Credentials:

M.Arch The Cooper Union. Department of Architecture, 2009-2010

B.Arch The Cooper Union. Department of Architecture 2002-2006

Tel-Aviv University: Tel-Aviv. Israel. Department of Architecture. 1999-2002

Venice International University: Venice. Italy. Architecture, Social Science and Art. 2001-2002

Teaching Experience:

The Cooper Union Instructor 2010-2015

BAU Institute, Baryshnikov Arts Center. New York, NY. 2007

Professional Experience:

Research and Development – chosen by Google to further develop and research; 3D Cloud-base spaces impact on design and construction. 12/14 – Today

iRoofing – Invented and developed software for Architecture and Construction. Presented at IBE and IRE, the CRCA, the NERCA, the FRSA, The WSRE, The AIA Expo, and various other professional tradeshow around the country. 07/12 – Today

StudioDMeridor+, NY. 09/10 – Today Projects in NY, NJ and FL. Selected Competitions: 09/14 Guggenheim Helsinki Design Competition, 03/13 Expo 1: New York Rockaways, Far Rockaways, Moma, New York; 02/11 Monument of Victory, Keren Hayesod, Netanya, Israel; 11/10

12th International Garden Festival, Fondation des Jardins de Métis, Canada.

Agrest + Gandelsonas Architects, New York, NY 11/10 - 02/11

Des Moines Vision Plan, Urban Renewal project for Des Moines, Iowa

Diane Lewis Architects, New York, NY 10/06 - 08/09

'Centrifugal Tendencies' - Development of a new type of a Bedouin township. 06/05 – 02/08

Licenses/Registration:

NCARB, ARE Candidate, AEAI – Israel (in process),

Selected Publications and Recent Research:

Kiesler: "Architecture from Within", Open-City: An Existential Approach, Charta Art Books, Milan 03/15

"The Ephemeral, The Transient and The Covert", The Cooper Union Faculty Lecture Series 04/14

"On the Bowery: Architect & Continuum", a film by Anita Sieff and TreeLine First exhibited at The New Museum in New York City.

Bowery Reimagined - Ideas City. 04/13

"Medianeras/Sidewalls: A Film by Gistavo Taretto", Framework: DOSSIER: Architects on Film: Architects on the Frame. Vol. 54 no. 1 03/13

Photoplay. "Not a Piece of architecture but architecture in piece" – Video, Gallery of the Workman's Circle Building, New York. 03/10

"Utopia Redux" by Lebbeus Woods. on lebbeuswoods.wordpress.com 01/10

"New York City Artist – Daniel Meridor", Yedioth Ahronot America, by Yam Hameiri 01/10

04/09 "And" Rivista Quadrimestrale di architetture, città e architetti Sprezzatura New York

AIA 150+ with Diane Lewis and Emma Fuller, Brunner AIA Grant

"Rudolph Remanded", Architects Newspaper, interviewed by Jeff Byles 07/08

"Preservation or Parking?", Metropolis, interviewed by Daniella Morell 06/08

"Rich at Heart", Yedioth Ahronot America, interviewed by Michal Daniel 03/08

"Affordable Housing - Will We Be Ready?" Long Island, NY. AIANY Convention & Exhibition. 10/06

'Centrifugal Tendencies' – A Proposal for a New Typology of a Bedouin Settlement in Israel.

Professional Memberships: AIA, NCARB, AEAI

Name: Aida Miron

Courses Taught (Four semesters prior to current visit):

ARCH 111A Architectonics (Fall 2013)
ARCH 111B Architectonics (Spring 2014)

Educational Credentials:

Master of Architecture, Honors, Technical School of Architecture of Barcelona, ESP 2008 Post Graduate Degree, Urban Studies, Bauhaus Kolleg, Dessau, RFA 2005
Bachelor of Architecture, The Cooper Union Irwin S. Chanin School of Architecture 2004

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Instructor Adjunct, 2009 - 2014

Professional Experience:

Theo Kondos Associate Architectural Lighting Design, NY, NY 2012 – present
Khora-Forms-Gowanus, Brooklyn, NY 2009 – present
Buro Schwimmer, Berlin, RFA 2007, 2012
Craig Nealy Architects, NY, NY, Mumbai, India, 2008 – 2012

Selected Publications and Recent Research:

Publication: *Resistance from the Lacandon Rainforest*. (In the press), El Token, 2013 Publication: *Figures of Becoming*, Nova Organa, Princeton student publication, Feb 2013 Publication: *John Hejduk and Radical Diagramming*. Speciale Z, Paris, Sept 2012 Publication: Manifesto of Ideals, with Lebbeus Woods, Wegman and Titus, Cooper Union 2011
Publication: *Marylyn Dintenfass: Parallel Park*. Drawings and Renderings, 2011 Publication: *Mumbai Window*. 1:1 Journal, Berlin, 2009 Publication: "Berlin Refugee Spaces," *Transnational Spaces*, Bauhaus Foundation, 2006 Publication: "Research & Projects" Bauhaus Kolleg VI, Editor, student publication 2005 Exhibition: Drawing in the Woods, OMI Arts Center, June-October 2013
Exhibition: *4th International Biennale Rotterdam: Parallel Cases*. 2009 Exhibition: *Berlin: Nation State v City Networks*. Bauhaus Foundation. 2005
Exhibition: *Refugee spaces*, Bauhaus Foundation. 2004 Conference: Media Geographies: Conflicting Projects in the Urbanization of the Jungle, University at Buffalo, May 2013 Panel: Architecture Schools Confidential, Center for Architecture. Nov 2012 Lecture: Team X Berlin: An Uncompromising Architecture. Aedes Galerie, June 2012
Workshop: Drawing an Urban Intervention, The Drawing Center. Festival of Ideas, May 2011
Symposium: The Reconfiguration of the L.E.S., The Angel Orensanz Foundation, May 2011

Architecture Program Report September 2015

Name: Joan Ockman

Courses Taught (Four semesters prior to current visit):

ARCH 205.05, Advanced Concepts: "New York as Incubator of Twentieth-Century Urbanism: Four Urban Thinkers and the City They Envisioned" (Fall 2013)

ARCH 225.14, Advanced Topics: "Topics in Architecture Culture from World War II through the 1960s" (Fall 2014)

Educational Credentials:

B.Arch., Cooper Union, 1980

B.A., Harvard University, 1974

Teaching Experience:

Senior Distinguished Fellow, School of Design, University of Pennsylvania, 2012–; Visiting Professor, College of Architecture, Art, and Planning, Cornell University, 2010–; Visiting Professor, Department of Art History, Graduate Center, City University of New York, 2012; Visiting Lecturer, Graduate School of Design, Harvard University, 2012; Adjunct Associate Professor, Graduate School of Architecture, Planning and Preservation, Columbia University, 1990–2008

Professional Experience:

Associate, Richard Meier & Partners, 1980–81

Selected Publications and Recent Research:

Architecture Among Other Things: Essays by Joan Ockman (Actar, forthcoming 2015) *Architecture School: Three Centuries of Educating Architects in North America* (MIT Press, 2012)

Out of Ground Zero: Case Studies in Urban Reinvention (Prestel, 2002)

The Pragmatist Imagination: Thinking about Things in the Making (Princeton Architectural Press, 2001)

Architecture Culture 1943–1968: A Documentary Anthology (Rizzoli, 1993)

Professional Memberships:

Editorial Advisory Board, *Architect's Newspaper*, 2003–

Board of Trustees, Van Alen Institute, 2008–14

Board of Directors, Society of Architectural Historians, 1998–2000

Name: Ashok Rajji

Courses Taught (Four semesters prior to current visit):

ARCH 131A Design III (Fall 2013, Fall 2014)
ARCH 131B Design III (Spring 2014, Spring 2015)
ARCH 134A Environmental Technologies (Fall 2013, Fall 2014)
ARCH 134B Environmental Technologies (Spring 2014, Spring 2015)

Educational Credentials:

M.S. Mechanical Engineering, 1980, Texas A&M University
B. S. Mechanical Engineering, 1979, Texas A&M University
B. Sc. Chemistry, 1976, University of Bombay

Teaching Experience:

Adjunct Professor, The Cooper Union, 2003 to present

Professional Experience:

1994 – present, Ove Arup & Partners, New York
1991 – 1994, Self Employed
1980 – 1991, Joseph R. Loring & Associates, New York

Licenses/Registration:

Licensed Professional Engineer (P. E.) in 25 states
USBGC LEED AP

Selected Publications and Recent Research:

“Qualities of Resilient Infrastructure”, Pacific Cities Sustainability Initiative, 2014 Forum
“Songdo IDB Central Park, Korea”, The Arup Journal, 3/2009
“Stronger Non-profits, Stronger Communities – Kresge Foundation HQ, The Arup Journal, 1/2007
“Alfred Lerner Hall, Columbia University”, The Arup Journal, 2/2000

Professional Memberships:

American Institute of Architects (AIA)
The Architectural League
American Society of Heating Refrigerating and Air Conditioning Engineers (ASHRAE)
American Consulting Engineers Council

Name: Matthew Adam Roman

Courses Taught (Four semesters prior to current visit):

ARCH 121A Studio II (Fall 2013)

ARCH 141A Studio IV (Fall 2014)

Educational Credentials:

Master of Architecture, Yale University School of Architecture 2009

MPhil, Trinity Hall, Cambridge GB 2004

AB, Princeton University, NJ 2003

Teaching Experience:

The Cooper Union Irwin S Chanin School of Architecture, Instructor Adjunct, 2013 - 2014

Yale University School of Architecture, Teaching Fellow

Professional Experience:

Eisenman Architects, NY, 2012 - present

Selected Publications and Recent Research:

"The Anti-Language of Contemporary Architecture" in *Alberti Analogous*, Writing Architecture Series, forthcoming 2014□

Talk Show: A Conversation on the Piranesi Variations, School of Architecture, University of Michigan, March 2013□

"The Archaeologist, the Antiquarian, and the Anthropologist," School of Architecture, Ohio State University, November 2012

Palladio Virtuel: Inventing the Palladian Project, Yale University Press, forthcoming 2014

Modernist Media: The Eisenman Collection at Yale, Yale University Press, forthcoming 2014

The Real Perspecta 42, co-editor, with Tal Schori, MIT Press, May 2010□

Architecture Program Report September 2015

Name: Savina C. Romanos

Courses Taught (Four semesters prior to current visit):

ARCH 111 Architectonics (Spring 2014)

ARCH 111 Architectonics (Spring 2015)

Educational Credentials:

Master of Architecture in Urban Design, Harvard University Graduate School of Design 2013

Bachelor of Architecture, The Cooper Union Irwin S. Chanin School of Architecture 2010

Teaching Experience:

New York University Teaching Assistant (Gallatin School of Individualized Study) 2013

Harvard University Graduate School of Design Sensory Media Platform 2012

Research Assistant/Teaching Assistant (Department of Landscape Architecture)

Harvard University Graduate School of Design: Elements of Urban Design Core Studio, Terreform ONE: Research & Teaching Fellow for ONE Lab Future Cities Summer Studio 2012

Professional Experience:

Designer, Imelk urban design & landscape architecture LLC (2013-present)

Designer, Domingo Gonzalez Associates (2010-2011)

Selected Publications and Recent Research:

DIPLOMEETING 3: Debates Raised by Diploma Projects 2013

Finalist to present at Academic Conference organized by the Department of Architecture at Frederick University and the Cyprus Architects Association

Shenzhen Hong Kong Bi-City Biennale 2013

Collaborator on Mediterranean Port Cities project for with Rafi Segal Architecture Urbanism

Harvard University Graduate School of Design New Geographies 5: The Mediterranean

Editorial Team 2013

Harvard University Graduate School of Design Grounds of Cartography Exhibition

Research Assistant for Lead Curator Professor Jill Desimini (Department of Landscape Architecture) 2012

Petra Blaisse Inside | Outside 2012

Video Documentary of Gund Hall Piper Auditorium space-dividing curtain

Published in Instigations GSD 075: Engaging Architecture, Landscape, and the City "Digital Landscape 3.0 (2013-2037)" by Charles Waldheim (M. Mostafavi and P. Christensen, Editors) 2012

Design project published in Harvard GSD The Elements of Urban Design: Brooklyn 2012 "Infrastructural Reliefs: Heating-Cooling Campus" 2011

Design project published in Harvard GSD – Qinglonghu Foothill Strategy: Peri-Urban Development Alternatives for Southwest Beijing "Moving Centers, Shared Lines" 2012

Published in Wallpaper* Magazine Web Edition: "Graduate Directory 2011" 2010

Published in The Architectural Review London Web Edition: "Shortlist: 10 Students From Around the World" 2010

Published in Arteri: Cyprus' Arts & Creative Industries Magazine: "Dark Earth: Fire Centers & Territories" 2010

Exhibited in Center for Architecture AIA New York Chapter: "Arch Schools: Visions of the Future" 2010

Name: Westley Rozen

Courses Taught (Four semesters prior to current visit):

ARCH 111 Architectonics (Fall 2013, Fall 2014)

ARCH 205.07 Advanced Concepts; 'Camera Construction' (Spring 2014)

Educational Credentials:

Bachelor of Architecture, The Cooper Union Irwin S. Chanin School of Architecture 2005

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Instructor Adjunct, 2013 - 2014

Professional Experience:

SITU STUDIO LLC, Brooklyn, NY, Founding Partner, 2005 - present

Crye Associates, Brooklyn, NY 2002 – 2005

Bone/Levine Architects, NY, NY, 2003 – 2004

Selected Publications and Recent Research:

Publication: *Out of Body Experience*, Framework, 2013

Publication: *What Rocks Say: How Geology and Paleontology Reveal the History of Life*, in Zimmer & Evlin, *Evolution, Making Sense of Life* 2012□

Publication: *SITU STUDIO* "Forensic Architecture" Architectural Design Special Issue 2010 Publication: *SITU STUDIO*, "Solar Pavilion III" Pin-Up Magazine Issue 8 2010

Publication: *SITU STUDIO*, "Solar Pavilions" Pidgin Princeton University School of Architecture 2009

The Hearst Lecture Series, CAED, Cal Poly 2010

"Indeterminacy Lecture " Princeton University School of Architecture 2007

Name: Michael Samuelian

Courses Taught (Four semesters prior to current visit):

ARCH 154A Professional Practice (Fall 2013, Fall 2014)
ARCH 154B Professional Practice (Spring 2014, Spring 2015)

Educational Credentials:

Master of Architecture in Urban Design, Harvard University GSD 1997
Bachelor of Architecture, The Cooper Union 1995\

Teaching Experience:

The Cooper Union, Assistant Professor Adjunct, Fall 2006-Present
GSAPP, Columbia University, Adjunct Assistant Professor
Harvard Career Discovery, Instructor In Urban Design, Summer 1997
Visiting Lecturer; NYU Wagner School, Columbia University, NJIT, Drexel
Studio Critic; Harvard University, NYU, Columbia University, Roger Williams, Pratt Institute

Professional Experience:

RELATED COMPANIES Vice President: November 2005-Present
NEW YORK CITY DEPARTMENT OF CITY PLANNING Manhattan Office,
Director, Lower Manhattan Special Projects: April 2003–October 2005
HOK, PC, Senior Associate, November 1997–April 2003

Licenses/Registration:

Registered New York State
Certified Planner, American Institute of Certified Planners

Selected Publications and Recent Research:

ArchNewsNow, Nuts + Bolts #8: Best Friends Don't Make the Best Partners, For the successful partnership, it's all a matter of balance.

Professional Memberships:

American Institute of Architects (AIA)
New York State Board for Architecture
Board of Governors, Open House New York (OHNY)
Board Member, Governors Island Alliance
ULI New York Advisory Board
Design Peer, GSA Design Excellence Program

Name: Peter Schubert

Courses Taught (Four semesters prior to current visit):

ARCH 141B Design IV: (Spring, 2014, Spring, 2015)

Educational Credentials:

Master of Architecture, Columbia University GSAAP

BA Ohio State University

Teaching Experience:

The Cooper Union, Professor Adjunct, 2011 - present

Lecturer, Critic, Instructor: Catholic University, Cornell, Columbia University

Professional Experience:

Partner, ENNEAD Architects, NY, NY, 2102 – present

Design Director (N.A.), Hillier/RMJM, NY, NY, 2002 – 2012

Sr. Associate Principal, KPF, NY, NY, 1985 – 2002

Licenses/Registration:

Registered Architect: many states,

NCARB

Selected Publications:

Numerous articles in professional press on many projects at ENNEAD and RMJM

2004 AIA Honor Award:, NJ Chapter: LG electronics Seocho Research and development Campus, Seoul, Korea

Director of Programs and Strategic Planning for NY AIA

Professional Memberships:

Fellow, American Institute of Architects

SAH

Architectural League of NY

Name: Marcus Schulte

Courses Taught (Four semesters prior to current visit):

ARCH 152 Structures IV (Fall 2013, Fall 2014)

Educational Credentials:

Master of Science in Structural Engineering, Leibniz University, Hannover, RFA, 1988 Bachelor of Science in Structural Engineering, Leibniz University, Hannover, RFA, 1993

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Associate Professor Adjunct, 2010 – present

Visiting Lecturer: Technical university of Berlin; University of Vienna; Yale; City College of NY.

Professional Experience:

Ove Arup & Partners, Principal, Leader, Façade Engineering a& Building Physics Group 1993 – present

Selected Publications and Recent Research:

IDEAS Awards for work on Lincoln Center, 2012, 2011

Reaching Out', Civil Engineering, 2008

'Designing an Umbrella', Deutsche Bauzeitung, 2002

'Sony Center, Berlin: Forum Roof', IASS Conference, 2001

'Innovation beyond form follows force', Dialogue, 2000

'Form Optimization of Shell Structures', Eigenverlag, 1993

Publications by others:

'Support & Resist: Structural Engineers & Design Innovation', Nina Rappaport, The Monacelli Press, New York, 2007

'Structure & Light – Forum Roof, Berlin', Roland Horn, Book, Nicolai Verlag 2000 'Banners over Berlin', Peter Rheina, Engineering News Record, 2001

'Grand Canyon', Sara Hart, Architecture Magazine, 2001

Professional Memberships:

Licensed in many states in US and in EU

Structural engineers Association of NY

American Institute of Steel Construction

Name: Will Shapiro

Courses Taught (Four semesters prior to current visit):

ARCH 121 A Design II (Fall 2013)

ARCH 121B Design II (Spring 2014, Spring 2015)

Educational Credentials:

B.Arch, Cooper Union (AIA Henry Adams Certificate of Merit), 2013

B.Sc Mathematics, Brown University (w Honors, David Howell Premium for Excellence in Mathematics and Natural Philosophy), 2004

Part III of the Mathematical Tripos, Cambridge University (Girton College) 2005

Ph.D. Program in Mathematics (partial) University of Chicago (Appointed a University Fellow) 2006

Teaching Experience:

Various courses and workshops at Cooper Union 2013-2015

Professional Experience:

Head of Research, Seed Scientific, 2014 to present

Data Scientist, Seed Scientific, 2013-2014

Designer, Balmond Studio, 2011-2012

Licenses/Registration:None

Selected Publications and Recent Research:

"Construction Matters", co-editor, Georg Windeck Author, with Sean Gaffney and Lisa Larson Walker, forthcoming from powerHouse books

Professional Memberships:

Sigma Xi, The Scientific Research Society

Name: Sheng Shi

Courses Taught (Four semesters prior to current visit):

ARCH 132 A Structures II (Fall 2013, Fall 2014)
ARCH 132B Structures II (Spring 2014, Spring 2015)
ARCH 142 A Structures III (Fall 2013, Fall 2014)
ARCH 142B Structures III (Spring 2014, Spring 2015)

Educational Credentials:

Master of Science in Structural Engineering, Drexel University, Philadelphia, PA, 1996
Bachelor of Science in Civil Engineering, Drexel University, Philadelphia, PA, 1995

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Assistant Professor Adjunct, 2006 – present

Professional Experience:

Ysrael Seinuk P.C. Consulting Engineers, Principal, 2004 – present
Einhorn Yaffee Prescott, NY, NY, Project Manager/Senior Engineer, 1998– 2004

Selected Publications and Recent Research:

Developed company-wide structural engineering standards for design, specifications and document presentations
Quality monitoring processes

Professional Memberships:

Licensed in NY, Delaware, Florida and Washington
Active in many engineering professional societies

Name: Rosalyne Shieh

Courses Taught (Four semesters prior to current visit):

Arch 131 B – Design III (Spring 2015)

Arch 131 B – Design III (Spring 2014)

Educational Credentials:

M.Arch. Princeton University School of Architecture 2007

MSc University College London Bartlett School of Architecture 2003

B.A. University of California, Berkeley, College of Environmental Design 1999

Teaching Experience:

Cooper Union (Spring), *Assistant Professor* 2015

Pratt Institute (Fall and Spring), *Visiting Assistant Professor* 2015

Columbia University Program for High School Students (Summer), *Instructor*

Cooper Union (Spring), *Assistant Professor* 2014

Syracuse University (Fall), *Visiting Critic* 2013

Barnard + Columbia Program in Architecture (Fall), *Adjunct Assistant Professor* 2013

University of Michigan Taubman College of Architecture and Urban Planning, *Assistant Professor* 2011 – 2014

University of Michigan Taubman College of Architecture and Urban Planning, *Lecturer in Architecture* 2009 – 2011

New Jersey Institute of Technology, New Jersey School of Architecture, *Adjunct Assistant Instructor* 2007 – 2008

Professional Experience:

SCHAUM/SHIEH, New York, NY and Houston, TX, *Partner* 2009 – present

Stan Allen Architect, New York, NY, *Designer* 2007 - 2009

Abalos & Herreros Arquitectos, Madrid, Spain, *Designer* 2005 - 2006

Architecture Research Office, New York, NY, *Designer* 2000 - 2002, 2007

Robert AM Stern Architects, New York, NY, *Intern* 1999 - 2000

Licenses/Registration:

Registered State of New York

Selected Publications and Recent Research:

"Sponge Urbanism," with Troy Schaum, in *Work Books: Architecture Is All Over*, Esther Choi and Marikka Trotter, eds., Actar, Barcelona, Spain, (forthcoming) 2014

"The Edge of Vertical," in *Everyone Needs Fresh Air, Vertical Cities Asia, Volume 1*, NG Waikien, Jeffrey Chan Kok Hui, Cheah Kok Ming, and Cho Im Sik, eds., School of Design & Environment, National University of Singapore 2011 (ISBN 9789810714192)

"Five Fellows: Full Disclosure." *Pidgin* 9, Princeton University School of Architecture (with E. Abrons, M. Miller, T. Moran and C. Newell) 2010 (ISBN 9780981501659)

"Circa 1968: Taking Stock of Feminism, 2004," *Pidgin* 4, Princeton University School of Architecture 2007 (ISBN 9780981501604)

"Page 4, October 2005," *Pidgin* 1, Princeton University School of Architecture, 2006

Professional Memberships:

Architectural League; American Planning Association

Name: Brian Tabolt

Courses Taught (Four semesters prior to current visit):

ARCH 121B Design II (Spring 2014)

Educational Credentials:

Master of Architecture, Princeton University School of Architecture, Princeton, NJ 2006

BS in Architecture (High Honors), University of Virginia, Charlottesville, VA 2003

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, 2014

University of Buffalo, SUNY, P. Reyner Banham Fellow, 2009 – 2010

University of Buffalo, SUNY, Visiting Professor, 2009

Princeton University School of Architecture, Assistant Instructor, 2003, 2006

Professional Experience:

Lead Designer, Diller Scofidio + Renfro, NY, NY, 2011 – present

Lead Designer, SHoP Architects, NY, NY, 2007 – 2009

Designer, Lagé Architects, Brooklyn, NY 2006 – 2007

Selected Publications and Recent Research:

Banham in Buffalo, from Oro Editions

Gray Matter Exhibition, SUNY Buffalo, 2010

Reyner Banham Fellow Lecture, SUNY Buffalo 2010

Interview, Pidgin 3, Fall 2007

“Sound & Vision”, Pidgin 3, Fall 2007

“Trafficking in Urbanism”, Pidgin 1, Spring 2006

Name: Mersiha Veledar

Courses Taught (Four semesters prior to current visit):

ARCH 111B Architectonics (Spring 2015)

ARCH 225.15 , Advanced Topics: "Element City: An Urban Atlas of Figures", (Spring 2014)

ARCH 111B Architectonics (Spring 2014)

Educational Credentials:

Masters in Architecture II Princeton University, 2003- 2005

BArch (with Honorary Distinction) The Cooper Union 1998-2003

Teaching Experience:

The Cooper Union, Irwin S. Chanin School of Architecture, New York, NY Current: Studio Coordinator, Asst. Professor (Adj.), 1st Year Fundamentals of Architecture 2005- Present

The Royal Academy of Fine Arts School of Architecture, Copenhagen, Denmark Guest

Professor and Lecturer, Cities and Building Technology Dept. II and Master's Program 2009

Professional Experience:

Veledar Workshop, New York, NY: The Protagonist Installation with Artist Tim

Richardson.TV, VisionareWorld, New York, NY 2013 – Present

PGC Architects, New York, NY: Fisher Residence, 55 E. 72nd Street, New York, NY (8,000SF Construction Documents), Zilkha Residence, 1220 Park Avenue, New York, NY (17,000SF Design Development - Construction Documents) 2013 – Present

Skidmore, Owings and Merrill, LLP, New York, NY: PS62R Net Zero Energy School, School Constr. Authority Staten Island, NY (68,000 SF Construction Documents); Elizabeth Academic High School, School Develop. Authority, Elizabeth, NJ (183,000 SF Construction Documents); High School of Art &Design, Primary School 59; 250 E. 57th St. New York, NY (104,380 SF Design Development); SOM Evening Lecture Series Curator 2006-2012

Licenses/Registration:

Passed: Building Systems, Construction Documents, Programming and Planning, Schematic Design, Building Design and Construction, and Site Planning (one remaining test left before Licensure in Architecture)

Selected Publications and Recent Research:

2014 NYC X DESIGN: "Foundations of Architecture: Elements, Details, Objects, Fields: A Scalar Play" The Cooper Union, Irwin S. Chanin School of Architecture First Year Studio

Name: Michael Webb

Courses Taught (Four semesters prior to current visit):

ARCH 114A Freehand Drawing (Fall 2013, Spring 2014)

ARCH 114B Freehand Drawing (Spring 2014, Spring 2015)

Educational Credentials:

Regent Street Polytechnic School of Architecture (now University of Westminster).

Poly Diploma.

Teaching Experience:

Cooper Union (1985- present)

Rhode Island School of Design (1969- 1975)

New Jersey Institute of Technology (1975- 1985)

Barnard/Columbia Architecture Program ((1985- 2007)

Professional Experience:

Architects Co Partnership (London) (1960-1965)

Selected Publications and Recent Research:

Temple Island: A Study (book of 1987 exhibition at the AA in London).

Currently writing a book funded by the Graham Foundation to be published by Lars Mueller and entitled 'Two Journeys' (the title borrowed from an eponymous exhibition given me at the Cooper Union in 2008) being a record of my architectural researches during four decades of work.

Professional Memberships:

Member of Archigram Group 1962- to present.

Name: Georg Windeck

Courses Taught (Four semesters prior to current visit):

ARCH 115A History of Architecture I (Fall 2013, Fall 2014)

ARCH 225.05 Advanced Topics: *The Modern Spectrum* - Color in Architectural Design and Construction (Spring 2015)

ARCH 225.05 Advanced Topics: *Face/Off*: Boundaries between Interior and Exterior in 20th Century Architecture (Spring 2014)

Educational Credentials:

Diplom-Ingenieur in Architecture (Master of Architecture I equiv.), Technische Universität, Berlin, 2000

Studies in Sculpture, Hochschule der Künste, Berlin 1997-98

Teaching Experience:

The Cooper Union, New York 2000-present

Critical Theory and the Arts, School of Visual Arts, New York 2013-present

Professional Experience:

(selected consultancies and corporate practice)

Superstructures Engineers + Architects, New York 2012-present

Kleine Metz Architekten GmbH, Berlin 2011

Hillier Architecture, New York 2004-08

Professional Experience: (selected independent projects and competitions)

Neues Bauhaus Museum, International Design Competition, Weimar, Germany 2011

Estonian Academy of Art, University theater & exhibition hall, Tallin, Estonia 2008

European 9 Sustainable Landscapes, Landscape garden in Siracusa, Sicily 2007

Licenses/Registration:

Registered State of New York

USGBC LEED AP

Chamber of Architects, Berlin

Selected Publications and Recent Research:

Construction Matters Georg Windeck, co-editors: Lisa Larson-Walker, Sean Gaffney, Will Shapiro. Powerhouse Books, New York 2015

Städtebau, A Conversation with Georg Windeck in Open City, Diane Lewis editor, Hoepli, Milan 2015

Name: Gia Wolff

Courses Taught (Four semesters prior to current visit):

ARCH 114A Freehand Drawing (Fall 2013, Fall 2014)

Educational Credentials:

MArch Harvard Graduate School of Design, Cambridge, MA 2008

BFA, Parsons School of Design, NY, NY 2001

Teaching Experience:

The Cooper Union, Irwin S Chanin School of Architecture, Instructor Adjunct, 2011 – 2013

Pratt University, Visiting Assistant Professor, 2009 – 2013

Rhode Island School of Design, Guest Lecturer, 2010

Professional Experience:

Gia Wolff Architectural Designer, Brooklyn NY, 2011 - present

Project Manager, ARO, NY, NY, 2011

Project Manager, LOT-EK, NY, NY 2010 – 2011

Adjaye Associates, NY, NY, 2008 - 2009

Selected Publications and Recent Research:

Floating City Lecture Louisiana State University 2014

Thesis Symposium, Harvard GSD 2014

Urban Design Symposium, Beyond the Studio, Columbia GSAAP 2013

Wheelright Prize Recipient, \$100,000 travel grant 2013 – 2014

Name: Lydia Xynogala

Courses Taught (Four semesters prior to current visit):

ARCH 121 B Design II (Spring 2015)

ARCH 225.10 Advanced Topics Chemical Elements | Built Environments (Spring 2014)

Educational Credentials:

MArch II Princeton University

BArch The Cooper Union New York

BSc Architecture The Bartlett, University College London, England

Teaching Experience:

The Cooper Union, Instructor. Graduate and undergraduate programs

Rensselaer Polytechnic School of Architecture, Adjunct Professor.

Princeton University School of Architecture, Instructor.

Professional Experience:

Employment: Christoff: Finio- Project Manager/Designer.

Nelligan White Architects-Junior Architect.

Enric Miralles Benedetta Tagliabue- Designer.

Weston Williamson Architects- Designer.

Bell Phillips Architects- Designer.

Independent Design Projects:

Achladies House (Commission, under construction),

3 Conversions (Commission, under construction), Soft Rock (Competition, in collaboration with Matthew Storrie), Resilient City (Exhibition Design for Princeton University, Shanghai)

Selected Publications and Recent Research:

The Dark Ecology of Magnitogorsk (Book). Published by the Center for Architecture Urbanism and Infrastructure (CAUI), Princeton University. Mario Gandelsonas, Series Editor, 2014.

Pidgin Magazine, 11 Versions of a Constructivist City,(Essay), 2013

Kerb, Journal of Landscape Architecture: Dark Ecology (Design Project), 2012

Mendeleeev's Maps, Measures and the Magnetic Mountain. Paper presented at the History of Science Society Annual Meeting, Chicago, 2014.

Dark Ecology (Research Project). Exhibited at the ACSA Conference

Open Cities: The new Post-Industrial Order, Korea Seoul. Presentation at the Van Allen Institute, 2012.

Sulfur: Building, Material, Program. Paper presented at the Artefacts Annual Conference, Chemical Heritage Foundation, Philadelphia, 2013.

Future Fossils. Paper presented at the Society of Architectural Historians Annual Meeting, Detroit, 2012.

FALL 2013

FACULTY MEMBER	(CURRENT) RANK	SUMMARY OF EXPERTISE, RECENT RESEARCH AND EXPERIENCE	COURSE NUMBER(S) AND TITLE(S)	
David Allin	Assistant Professor Adj	B.Arch, M. Arch II. R.A., senior associate with internationally recognized firm with major design responsibilities on several cultural projects in NYC and Washington DC.	ARCH 131A: Design III	
Sam Anderson	Professor Adj	B. Arch. R.A. 16 years of teaching Building Technology; principal of firm nationally recognized as leader in museum conservation facilities; research on building envelope assemblies.	ARCH 131A: Design III	ARCH: 135A: Building Technology
Tulay Atak	Associate Professor Adj	B.Arch, Ph.D. 12 years of graduate and undergraduate teaching; independent published research on modern, contemporary and byzantine architecture.	ARCH 141A: Design IV	
Pep Aviles	Assistant Professor Adj	Dipl. Arch., Ph.D. (defense 2015), R.A.(Spain), accomplished practitioner and author with broad knowledge of contemporary issues in design and theory	ARCH 151A: Thesis	
Kevin Bone	Professor	B. Arch. R.A., 30 years of teaching undergraduate studios; principal of award-winning firm with 32 years of practice on diverse projects; author of books on NYC infrastructure. Director, CUISD.	ARCH 141A: Design IV	
Hayley Eber	Assistant Professor Adj	B.Arch., M. Arch II, R.A., 8 years of undergraduate and graduate teaching; 14 years of practice and research; several published projects, principle of firm.	ARCH 151A: Thesis	
David Gersten	Professor	B. Arch. over 25 years of undergraduate and graduate teaching; extensive list of publications on ethical and social issues in Architecture; research on ethics and pedagogy.	ARCH 111A: Architectonics	
Lydia Kallipoliti	Assistant Professor Adj	Dipl. Arch., Ph.D., extensive publication and exhibition of research on sustainability in the context of regional infrastructure and contemporary urban issues.	ARCH 225.01: Advanced Topics	
Louis Katsos	Assistant Professor Adj	M.B.A over 20 years experience as an executive, including principal, with construction management firms; extensive research to develop case-based teaching materials.	ARCH 143A: Construction Management	
Roderick Knox	Professor	B.Arch, M. Arch II, R.A., 28 years of teaching experience; 35 years of private practice and research.	ARCH 205.02: Advanced Concepts	
Teddy Kofman	Instructor Adj	B. Arch. Published research on Megacities, urban infrastructure and the balance between urban and natural systems.	ARCH 141A: Design IV	
Katerina Kourkoula	Instructor Adj	B.Arch, M. Arch II; research in sustainability and pedagogy.	ARCH 121A: Design II	
Steven Kreis	Associate Professor Adj	M.A. Decades of teaching Calculus and Physics at the undergraduate level.	ARCH 103: Calculus & Analytic Geometry	PH 165: Concepts of Physics

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Sofia Krimizi	Instructor Adj	M.S. AAD; 5 years of design teaching experience at undergraduate and graduate levels; published research on contemporary design; extensive participation in biennales; principal of firm.	ARCH 141A: Design IV	
Diane Lewis	Professor	B. Arch. F.A.A.R., R.A. 38 years undergraduate and graduate teaching; 38 years of professional practice, 32 as principal of firm; extensive publication of architecture & urban research.	ARCH 225.03: Advanced Topics	
Pablo Lorenzo-Eiora	Associate Professor Adj	Dipl. Arch., M. Arch. II 11 years teaching experience; extensive publication and presentation of research in advanced digital programmatic/design interfaces	ARCH 121A: Design II	
James Lowder	Assistant Professor Adj	B.Arch, M. Arch. II; 7 years of design teaching and research into analog and digital representation; presentations/ publications at ACSA conferences and other symposia.	ARCH 118A: CAD/Descriptive Geometry	
Daniel Meridor	Instructor Adj	B.Arch., M. Arch. II; 5 years of undergraduate studio teaching; 7 years of practice; extensive lectures and articles	ARCH 205.06: Advanced Concepts	
Aida Miron	Instructor Adj	B.Arch, M. Arch.II; 5 years undergraduate studio teaching; 7 years practice; many published articles	ARCH 111A: Architectonics	
Elizabeth O'Donnell	Professor	B. Arch. R.A. Associate Dean; 30 years of undergraduate teaching (design and structures); 30 years of professional experience; extensive lecture, symposia, jury experience.	ARCH 122A: Structures I	
Joan Ockman	Visiting Professor	B. Arch. Distinguished author and academic with 25 years undergraduate and graduate teaching experience; extensive list of published works	ARCH 205.05: Advanced Concepts	
Ashok Raiji	Professor Adj	M.S., P.E.; principal at Arup; 35 years of experience as senior mechanical engineer; extensive international built work; 12 years of teaching experience	ARCH 131A: Design III	ARCH 134A: Environmental Technology
Matthew Roman	Instructor Adj	M. Arch.; 3 years practice; 1 year teaching experience; several published articles on contemporary architecture in academic journals	ARCH 121A: Design II	
Wes Rozen	Instructor Adj	B. Arch.; founding principal of SITU, design and digital fabrication firm for 10 years; many awards and publications.	ARCH 111A: Architectonics	
Stephen Rustow	Professor	M. Arch. M.C.P. R.A. 20 years teaching experience; 35 years professional practice; founding principal of Museoplan LLC; published research on museums and urbanism;	ARCH 131A: Design III	
Michael Samuelian	Assistant Professor Adj	B.Arch, M. Arch.II, R.A. 18 years professional practice in development, city planning agencies and corporate practice. 10 year teaching experience.	ARCH 154A: Professional Practice	
Markus Schulte	Associate Professor Adj	M.S. S.E. principal at Arup; 22 years experience structural engineer); extensive list of international projects; published engineering research; 5 years teaching experience.	ARCH 152: Structures IV	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Sean	Sculley	Professor	B. Arch. R.A. 35 years teaching experience; extensive research on landscape design and environmental issues.	ARCH 141A: Design IV	
Will	Shapiro	Instructor Adj	B. Arch. 2 years teaching experience; background in scientific research and digital design and representation.	ARCH 121A: Design II	
Sheng	Shi	Assistant Professor Adj	M.S.S.E. P.E.; principal at Y.Seinuk, P.C., 27 years experience as senior structural engineer; 9 years teaching experience in structures; research on standards.	ARCH 132A: Structures II	ARCH 142A: Structures III
David	Turnbull	Professor	Dipl. Arch.; founding principal ATOPIA; 26 years of undergraduate and graduate teaching; 30 years practice; extensive published projects and research on water and low cost architecture in Africa.	ARCH 151A: Thesis	
Mersiha	Veledar	Assistant Professor Adj	B. Arch., M. Arch.II; 10 years teaching experience; 10 years professional experience; research on formal systems and teaching methods	ARCH 131A: Design III	
Georg	Windeck	Associate Professor Adj	Dipl. Ing. R.A. 15 years teaching architectural history and theory; 11 years professional practice; forthcoming publication on architectural details.	ARCH 115A: History of Architecture I	
Michael	Young	Assistant Professor	B.Arch., M. Arch.II, R.A. 10 years undergraduate and graduate teaching experience; 18 years professional practice; presenter at ACSA conferences, published articles in academic press.	ARCH 225.11: Advanced Topics	
Tamar	Zinguer	Associate Professor	B. Arch., Ph.D. 13 years teaching experience (design and seminar); extensive academic lectures at conferences and symposia; forthcoming book on Architecture and Play.	ARCH 225.09: Advanced Topics	
Guido	Zuliani	Professor	Dipl. (M. Arch.) R.A. (Italy). over 30 years of studio and seminar teaching experience; 32 years of professional practice; research and publications on modernism and contemporary architects.	ARCH 125A: History of Architecture II	ARCH 225.02: Advanced Topics

Faculty Teaching Matrix | Fall 2013 - Spring 2015

SPRING 2014

FACULTY MEMBER	(CURRENT) RANK	SUMMARY OF EXPERTISE, RECENT RESEARCH AND EXPERIENCE	COURSE NUMBER(S) AND TITLE(S)	
David Allin	Assistant Professor Adj	B.Arch, M. Arch II. R.A., senior associate with internationally recognized firm with major design responsibilities on several cultural projects in NYC and Washington DC.	ARCH 131B: Design III	
Sam Anderson	Professor Adj	B. Arch. R.A. 16 years of teaching Building Technology; principal of firm nationally recognized as leader in museum conservation facilities; research on building envelope assemblies.	ARCH 131B: Design III	ARCH: 135B: Building Technology
Tulay Atak	Associate Professor Adj	B.Arch, Ph.D. 12 years of graduate and undergraduate teaching; independent published research on modern, contemporary and byzantine architecture.	ARCH 225.12: Advanced Topics	
Pep Aviles	Assistant Professor Adj	Dipl. Arch., Ph.D. (defense 2015), R.A.(Spain), accomplished practitioner and author with broad knowledge of contemporary issues in design and theory	ARCH 151B: Thesis	
Dorit Aviv	Instructor Adj	B. Arch, M. Arch. II 5 years of teaching experience.	ARCH 121B: Design II	
Anthony Candido	Professor	B. Arch. 54 years of teaching experience in undergraduate and graduate architecture programs; exhibited and published artist.	ARCH 225.06: Advanced Topics	
William Clark	Professor Adj	BA, MA, Ph.D 40 years of teaching experience; widely published historian of Art and Architecture.	ARCH 115B: History of Architecture I	
Hayley Eber	Assistant Professor Adj	B.Arch., M. Arch II, R.A., 8 years of undergraduate and graduate teaching; 14 years of practice and research; several published projects, principle of firm.	ARCH 151B: Thesis	
Robert Estrin	Instructor Adj	B. Arch. 2 years teaching experience; research in materials and fabrication techniques.	ARCH 141B: Design IV	
David Gersten	Professor	B. Arch. over 25 years of undergraduate and graduate teaching; extensive list of publications on ethical and social issues in Architecture; research on ethics and pedagogy.	ARCH 205.01: Advanced Concepts	
John Hartmann	Assistant Professor Adj	B. Arch. 15 years of teaching experience (drawing) and architectural practice; founding partner of Freecell Architecture.	ARCH 114B-A: Freehand Drawing	
Louis Katsos	Assistant Professor Adj	M.B.A over 20 years experience as an executive, including principal, with construction management firms; extensive research to develop case-based teaching materials.	ARCH 143B: Construction Management	
Roderick Knox	Professor	B.Arch, M. Arch II, R.A., 28 years of teaching experience; 35 years of private practice and research.	ARCH 205.02: Advanced Concepts	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Teddy Kofman	Instructor Adj	B. Arch. Published research on Megacities, urban infrastructure and the balance between urban and natural systems.	ARCH 151B: Thesis	
Steven Kreis	Associate Professor Adj	M.A. Decades of teaching Calculus and Physics at the undergraduate level.	ARCH 104: Calculus & Analytic Geometry	PH 166: Concepts of Physics
Diane Lewis	Professor	B. Arch. F.A.A.R., R.A. 38 years undergraduate and graduate teaching; 38 years of professional practice, 32 as principal of firm; extensive publication of architecture & urban research.	ARCH 141B: Design IV	
James Lowder	Assistant Professor Adj	B.Arch, M. Arch. II; 7 years of design teaching and research into analog and digital representation; presentations/ publications at ACSA conferences and other symposia.	ARCH 118B: CAD/Descriptive Geometry	ARCH 121B: Design II
Daniel Meridor	Instructor Adj	B.Arch., M. Arch. II; 5 years of undergraduate studio teaching; 7 years of practice; extensive lectures and articles	ARCH 141B: Design IV	
Aida Miron	Instructor Adj	B.Arch, M. Arch.II; 5 years undergraduate studio teaching; 7 years practice; many published articles	ARCH 111B: Architectonics	
Elizabeth O'Donnell	Professor	B. Arch. R.A. Associate Dean; 30 years of undergraduate teaching (design and structures); 30 years of professional experience; extensive lecture, symposia, jury experience.	ARCH 122B: Structures I	
Ashok Raiji	Professor Adj	M.S., P.E.; principal at Arup; 35 years of experience as senior mechanical engineer; extensive international built work; 12 years of teaching experience	ARCH 131B: Design III	ARCH 134B: Environmental Technology
Rosalyn Shieh	Assistant Professor Adj	BA, MSc, M. Arch, R.A. 8 years of teaching and professional experience in major international offices. Publications in academic press.	ARCH 131B: Design III	
Savina Romanos	Instructor Adj	B. Arch, M.A.U.D. 5 years of teaching and professional experience; publications in academic press.	ARCH 111B: Architectonics	
Wes Rozen	Instructor Adj	B. Arch.; founding principal of SITU, design and digital fabrication firm for 10 years; many awards and publications.	ARCH 205.07: Advanced Concepts	
Stephen Rustow	Professor	M. Arch. M.C.P. R.A. 20 years teaching experience; 35 years professional practice; founding principal of Museoplan LLC; published research on museums and urbanism;	ARCH 133: Intro to Urban History/Theory	
Michael Samuelian	Assistant Professor Adj	B.Arch, M. Arch.II, R.A. 18 years professional practice in development, city planning agencies and corporate practice. 10 year teaching experience.	ARCH 154B: Professional Practice	
Peter Schubert	Professor Adj	BA, M. Arch. R.A.Partner in ENNEAD; widely published in professional press.	ARCH 141B: Design IV	
Will Shapiro	Instructor Adj	B. Arch. R.A. 35 years teaching experience; extensive research on landscape design and environmental issues.	ARCH 121B: Design II	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Sheng Shi	Assistant Professor Adj	M.S.S.E. P.E.; principal at Y.Seinuk, P.C., 27 years experience as senior structural engineer; 9 years teaching experience in structures; research on standards.	ARCH 142B: Structures III	
Brian Tabolt	Assistant Professor Adj	BS, M. Arch. 9 years professional experience; 6 years teaching experience. Publications in academic press.	ARCH 121B: Design II	
David Turnbull	Professor	Dipl. Arch.; founding principal ATOPIA; 26 years of undergraduate and graduate teaching; 30 years practice; extensive published projects and research on water and low cost architecture in Africa.	ARCH 151B: Thesis	
Mersiha Veledar	Assistant Professor Adj	B. Arch., M. Arch.II; 10 years teaching experience; 10 years professional experience; research on formal systems and teaching methods	ARCH 111B: Architectonics	
Michael Webb	Professor Adj	Poly Diploma 30 years of teaching experience, emphasis on drawing. Member of ARCHIGRAM 1962 - present.	ARCH 114B-A: Freehand Drawing	
Georg Windeck	Associate Professor Adj	Dipl. Ing. R.A. 15 years teaching architectural history and theory; 11 years professional practice; forthcoming publication on architectural details.	ARCH 225.05: Advanced Topics	
Lydia Xynogala	Instructor Adj	BSc, B. Arch, M. Arch. II 5 years professional and teaching experience. Publications in academic press.	ARCH 225.10: Advanced Topics	
Michael Young	Assistant Professor	B.Arch., M. Arch.II, R.A. 10 years undergraduate and graduate teaching experience; 18 years professional practice; presenter at ACSA conferences, published articles in academic press.	ARCH 131B: Design III	
Tamar Zinguer	Associate Professor	B. Arch., Ph.D. 13 years teaching experience (design and seminar); extensive academic lectures at conferences and symposia; forthcoming book on Architecture and Play.	ARCH 125B: History of Architecture II	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

FALL 2014

FACULTY MEMBER	(CURRENT) RANK	SUMMARY OF EXPERTISE, RECENT RESEARCH AND EXPERIENCE	COURSE NUMBER(S) AND TITLE(S)	
Diana Agrest	Professor	Dipl. Arch. R.A. Member o of IAUS; Founding principal of Agrest & Gandelonas Architects. 38 years of teaching experience. Extensive publications, books and professional press.	ARCH 121A: Design II	
Sam Anderson	Professor Adj	B. Arch. R.A. 16 years of teaching Building Technology; principal of firm nationally recognized as leader in museum conservation facilities; research on building envelope assemblies.	ARCH 131A: Design III	ARCH 135A: Building Technology
Tulay Atak	Associate Professor Adj	B.Arch, Ph.D. 12 years of graduate and undergraduate teaching; independent published research on modern, contemporary and byzantine architecture.	ARCH 141A: Design IV	
Pep Aviles	Assistant Professor Adj	Dipl. Arch., Ph.D. (defense 2015), R.A.(Spain), accomplished practitioner and author with borad knowledge of contemporary issues in design and theory	ARCH 151A: Thesis	
Dorit Aviv	Instructor Adj	B. Arch, M. Arch. II 5 years of teaching experience.	ARCH 121A: Design II	
Kevin Bone	Professor	B. Arch. R.A., 30 years of teaching undergraduate studios; pricipal of award-winning firm with 32 years of practice on diverse projects; author of books on NYC infrastructure. Director, CUISD.	ARCH 141A: Design IV	
Lis Cena	Instructor Adj	B. Arch, M. Arch. II seven years of professional practice; several articles in academic publications	ARCH 121A: Design II	
Hayley Eber	Assistant Professor Adj	B.Arch., M. Arch II, R.A., 8 years of undergraduate and graduate teaching; 14 years of practice and research; several published projects, principle of firm.	ARCH 151A: Thesis	
David Gersten	Professor	B. Arch. over 25 years of undergraduate and graduate teaching; extensive list of publications on ethical and social issues in Architecture; research on ethics and pedagogy.	ARCH 111A: Architectonics	
Rikke Jorgensen	Instructor Adj	B. Arch, M.Arch,R.A. Post-graduate diploma in Education. 4 years of teaching experience. 7 years of professional experience.	ARCH 111A: Architectonics	
Louis Katsos	Assistant Professor Adj	M.B.A over 20 years experience as an executive, including principal, with construction management firms; extensive research to develop case-based teaching mateirals.	ARCH 143A: Construction Management	
Roderick Knox	Professor	B.Arch, M. Arch II, R.A., 28 years of teaching experience; 35 years of private practice and research.	ARCH 205.02: Advanced Concepts	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Teddy Kofman	Instructor Adj	B. Arch. Published research on Megacities, urban infrastructure and the balance between urban and natural systems.	ARCH 141A: Design IV	
Steven Kreis	Associate Professor Adj	M.A. Decades of teaching Calculus and Physics at the undergraduate level.	ARCH 103: Calculus & Analytic Geometry	PH 165: Concepts of Physics
Sofia Krimizi	Instructor Adj	M.S. AAD; 5 years of design teaching experience at undergraduate and graduate levels; published research on contemporary design; extensive participation in biennales; principal of firm.	ARCH 131A: Design III	
Diane Lewis	Professor	B. Arch. F.A.A.R., R.A. 38 years undergraduate and graduate teaching; 38 years of professional practice, 32 as principal of firm; extensive publication of architecture & urban research.	ARCH 225.03: Advanced Topics	
James Lowder	Assistant Professor Adj	B.Arch, M. Arch. II; 7 years of design teaching and research into analog and digital representation; presentations/ publications at ACSA conferences and other symposia.	ARCH 118A: CAD/Descriptive Geometry	
Daniel Meridor	Instructor Adj	B.Arch., M. Arch. II; 5 years of undergraduate studio teaching; 7 years of practice; extensive lectures and articles	ARCH 205.06: Advanced Concepts	
Elizabeth O'Donnell	Professor	B. Arch. R.A. Associate Dean; 30 years of undergraduate teaching (design and structures); 30 years of professional experience; extensive lecture, symposia, jury experience.	ARCH 122A: Structures I	
Joan Ockman	Visiting Professor	B. Arch. Distinguished author and academic with 25 years undergraduate and graduate teaching experience; extensive list of published works	ARCH 205.14: Advanced Concepts	
Ashok Raiji	Professor Adj	M.S., P.E.; principal at Arup; 35 years of experience as senior mechanical engineer; extensive international built work; 12 years of teaching experience	ARCH 131A: Design III	ARCH 134A: Environmental Technology
Matthew Roman	Instructor Adj	M. Arch.; 3 years practice; 1 year teaching experience; several published articles on contemporary architecture in academic journals	ARCH 141A: Design IV	
Wes Rozen	Instructor Adj	B. Arch.; founding principal of SITU, design and digital fabrication firm for 10 years; many awards and publications	ARCH 111A: Architectonics	
Stephen Rustow	Professor	M. Arch. M.C.P. R.A. 20 years teaching experience; 35 years professional practice; founding principal of Museoplan LLC; published research on museums and urbanism;	ARCH 131A: Design III	
Michael Samuelian	Assistant Professor Adj	B.Arch, M. Arch.II, R.A. 18 years professional practice in development, city planning agencies and corporate practice. 10 year teaching experience.	ARCH 154A: Professional Practice	
Markus Schulte	Associate Professor Adj	M.S. S.E. principal at Arup; 22 years experience structural engineer); extensive list of international projects; published engineering research; 5 years teaching experience.	ARCH 152: Structures IV	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Sheng Shi	Assistant Professor Adj	M.S.E. P.E.; principal at Y.Seinuk, P.C., 27 years experience as senior structural engineer; 9 years teaching experience in structures; research on standards.	ARCH 132A: Structures II	ARCH 142A: Structures III
David Turnbull	Professor	Dipl. Arch.; founding principal ATOPIA; 26 years of undergraduate and graduate teaching; 30 years practice; extensive published projects and research on water and low cost architecture in Africa.	ARCH 151A: Thesis	
Mersiha Veledar	Assistant Professor Adj	B. Arch., M. Arch.II; 10 years teaching experience; 10 years professional experience; research on formal systems and teaching methods	ARCH 225.15: Advanced Topics	
Anthony Vidler	Professor	BA, Dipl. Arch, Ph.D. 40 years of teaching experience. Widely published author on architectural history and theory.	ARCH 141A: Design IV	
Michael Webb	Professor Adj	Poly Diploma 30 years of teaching experience, emphasis on drawing. Member of ARCHIGRAM 1962 - present.	ARCH 114A-B: Freehand Drawing	
Georg Windeck	Associate Professor Adj	Dipl. Ing. R.A. 15 years teaching architectural history and theory; 11 years professional practice; forthcoming publication on architectural details.	ARCH 115A: History of Architecture I	
Gia Wolff	Assistant Professor Adj	B.F.A., M. Arch. 5 years of teaching experience, 7 years of professional experience.	ARCH 114A-B: Freehand Drawing	
Michael Young	Assistant Professor	B.Arch., M. Arch.II, R.A. 10 years undergraduate and graduate teaching experience; 18 years professional practice; presenter at ACSA conferences, published articles in academic press.	ARCH 225.11: Advanced Topics	
Tamar Zinguer	Associate Professor	B. Arch., Ph.D. 13 years teaching experience (design and seminar); extensive academic lectures at conferences and symposia; forthcoming book on Architecture and Play.	ARCH 131A: Design III	
Guido Zuliani	Professor	Dipl. (M. Arch.) R.A. (Italy). over 30 years of studio and seminar teaching experience; 32 years of professional practice; research and publications on modernism and contemporary architects.	ARCH 125A: History of Architecture II	ARCH 225.02: Advanced Topics

Faculty Teaching Matrix | Fall 2013 - Spring 2015

SPRING 2015

FACULTY MEMBER	(CURRENT) RANK	SUMMARY OF EXPERTISE, RECENT RESEARCH AND EXPERIENCE	COURSE NUMBER(S) AND TITLE(S)	
David Allin	Assistant Professor Adj	B.Arch, M. Arch II. R.A., senior associate with internationally recognized firm with major design responsibilities on several cultural projects in NYC and Washington DC.	ARCH 131B: Design III	
Sam Anderson	Professor Adj	B. Arch. R.A. 16 years of teaching Building Technology; principal of firm nationally recognized as leader in museum conservation facilities; research on building envelope assemblies.	ARCH 131B: Design III	ARCH: 135B: Building Technology
Pep Aviles	Assistant Professor Adj	Dipl. Arch., Ph.D. (defense 2015), R.A.(Spain), accomplished practitioner and author with broad knowledge of contemporary issues in design and theory	ARCH 151B: Thesis	ARCH 225.16: Advanced Topics
Dorit Aviv	Instructor Adj	B. Arch, M. Arch. II, Cert. Planning 6 years of professional experience. Research in Passive Energy Systems.	ARCH 121B: Design II	
Anthony Candido	Professor	B. Arch. 54 years of teaching experience in undergraduate and graduate architecture programs; exhibited and published artist.	ARCH 225.06: Advanced Topics	
William Clark	Professor Adj	BA, MA, Ph.D 40 years of teaching experience; widely published historian of Art and Architecture.	ARCH 115B: History of Architecture I	
Hayley Eber	Assistant Professor Adj	B.Arch., M. Arch II, R.A., 8 years of undergraduate and graduate teaching; 14 years of practice and research; several published projects, principle of firm.	ARCH 151B: Thesis	
William Germano	Dean and Professor, Faculty of Humanities and Social Sciences	BA, Ph.D. 25 years experience in publishing, Editor-in-chief at Columbia University Press and VP and publishing director at Routledge. Over 25 years of teaching undergraduates.	ARCH 205.08: Advanced Concepts	
David Gersten	Professor	B. Arch. over 25 years of undergraduate and graduate teaching; extensive list of publications on ethical and social issues in Architecture; research on ethics and pedagogy.	ARCH 205.01: Advanced Concepts	
John Hartmann	Assistant Professor Adj	B. Arch. 15 years of teaching experience (drawing) and architectural practice; founding partner of Freecell Architecture.	ARCH 114B-A: Freehand Drawing	
Louis Katsos	Assistant Professor Adj	M.B.A over 20 years experience as an executive, including principal, with construction management firms; extensive research to develop case-based teaching materials.	ARCH 143B: Construction Management	
Teddy Kofman	Instructor Adj	B. Arch. Published research on Megacities, urban infrastructure and the balance between urban and natural systems.	ARCH 151B: Thesis	

Faculty Teaching Matrix | Fall 2013 - Spring 2015

Steven Kreis	Associate Professor Adj	M.A. Decades of teaching Calculus and Physics at the undergraduate level.	ARCH 104: Calculus & Analytic Geometry	PH 166: Concepts of Physics
Diane Lewis	Professor	B. Arch. F.A.A.R., R.A. 38 years undergraduate and graduate teaching; 38 years of professional practice, 32 as principal of firm; extensive publication of architecture & urban research.	ARCH 141B: Design IV	
Adam Longenbach	Instructor Adj	B. Arch, M. Arch, M. Arch. II 6 years of teaching experience, 5 years of professional experience. Publications in academic press.	ARCH 111B: Architectonics	
James Lowder	Assistant Professor Adj	B.Arch, M. Arch. II; 7 years of design teaching and research into analog and digital representation; presentations/ publications at ACSA conferences and other symposia.	ARCH 118B: CAD/Descriptive Geometry	ARCH 121B: Design II
Daniel Meridor	Instructor Adj	B.Arch., M. Arch. II; 5 years of undergraduate studio teaching; 7 years of practice; extensive lectures and articles	ARCH 141B: Design IV	
Elizabeth O'Donnell	Professor	B. Arch. R.A. Associate Dean; 30 years of undergraduate teaching (design and structures); 30 years of professional experience; extensive lecture, symposia, jury experience.	ARCH 122B: Structures I	
Ashok Raiji	Professor Adj	M.S., P.E.; principal at Arup; 35 years of experience as senior mechanical engineer; extensive international built work; 12 years of teaching experience	ARCH 131B: Design III	ARCH 134B: Environmental Technology
Rosalyn Shieh	Assistant Professor Adj	BA, MSc, M. Arch, R.A. 8 years of teaching and professional experience in major international offices. Publications in academic press.	ARCH 131B: Design III	
Savina Romanos	Instructor Adj	B. Arch, M.A.U.D. 5 years of teaching and professional experience; publications in academic press.	ARCH 111B: Architectonics	
Stephen Rustow	Professor	M. Arch. M.C.P. R.A. 20 years teaching experience; 35 years professional practice; founding principal of Museoplan LLC; published research on museums and urbanism;	ARCH 133: Intro to Urban History/Theory	
Michael Samuelian	Assistant Professor Adj	B.Arch, M. Arch.II, R.A. 18 years professional practice in development, city planning agencies and corporate practice. 10 year teaching experience.	ARCH 154B: Professional Practice	
Peter Schubert	Professor Adj	BA, M. Arch. R.A. Partner in ENNEAD; widely published in professional press.	ARCH 141B: Design IV	
Will Shapiro	Instructor Adj	B. Arch. R.A. 35 years teaching experience; extensive research on landscape design and environmental issues.	ARCH 121B: Design II	
Sheng Shi	Assistant Professor Adj	M.S.S.E. P.E.; principal at Y.Seinuk, P.C., 27 years experience as senior structural engineer; 9 years teaching experience in structures; research on standards.	ARCH 132B: Structures II	ARCH 142B: Structures III

Faculty Teaching Matrix | Fall 2013 - Spring 2015

David	Turnbull	Professor	Dipl. Arch.; founding principal ATOPIA; 26 years of undergraduate and graduate teaching; 30 years practice; extensive published projects and research on water and low cost architecture in Africa.	ARCH 151B: Thesis	
Mersiha	Veledar	Assistant Professor Adj	B. Arch., M. Arch.II; 10 years teaching experience; 10 years professional experience; research on formal systems and teaching methods	ARCH 111B: Architectonics	
Michael	Webb	Professor Adj	Poly Diploma 30 years of teaching experience, emphasis on drawing. Member of ARCHIGRAM 1962 - present.	ARCH 114B-A: Freehand Drawing	
Georg	Windeck	Associate Professor Adj	Dipl. Ing. R.A. 15 years teaching architectural history and theory; 11 years professional practice; forthcoming publication on architectural details.	ARCH 225.05: Advanced Topics	
Lydia	Xynogala	Instructor Adj	BSc, B, Arch, M. Arch. II 5 years professional and teaching experience. Publications in academic press.	ARCH 121B: Design II	
Michael	Young	Assistant Professor	B.Arch., M. Arch.II, R.A. 10 years undergraduate and graduate teaching experience; 18 years professional practice; presenter at ACSA conferences, published articles in academic press.	ARCH 131B: Design III	
Tamar	Zinguer	Associate Professor	B. Arch., Ph.D. 13 years teaching experience (design and seminar); extensive academic lectures at conferences and symposia; forthcoming book on Architecture and Play.	ARCH 125B: History of Architecture II	ARCH 225.13: Advanced Topics

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c) Balance of Faculty Workload to support tutorial exchange between student and teacher that promotes student achievement

A "team teaching" model is used for design studio assignments: Architectonics, Design II through Design IV and Thesis. All students of a given year (currently averaging 28 students) work on the same design project with a team of 3 to 4 resident and adjunct faculty who together define the program of the project, set the schedule and requirements, discuss student progress and determine the final grade. The Architectonics studio meets 6 hours per week; Design II through Design IV and Thesis each meet 12 hours per week. The faculty assigned to teach Architectonics together provide 18 contact hours per week; the faculty assigned to teach Design II through Design IV and Thesis provide an average of 22 contact hours per week in each studio. The high ratio of faculty to students in studio typically guarantees that each student sees at least two studio faculty in individual 'desk crits' each week. Most studios involve some work in groups for at least part of the semester. The distribution of lecturing, resource development and tutoring among the members of the faculty team assures the availability of studio faculty for intensive work with groups and individual students. It is also not unusual for studio faculty to meet with students outside of class hours.

d) Faculty and staff opportunities to pursue professional development that contributes to program improvement

d.1) Manner in which Faculty remain current in their knowledge of changing demands of the discipline, practice and licensure

The faculty consists of highly accomplished architects and engineers in active practice as well as emerging professionals, historians, theorists, writers and visual artists. The professional faculty is required to meet the requirements of their registration boards for continuing education, including a minimum number of hours in coursework outside of teaching and a minimum number of hours specifically devoted to issues of health, safety and welfare of building users. The faculty are members of a wide variety of professional organizations including, AIA, AICP, APA, ACSA, SAH and LEED, all of which provide sources for professional development and enrichment. Professional faculty are required to present their professional work frequently to users, community boards, the NYC Landmarks Preservation Commission, the New York City Department of City Planning, the Department of Buildings, etc., as part of practice.

d.2) Resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources

The School of Architecture actively encourages and supports faculty in their efforts to maintain scholarly, creative and professional research and activities, including participation in conferences and symposia. Many faculty members have been invited speakers at symposia or participants in colloquia, academic conferences and professional meetings, at the local, national and international levels. Faculty have participated as members of international design juries and in peer review processes at other institutions. Faculty regularly participate in design reviews of student work at other schools of architecture.

All full-time faculty have at least two unscheduled days per week to pursue their professional and creative work. Within budget limitations, the school has supported coursework/study by faculty to develop skills for new teaching strategies. In accordance with the CUFACT contract, for any six-year period, a faculty member has the following options: (1) a full academic year sabbatical leave at 2/3 salary; (2) a one semester sabbatical leave at full salary; or (3) two non-consecutive one semester sabbatical leaves at 2/3 salary. A policy allowing a one semester leave after three years was developed in part to aid younger faculty preparing for tenure. The Cooper Union also offers full time faculty the opportunity to apply for unpaid leave; an initial unpaid leave of two semesters may be extended for up to a total of four years.

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The following full-time faculty have taken sabbaticals or leaves since 2010:

2011.	Prof. Diane Lewis, fall semester, sabbatical
2012-2013.	Prof. Anthony Vidler, full year sabbatical
2013-2014.	Prof. Anthony Vidler, unpaid leave
2015.	Prof. Anthony Vidler, spring semester, unpaid leave

Proportional-time faculty have been granted course release for special projects, such as exhibitions or special administrative responsibilities and are provided paid medical leave when necessary. The following proportional-time faculty have been granted course release or leave since 2010:

2010.	Prof. Kevin Bone, spring semester course release as Director of the CUISD
2010.	Prof. Anthony Candido (retired), spring semester course release to prepare for exhibition
2011	Prof. Kevin Bone, spring semester course release as Director of the CUISD
2012	Prof. Kevin Bone, spring semester course release as Director of the CUISD
2013	Prof. David Turnbull, fall semester, paid medical leave
2014	Prof. Kevin Bone, spring semester course release as Director of the CUISD
2014	Prof. Anthony Candido (retired), spring semester, paid medical leave
2014	Prof. Guido Zuliani, spring semester course release to prepare for exhibition
2014	Prof. Sean Sculley, fall semester, course development
2015	Prof. Kevin Bone, spring semester course release as Director of the CUISD
2015	Prof. Guido Zuliani, spring semester, course release to prepare for exhibition

It is the policy of the school to support all faculty members in extra-curricular pursuits that contribute to their effectiveness as scholars and teachers. This includes financial support (to a maximum amount depending on the dean's discretionary budget and demand) for travel to conferences at which the faculty member is presenting if such costs are not paid by others. Additionally faculty can receive extensive, skilled support from the School of Architecture Archive in developing books to be published by the school, or co-published with or by others.

Faculty can be assisted in research and in support of publication projects through student help paid by the school. This provides assistance to faculty, invaluable experience for the student and a means by which students can earn additional money to help offset the very high cost of living and study in New York.

d.3) Research, scholarship, creative activities by instructional faculty since the last visit

The School of Architecture tracks and publishes the academic and professional activities of its faculty in its weekly e-bulletin that is broadcast to a list-serve of about 5,000. In addition, faculty activities for the year are summarized in the School of Architecture newsletter *Architecture at Cooper*. Faculty are also asked each year to update their dedicated page on the School of Architecture website. The Faculty Activities pages of *Architecture at Cooper* provide evidence of the extensive ongoing research, scholarship and professional activities of our faculty. [View Faculty Activities excerpted from the annual publication *Architecture At Cooper*](#)

Faculty research, exhibition and publication projects supported by the school since 2010 include:

2010-2015. Professor Diane Lewis. *Open City: Existential Urbanity* (Charta 2015), an anthology of architecture created and advocated by the students of The Irwin S. Chanin School of Architecture of The Cooper Union in studios conducted by Professor Lewis with a team of notable colleagues from 2001-2014. Course release, summer stipends, computer and software and administrative support in fund-raising; printing costs paid by the Office of the President.

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2015. Professors David Turnbull, Assistant Professor Pep Aviles and Assistant Professor Hayley Eber. *Thesis 2015*, a publication of work of Thesis class conceived and edited with students. Creative and administrative support through the School of Architecture Archive; printing costs for 78pp, 450 books.

2015. Instructor Adjunct Teddy Kofman. Stipend and material costs to lead a group of architecture, art and engineering students in the design proposal "Tactile City," which addressed new wayfinding strategies through construction zones for visually impaired pedestrians in New York City. The project was presented as part of NYCxDESIGN week and the New Museum's Ideas City Street Festival with the New York City Department of Design and Construction and the Mayor's Office of People with Disabilities

2015 Instructors Adjunct Tulay Atak and Teddy Kofman. In the Shadow of the Megacity: Beyond Urbanization. Support for symposium.

2014. Professor David Turnbull, Assistant Professor Pep Aviles and Assistant Professor Hayley Eber. *Thesis 2014*, a publication of work of Thesis class conceived and edited with students. Creative and administrative support through the School of Architecture Archive; printing costs for 98pp, 450 books.

2014. Professor Guido Zuliani. Drawing from the Archive: Analysis as Design, exhibition co-curator. Course release and stipend.

2013-2014. Professor Kevin Bone. *Lessons From Modernism: Environmental Design Considerations in 20th Century Architecture, 1925 – 1970*, The Monacelli Press, NY. Extensive support from the School of Architecture Archive for review of concept, image preparation, design review, editing, preparation of all files for printing, proofing, etc., for companion publication to the exhibition; school support for book contract.

2013-2014. Professor Anthony Candido (retired 2015). *The Great White Whale is Black*, a catalog for the 2010 exhibition including interviews and essays. Full design, editorial, production and administrative services provided by the School of Architecture Archive; printing costs for 114 pp., 400 books.

2013. Associate Professor Tamar Zinguer. *Architecture in Play* (University of Virginia Press, 2015). Student intern to research and secure copyright permissions for images.

2012-2013. Professor Kevin Bone. *Lessons From Modernism: Environmental Design Considerations in 20th Century Architecture, 1925 – 1970*. Exhibition co-curated by Steven Hillyer, Director of the School of Architecture Archive; design, graphic design, editorial, administrative and production support, student help.

2010-2013. Professor Diana Agrest. *The Making of an Avant Garde: The Institute for Architecture and Urban Studies 1967-1984*, a documentary written, produced and directed by Professor Agrest. The film was first screened in 2013. Administrative support for grant applications; laptop and software; public screening in The Great Hall and reception.

2010. Associate Professor Pablo Lorenzo-Eiroa. Arcadia Conference: LIFE In:formation, co-chair. Use of The Great Hall including AV and guard service costs, student help, administrative support.

2010. Professor Anthony Candido (retired 2015). Exhibition *The Great White Whale is Black*, spanning five decades of work in the Arthur A. Houghton Jr. Gallery. Co-curated by Steven Hillyer, Director,

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School of Architecture Archive. Full curatorial support and installation by the School of Architecture Archive. A reception and lecture were held in conjunction with the exhibition.

Funding for travel costs and registration fees (partial or full costs) for faculty to lecture and give papers or attend conferences since 2010:

2015: Acting Dean Elizabeth O'Donnell participated on the jury for the Bamiyan Cultural Center International Design Competition in Kabul, Afghanistan; Professor Diane Lewis lectured at the Library of Congress in Washington, DC.; Associate Professor Tamar Zinguer presented a paper at the SAH in Chicago, IL, and presented at the Degree Zero Conference in Frankfurt, Germany; Assistant Professor Michael Young chaired several paper sessions at the ACSA 103rd Annual Meeting in Toronto, Canada; and Assistant Professor Adjunct James Lowder presented a paper at the ACSA 103rd Annual Meeting.

2014: Acting Dean Elizabeth O'Donnell participated in the ACSA Administrators' Conference; Professor Diana Agrest participated on the Dean's Roundtable at the Center for Architecture, New York; Professor Diane Lewis was a speaker at the Mediated City Conference at Woodbury University in Burbank, CA; Associate Professor Tamar Zinguer presented a paper at the SAH Convention in Austin, TX. Instructor Adjunct Lydia Xynogala presented a paper at the History of Science Society Annual Meeting in Chicago, IL.

2013: Professor Kevin Bone represented the School of Architecture and presented at the AIA New York State Convention in Syracuse, NY; Associate Professor Tamar Zinguer presented a paper at the Society for the History of Children and Youth (SHCY) Conference in Nottingham, England; Instructor Adjunct Aida Miron presented a paper at the Mediacity: 4 Mediacities International Conference at SUNY Buffalo, New York.

2012: Associate Dean Elizabeth O'Donnell attended the ACSA 100th Annual Meeting in Boston, MA, and presented at the World Energy Forum in Dubai, UAE. Associate Professor Tamar Zinguer presented a paper at the Society of Architectural Historians (SAH) Conference in Detroit, MI.

2011: Professor David Gersten presented a paper at the Association of Collegiate Schools of Architecture (ACSA) 99th Annual Meeting in Quebec, Canada and the "STEM to STEAM" Symposium at the Rhode Island School of Design.

The school supports faculty development for coursework/study and advancing skills for new teaching strategies:

Assistant Professor Adjunct Michael Samuelian attended the Architect Leadership Summit in 2010, 2012, 2013 and 2015.

The school provides financial and administrative support for faculty to present student research and design work at design festivals, workshops and in collaborations with other arts institutions, including:

2015. Professor David Gersten, Instructor adjunct Rikke Jorgensen and instructor adjunct Wes Rozen. Architectonics studio project "A Model of Education" selected for the New Museum's Ideas City Street Festival. Administrative support and outreach.

2014. Assistant professor adjunct Mersiha Veledar and Instructors adjunct Aida Miron and Savina Romanos. NYCxDESIGN week exhibition of first year studio. Installation and administrative support, outreach.

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2013. Professor Diana Agrest, Instructor adjunct Daniel Meridor and Instructor adjunct Lydia Xynogala. Inaugural NYCxDESIGN week exhibition of student work from the Master of Architecture II Graduate Research Design Studios. Design, installation and administrative support, outreach.

2013. Professor Diane Lewis. Administrative support for the "Bowery Re-Imagined," the School of Architecture's submission for the New Museum's Ideas City Street Festival, along with other schools of architecture invited to explore the future of the city.

2013. Instructor adjunct Aida Miron. Full scale installation as a companion to the Architectonics studio in the Fields of Architecture OMI at the OMI International Arts Center in Ghent, New York. Faculty stipend, administrative and financial support.

The School of Architecture also supports faculty research through the purchase of computers and making software supported by the Cooper Union Computer Center available to faculty for use on personal laptops (for non-commercial use). The School of Architecture provides full time and proportional time faculty with a new laptop or desktop computer on an approximately six-year rotation, as budgets allow. Since 2010, the school has provided 4 laptops, 2 desktop computers and 1 tablet for faculty use. Additionally, faculty can use the resources of the Cooper Union Computer Center for academic, non-commercial work.

e) Support services available to students

e.1) Academic Advising

At the Program level, academic advising is managed by the associate dean with the assistance of the academic administrator. Since there is only one undergraduate program, credit audit summaries showing required courses completed and overall progress are prepared for every student each semester by the academic administrator who also follows each student's progress through the Program and assures that overall course load and the specific course selections reflect an appropriate balance that will move the student forward to graduation in five years. The associate dean meets with students to discuss unusual circumstances or the need for special considerations. Individual faculty members in the School of Architecture are also available to advise students. Advisors in the Faculty of Humanities and Social Sciences also provide thoughtful advising to all students regarding both their required and elective course opportunities. Special attention is paid in the first year first semester class HSS I; HSS faculty closely monitor students' writing skills and progress and refer students to the Center for Writing as necessary should students need the one-on-one assistance with writing that the Center provides. Students are also assigned an HSS advisor if they declare an interest in meeting the requirements of a HSS minor. Advising regarding mathematics and physics is available to our students from the engineering faculty.

Formal consideration of academic difficulties in individual courses occurs at about the seventh week of classes with the distribution of "mid-semester reports" to students. This report (of difficulties) is for notification and to advise only, and is not a part of the student's permanent academic record. At the end of each semester, a student whose grade point average falls below 2.0 and/or whose grade in Architectonics or Design falls below "C" is placed on automatic academic probation; the student's record will be reviewed at a meeting of the Academic Standards Committee. Individual students have the opportunity to attend the meeting of the Academic Standards Committee or provide a written explanation of any relevant circumstances. The Academic Standards Committee may rescind academic probation, keep a student on academic probation, place a student on final probation, or dismiss a student. Due to the small size of the school, it is possible to give individual attention to the progress and records of all students, and information gained through informal faculty conferences aids greatly in the overall evaluation process.

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The dean and associate Dean have open door policies and regularly consult with students who may have questions about their academic load or difficulties in a particular course. Individual faculty members also regularly advise students on coursework and academic enrichment as well as supporting student initiatives for travel and applications for fellowships.

e.2) Personal Advising

The Dean, the Associate Dean and the faculty are available to students on an informal basis and by appointment to discuss any matters of concern, academic or personal, that students choose to bring to them. Because of the small size of the Program, the School of Architecture is a community in which students know the entire faculty, staff and administration and conversation comes easily.

All in-coming students receive extensive academic and student life orientation through the Office of Student Affairs. The Cooper Union has limited (10 sessions per week) but effective and greatly appreciated on-campus counseling sessions that are available to all students free of charge through the Office of Student Affairs, which also offers Off-Campus Counseling Referrals for general mental health issues as well as specific referrals for Substance Abuse/Addiction issues and Intimate Partner Violence issues.

Student issues of a personal, medical, emotional or other non-academic nature are addressed with the assistance of the dean of students.

e.3) The Office of Student Affairs

Comprised of a team of professionals and student who support and advocate for students at The Cooper Union, The Office of Student Affairs encompasses many different services that assist and counsel students in their academic and personal lives. These include: Residence and Campus Life, Health and Medical Records, Accommodations, Counseling Referrals (including for mental health issues), Athletics, Advocacy, Student Judiciary, Student Clubs and Organizations, Orientation Programs and Career Development. The indispensable role that the Office of Student Affairs plays in the life of the students at The Cooper Union is addressed throughout this report. [View Office of Students Affairs](#)

e.4) The Center for Writing

The division of the Faculty of Humanities and Social Sciences has become a significant resource for both students and faculty at The Cooper Union. Individual tutoring and small group workshops are offered to assist students in their writing and presentation assignments at all levels of work. Each semester, the Center employs an average of 11 highly qualified writing associates and writing fellows.

As part of orientation, all new students are required to attend workshops directed by the Center for Writing on college level research and writing including standards for academic integrity, and what constitutes plagiarism. An essay is assigned at the end of the two-hour program and each essay is reviewed and ranked by a team of writing associates from the Center. This diagnostic essay identifies students who are likely to have difficulty with the writing intensive HSS core sequence. Students with a low diagnostic score are then assigned to specific sections of HSS 1 (required of all students) in which faculty provide support in coordination with the Center. The Center for Writing also informs the appropriate academic dean of each student who needs support in reading and writing work.

In fall 2014, approximately 164 School of Architecture students received tutorial sessions at the Center for Writing; the number of sessions in spring 2015 was 237.

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Students for whom English is their second language (ESL), with deficiencies in reading and writing, are assigned to ongoing sessions with tutors who have expertise in this area. Identifying students with ESL is part of the diagnostic writing assignment given during orientation. Students who participate in ESL support at the Center for Writing ideally meet with their tutors three times per week. Those students identified with development and writing issues are also assigned to regular, ongoing sessions with the Center for Writing senior associates meeting three times per week. These students are tracked through grades and regular reports prepared by writing associates that are sent to the individual students, their appropriate faculty and their dean, if necessary. Students who cannot meet the demands of the rigorous, college level HSS core will sometimes be referred to external English language instruction.

The Center for Writing also assists students in writing grant and fellowship applications, including the Benjamin Menschel Fellowship Program (administered by the Faculty of Humanities and Social Sciences) and the Fulbright U.S. Scholar Program. With the extraordinary help of the Center for Writing, twenty-seven School of Architecture students have been awarded Benjamin Menschel Fellowships and one School of Architecture graduate has won a Fulbright award (there have been several finalists) since 2010.

e.5) Internship and Job Placement

Beyond the two-semester Professional Practice course that each student in the Program takes in Fifth Year, The Cooper Union has a Center for Career Development, which has tailored programs that assist the School's students and graduates with job search basics, internet resources, licensure, grants and fellowships, and options for graduate study. The Center for Career Development, in coordination with the Architecture Office, also actively maintains contacts with the School's alumni to alert students to internship and employment opportunities on a part-time and full-time basis.

The following summary of the Writing Center's activities is excerpted from text provided by Robert Thill, Director of Art and Architecture Career Development and Outreach, the full text of which can be viewed [here](#):

The Center for Career Development (the "Career Center") works in depth with individual 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. 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. Highlights of 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. The Career Center also provides architecture graduates with a program for networking with graduates of complementary art and design programs, and 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.

Extensive online resources for architecture students and alumni are available on the Career Center's website. They include an on 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 architecture firms that have submitted

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H1B visa applications to the US Department of Labor to help them focus their job searches for long-term employment in the United States. The Career Center's website also provides material for architecture faculty and staff on topics that include writing letters of recommendation and developing teaching portfolios.

The Career Center also helps to coordinate the Alumni Career Development Presentation Series, CU @ Lunch with Cooper Union Alumni. Begun in 1997, CU @ Lunch with Cooper Union Alumni focuses on the work of recent graduates who can speak about the vital 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 platform 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.

Finally, the Center for Career Development conducts a graduating student survey and publishes information about graduates' professional lives, including employer and internship sites, graduate schools, external metrics on licensure, alumni career presentations and Fulbright grant recipients and presentations. [View Center for Career Development](#)

e.6) General

The Cooper Union is located in downtown Manhattan, one of the city's most dynamic neighborhoods, where students can take advantage of galleries, theaters, movie houses, museums and cafes as well as two other universities all within walking distance of the school. The nearby stations of two major subway lines provide easy access to all of New York City, offering students access to some of the finest collections of architecture and art in the world, unparalleled opportunities to view traveling and special exhibitions and to fully experience citizenship in an extraordinarily diverse and vibrant world city. Students witness architecture and urban policy in the making, and benefit tremendously from the rich mix of cultures, ideas and issues always in play in New York City. Students make constant use of the cultural institutions of the city, both large (students are offered free admission to the Museum of Modern Art, discounts to most other museums, and can pay what they wish for entrance to the Metropolitan Museum of Art) and small, public and private, mainstream and on the edge. Before and after graduation, the city offers excellent professional internship opportunities in firms that vary widely in size, focus, structure and philosophy

In the broader context of the students' general development as scholars, young professionals and well-rounded individuals, the School of Architecture is a full member of the ACSA and in addition pays the annual dues for any registered student who wishes to become a member of the AIAS in order to assure that all students have access to the extensive benefits of these organizations, without regard to financial means. The school also respects the rights of our students to individually determine their level of involvement in these organizations.

Because of the active relationship between the School and the Architectural League of New York, the league offers memberships to our students free of charge. The League has had a prominent role in New York artistic and civic life for more than 100 years, with programs to enhance the profession and a broader understanding of the purposes and importance of architecture in culture and civic life. Membership admits students free to the many events, lectures and exhibitions sponsored by the League, including their Annual Student Program. The day long Student Program includes panel discussions by a diverse group of young design professional and two studio visits to leading firms throughout the city, followed by a reception.

Despite not having its own athletic facilities, The Cooper Union boasts a dozen intercollegiate athletic teams that practice and play in rented or loaned spaces throughout the city and compete in Division III of the NCAA. The Cooper Union remains faithful to the tradition of the scholar athlete, and no students are recruited to the

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school for the athletic program. The program includes a varsity team in basketball, men's and women's volleyball, men's and women's tennis, ultimate frisbee, step, men's soccer, and an equestrian team. In addition, there are numerous intramural teams. Architecture students are currently active on soccer and other teams.

The Joint Activities Committee web server handles the budget requests and accounts of the student clubs supported by funds from the committee. Currently, almost eighty clubs can apply for Joint Activities Committee funds. School of Architecture students recently secured funding through the JAC to purchase equipment and periodicals for the School of Architecture Study Collection, host receptions following some of their lectures and buy flat files for the "big studio."

The demands of the academic programs, the fact that the master schedule leaves only a single two-hour block on Tuesday free for campus wide student activities, the lack of adequate space for athletic activities or club meetings, the limited amount of funds available and the small size of professional staff to help with such activities, all make it remarkable that The Cooper Union has so many students who develop and participate in school sponsored activities outside the classroom.

f) Architectural Licensing Advisor

Assistant Professor Adjunct Michael Samuelian, AIA, AICP, is the Architectural Licensing Advisor and in this capacity has taught the year-long Professional Practice course (ARCH 154 A-B) from the 2006-07 academic year to the present. Professor Samuelian is a Vice-President with the Related Companies and has had previous experience in both small and large architectural firms and with the Manhattan Office of the New York City Department of City Planning. The course is composed of two parts, "The Architect in Society," which focuses on issues and institutions in society or the community at large that architects must engage in the conception, design and realization of a project, and "The Architect in the Office," which outlines the issues and professional structures that architects address in practice. Within the framework of the year-long course, students are required to attend a public hearing of the New York City Landmarks Preservation Commission or a meeting of a local Community Board, to research the Intern Development Program, the Americans with Disabilities Act and New York City building codes, and to complete case studies focusing on architecture and the law. Professor Samuelian also meets regularly with graduating students to offer personal and practical advice as they begin their search for post-graduate employment.

In addition to his own ongoing professional development through fulfilling the continuing education requirements for both the AIA and the AICP, Professor Samuelian regularly attends the Licensing Advisors Summit, most recently in 2015. He also schedules an annual lunchtime panel/workshop at which a representative of NCARB and the New York State Office of the Professions present in detail the current paths toward a New York State license and NCARB certification, with emphasis on the IDP. All students and faculty, especially those who are preparing for licensure, are invited to attend.

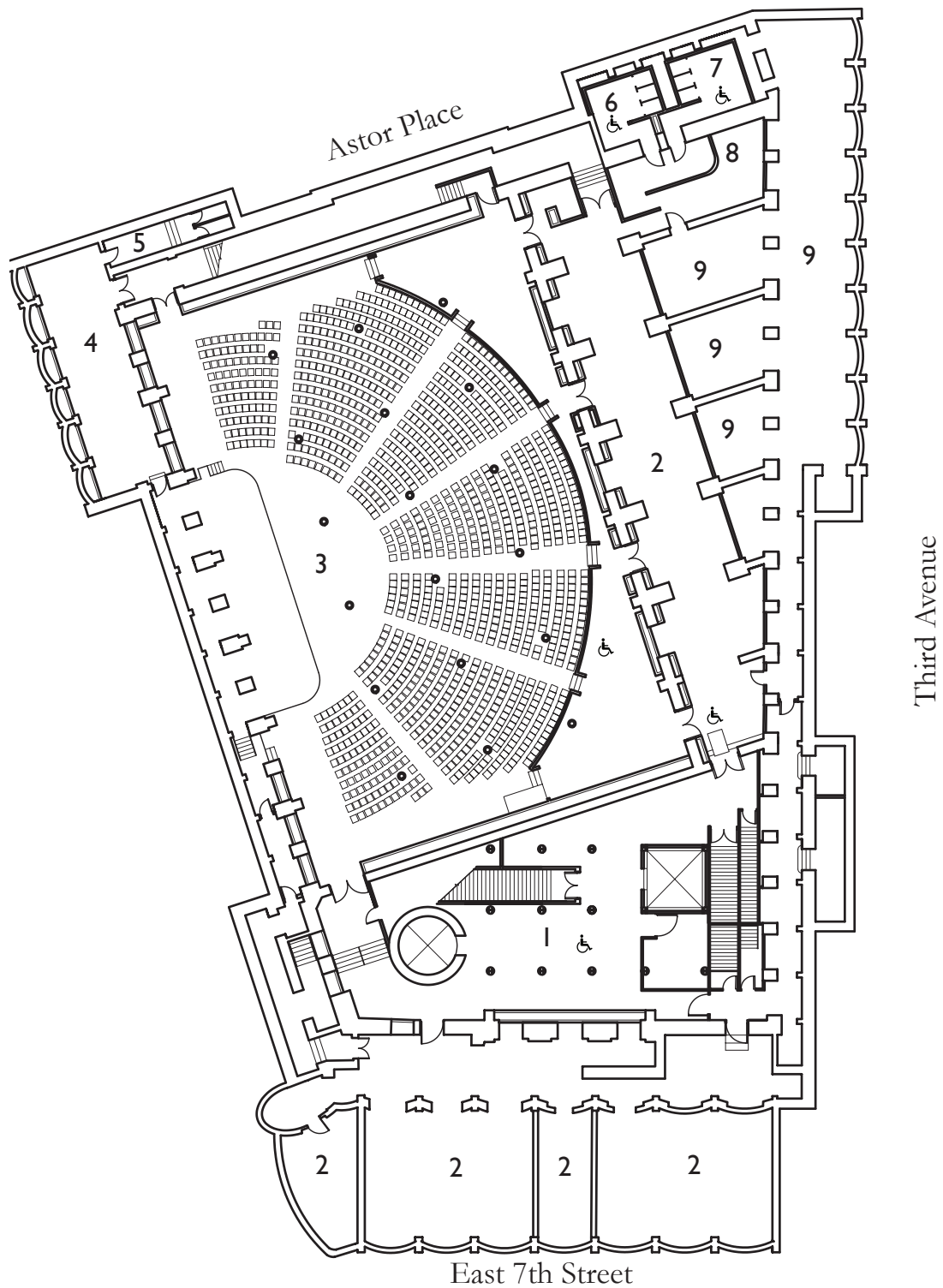
I.2.2 Physical Resources

The academic campus of The Cooper Union comprises two architecturally significant buildings: The Foundation Building and the “new academic building” at 41 Cooper Square, directly across Third Avenue. The entrances of the two buildings face each other and Peter Cooper Park, which is contiguous to the Foundation Building’s entrance. The Cooper Union Residence Hall at 29 Third Avenue (at Stuyvesant Street) houses approximately 180 students; all new undergraduate students have the opportunity to lease housing in the Residence Hall, or in a dormitory building at 3rd Avenue and 6th Street, where The Cooper Union leases additional residential space. The Office of Student Services is also located in the Residence Hall. In addition, The Cooper Union leases four floors of an office building located two blocks away from the Foundation Building and 41 Cooper Square at 30 Cooper Square; the Communications, Admissions, Financial Aid, Business, and Alumni Relations and Development Offices are located here.

The Foundation Building, conceived by Peter Cooper and designed by Frederick A. Peterson, first opened in 1859 and is now a National Historic Landmark. It houses the academic programs of the Schools of Architecture and Art, The Great Hall, The Cooper Union Library and the President’s suite; the dedicated spaces for the School of Architecture are housed on the second, third and seventh floors. The interior of the Foundation Building, completed in 1974, is one of only a small number of built projects by John Q. Hejduk, the first dean of the school. 41 Cooper Square, completed in 2010 is a Leed Platinum building designed by the Los Angeles based architecture firm Morphosis. It houses the entire program for the School of Engineering, studios for the School of Art as well as facilities for the institution as a whole: state of the art research and teaching laboratories, lecture, seminar and studio classrooms, The Cooper Union Computer Center, a lecture/conference room with video-conferencing capabilities, and important public spaces such as an exhibition gallery and the Rose Auditorium. The video-conferencing facilities and meeting rooms are all used extensively by the School of Architecture on a scheduled basis. The School also has two faculty offices in this building.

a) Description of the Physical Resources Assigned to the Program

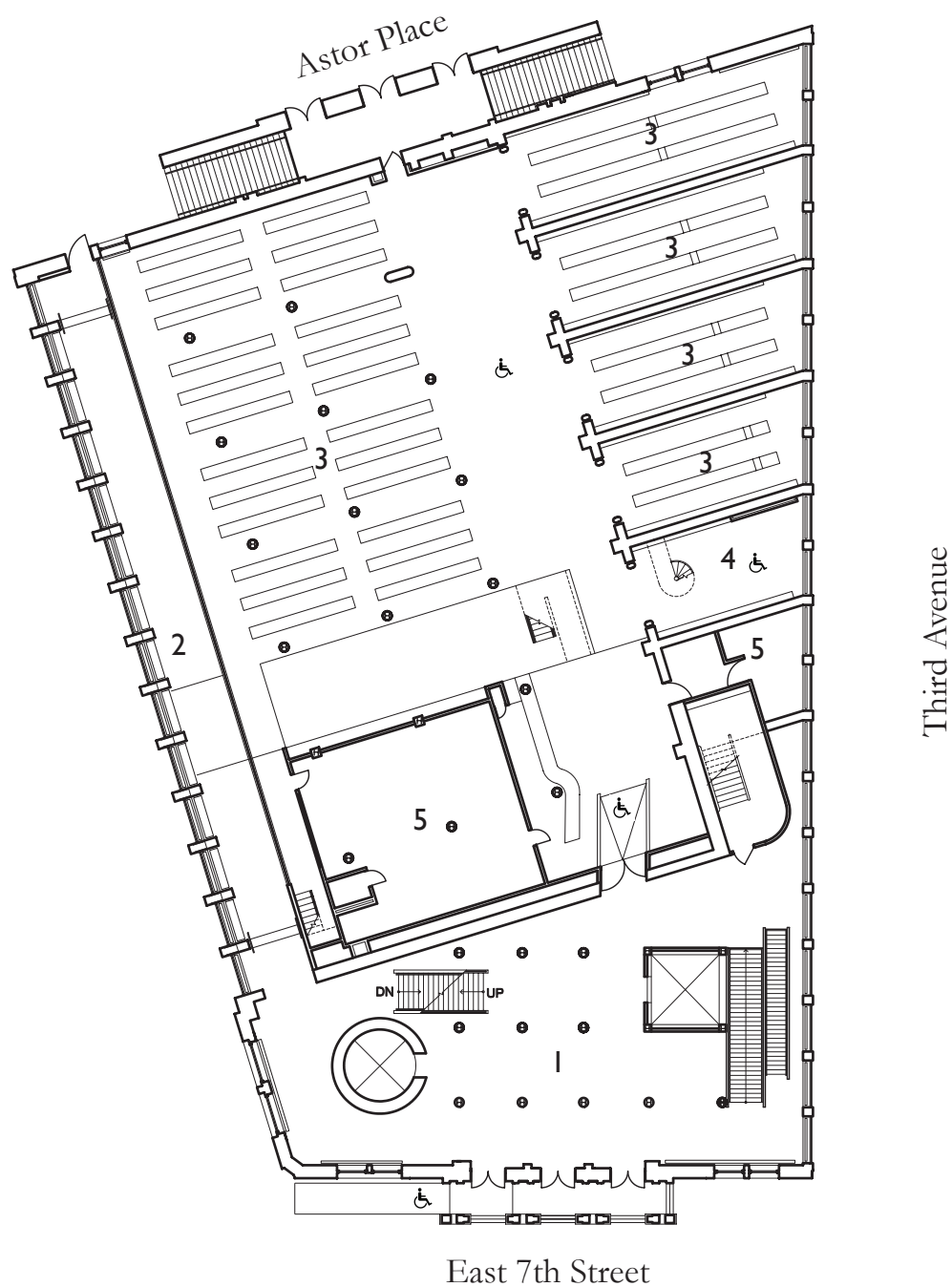
Plans of Programs’ physical resources: Labeled 8-1/2 x 11 drawings of the Foundation Building follow; plans of 41 Cooper Square will be available in the team room.



Key

- | | | | |
|----|---------------------------|----|------------------|
| 1. | Lobby/ Exhibition | 8. | Storage |
| 2. | Mechanical Rooms | 9. | Vault Mechanical |
| 3. | The Great Hall Auditorium | | |
| 4. | Green Room | | |
| 5. | Powder Room | | |
| 6. | Women's Restroom | | |
| 7. | Men's Restroom | | |

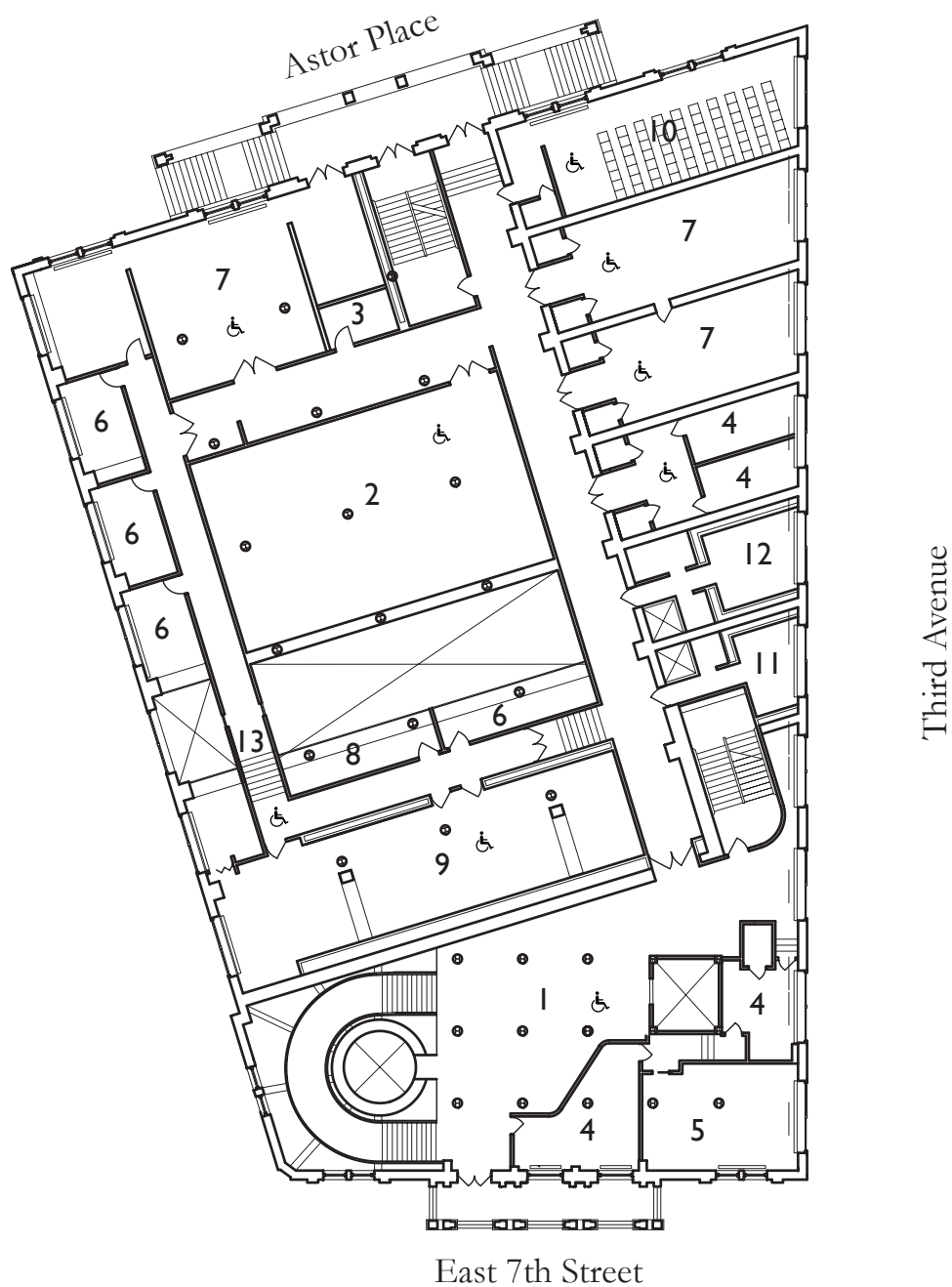
Foundation Building - Basement



Key

1. Entrance Lobby
2. Entrance Colonnade
3. Library Stacks
4. Magazine Room
5. Library Offices

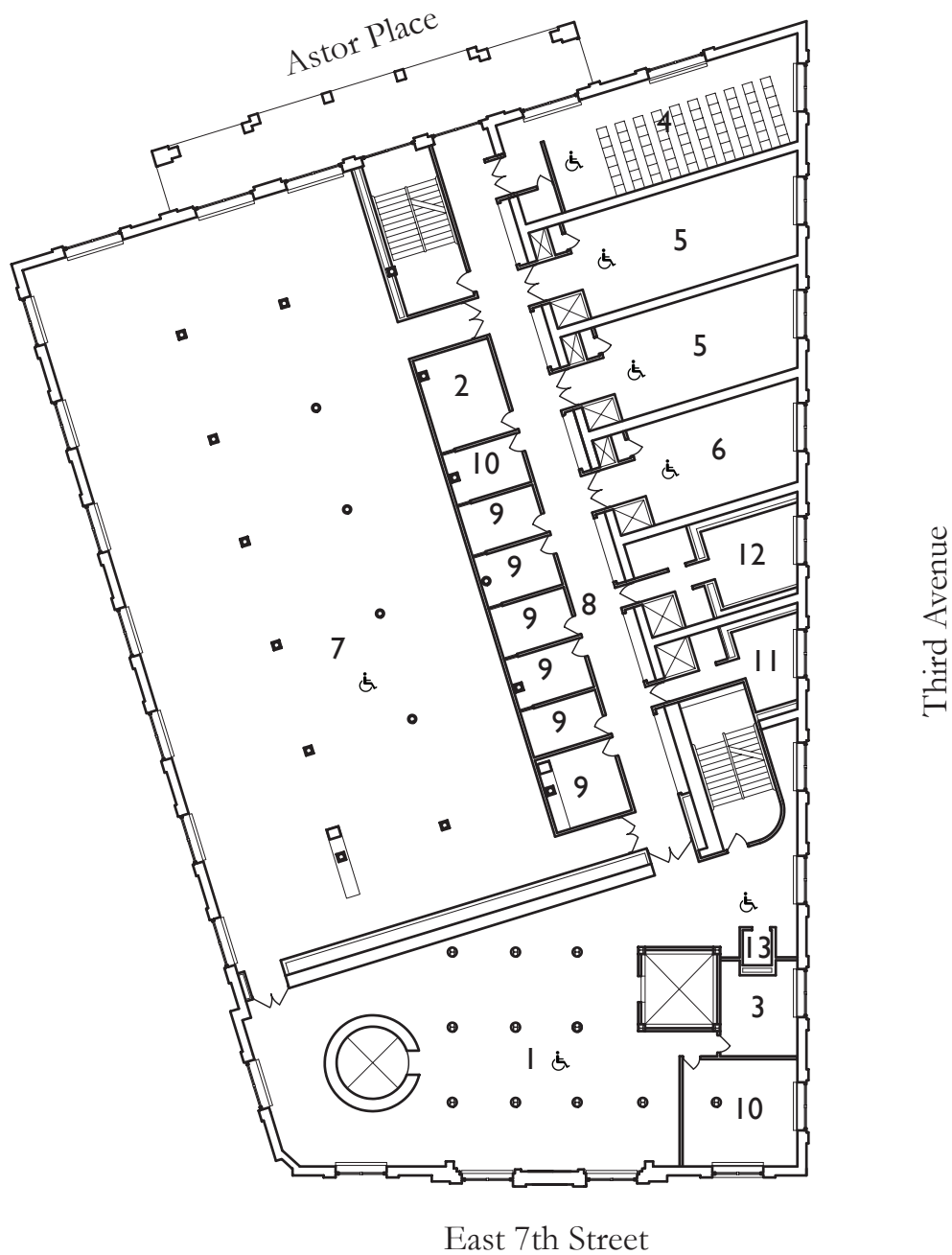
Foundation Building - First Floor



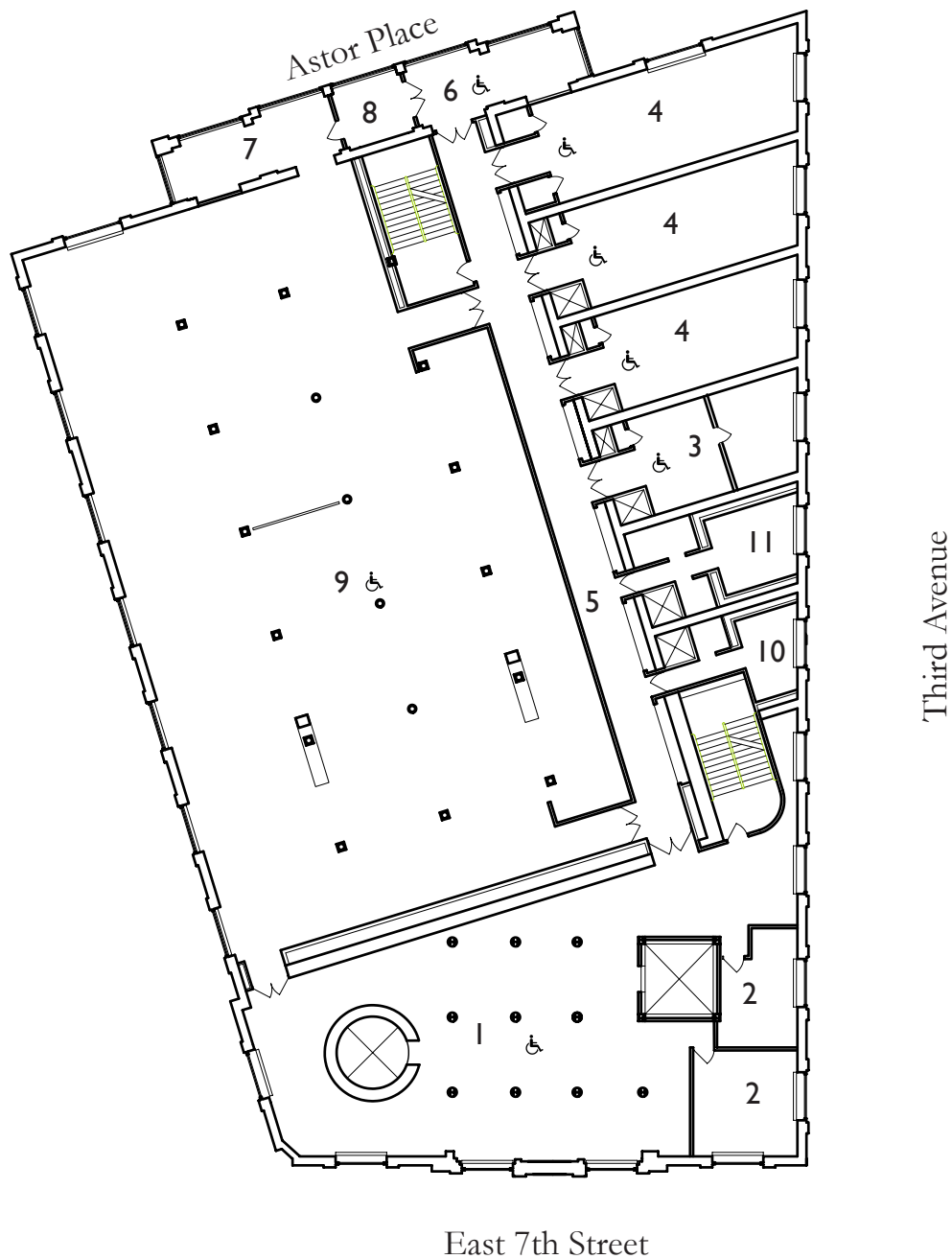
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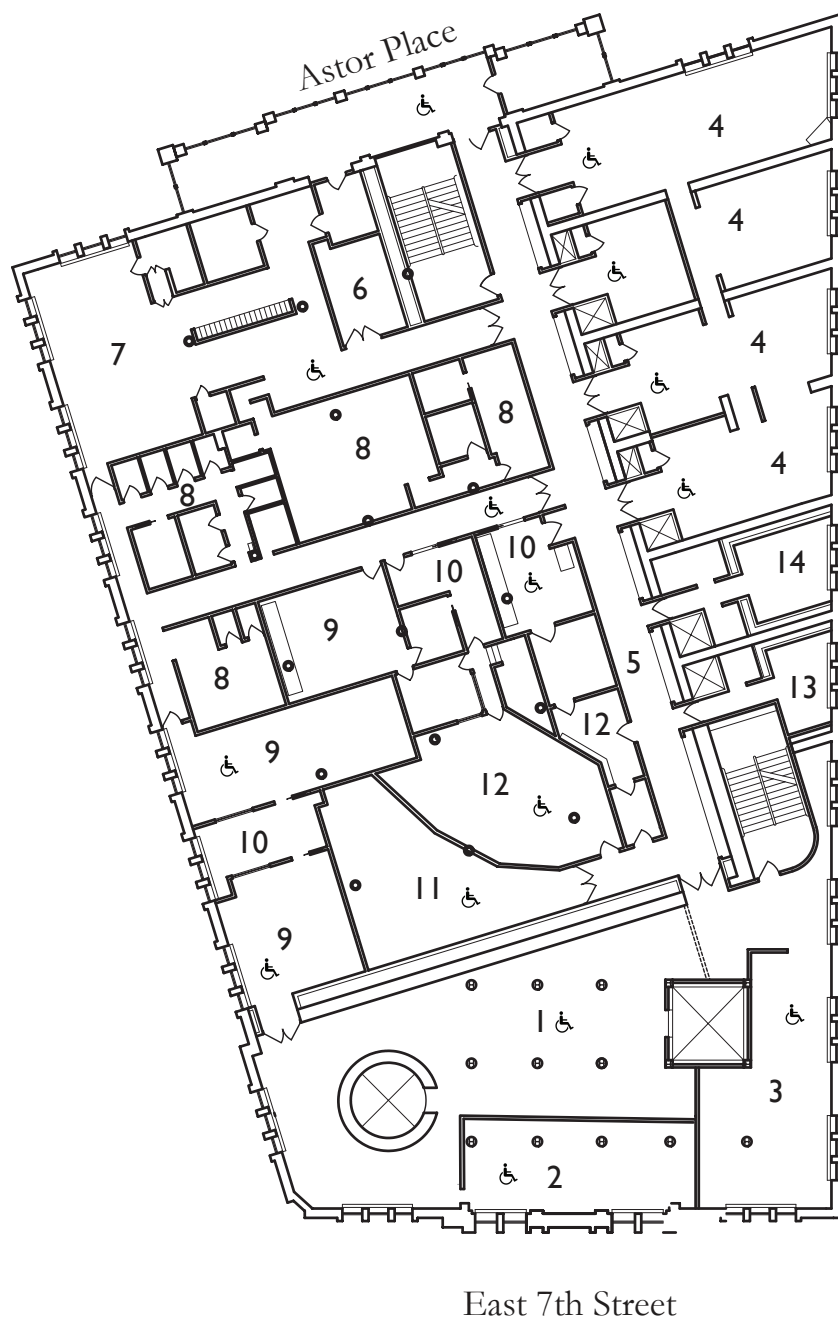
- | | | | |
|----|-------------------------------|-----|-----------------------------------|
| 1. | Lobby/ Exhibition Area | 9. | School of Architecture Archive |
| 2. | Houghton Gallery | 10. | Lecture Classroom |
| 3. | Houghton Gallery Storage | 11. | Women's Restroom |
| 4. | School of Art Administration | 12. | Men's Restroom |
| 5. | School of Art Dean | 13. | Accessible Lift (in construction) |
| 6. | School of Art Office | | |
| 7. | School of Art Studios | | |
| 8. | School of Architecture Office | | |

Foundation Building - Second Floor



Foundation Building - Third Floor

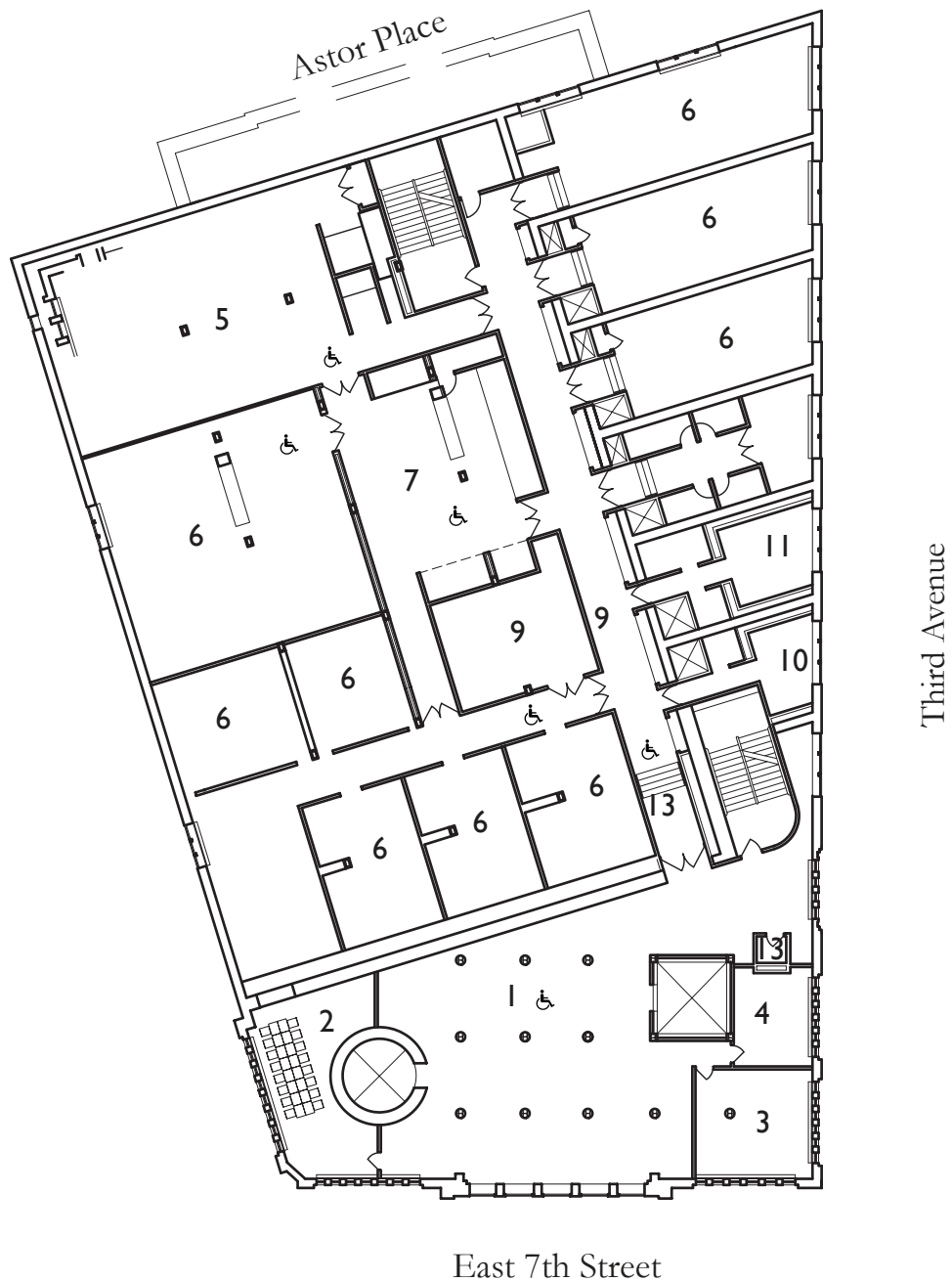




Key

- | | |
|--------------------------------------|---------------------------|
| 1. Lobby/ Critique & Exhibition Area | 9. Film and Video Studios |
| 2. Classroom | 10. Equipment Checkout |
| 3. Typography/ Letter Press Room | 11. Photo Studio |
| 4. Printmaking Shop | 12. Seminar Room |
| 5. Corridor | 13. Women's Restroom |
| 6. Copy Camera | 14. Men's Restroom |
| 7. Silk Screen Shop | |
| 8. Photo Darkrooms/ Developing | |

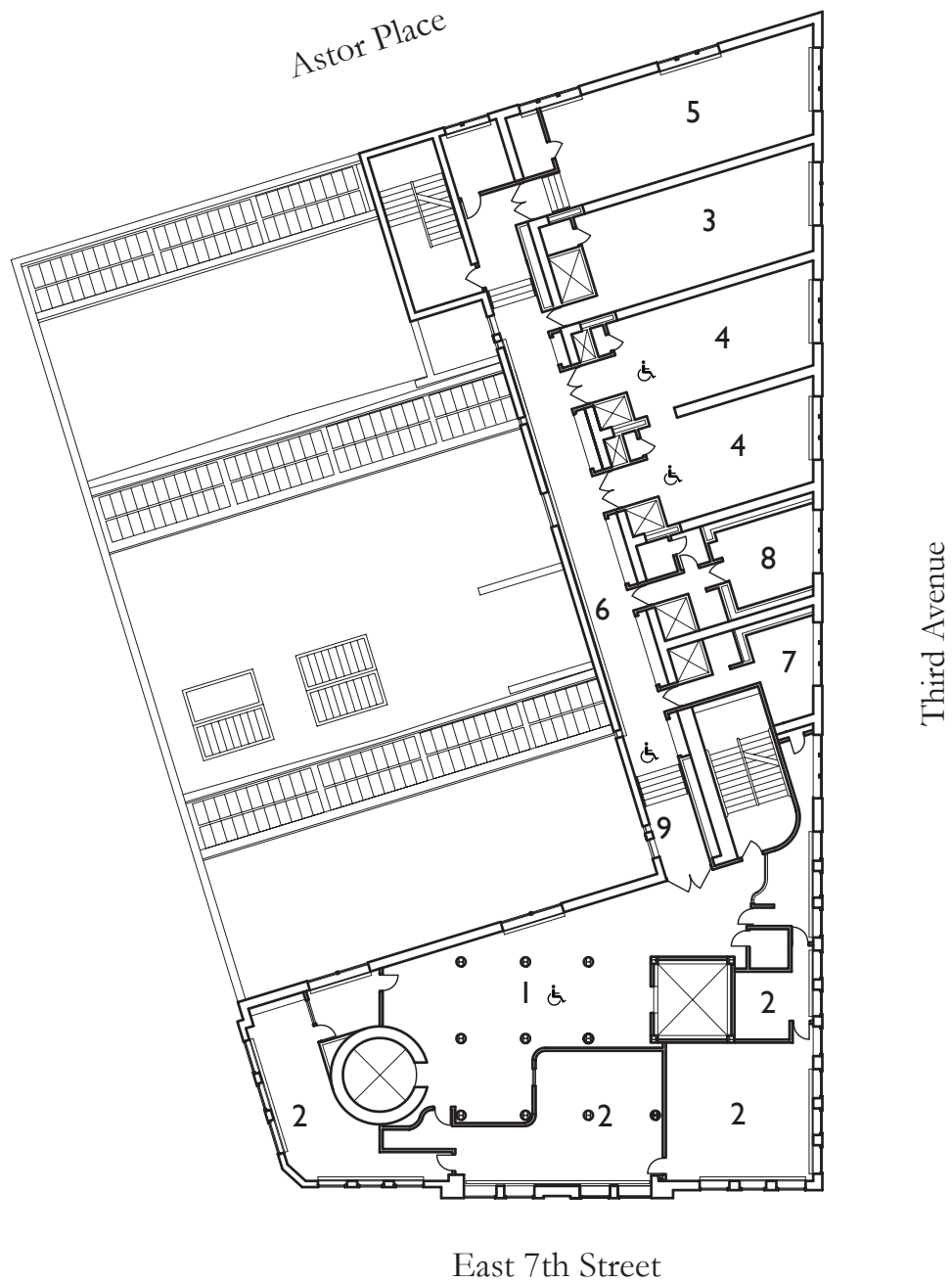
Foundation Building - Fifth Floor



Key

- | | | | |
|----|-----------------------------------|-----|---------------------|
| 1. | Lobby/ Critique & Exhibition Area | 9. | Corridor |
| 2. | Classroom | 10. | Women's Restroom |
| 3. | School of Art Office | 11. | Men's Restroom |
| 4. | Art Faculty Office | 12. | Accessible Restroom |
| 5. | Painting Studio | 13. | Accessible Lift |
| 6. | Art Studios | | |
| 7. | Prep Room/ Storage | | |
| 8. | Mechanical Room | | |

Foundation Building - Sixth Floor



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a.1) Space for studio based learning

All students in the School of Architecture are provided individual workspace on the third floor within shared studios. In the studios, students work together as a community of individuals. The First through Fourth Year students share a single large space and the Fifth Year thesis class and Master of Architecture students share smaller studio spaces across the hall from the "big studio." An environment fostering cross-fertilization between all classes and individual students is fostered and maintained with all studios on a single floor. The spirit of the design studio informs and permeates the entire school, and students value its intensity.

The studio spaces are regularly maintained and minor improvements are made to the studios each summer, at the requests of students. Worktables, light tables, cutting surfaces, and flat files have been added to the studio in recent years for common use.

Wireless access to the Internet is available in studios to all students with a Cooper Union e-mail account (provided at no charge to all students, faculty and staff). The system was upgraded in 2011 to improve speed and reliability, and was upgraded again this summer.

a.2) Space for Didactic and Interactive Learning

Classrooms: The School of Architecture has priority scheduling over three classrooms: F315, a tiered lecture room for 70 on the third floor, F714, a seminar classroom and F715, a classroom/presentation room on the seventh floor. These rooms are in constant use. All three rooms are equipped with a ceiling mounted digital projector, speakers, a projection screen and a wall interface that allows for easy hook-up and the capacity to switch between output options. A high quality camera is available for special lectures to be recorded. A "smart" podium with reading light, recording microphone, DVD/VCR and projection controls is being redesigned for F315. "Analog" slide projectors remain available and are equipped with remote controls. F315 serves all lecture-style classes and the many special lectures that occur at the school (including lunch-time lectures, the student lecture series and lectures by guests invited by the dean or faculty); these lectures frequently attract a large number of students and faculty from throughout The Cooper Union.

The School of Architecture can schedule classes in 41 Cooper Square as may be available. In consultation with the Schools of Engineering and Art, the School of Architecture regularly schedules 3-4 classes in 41 Cooper Square.

Classrooms for Digital Instruction: Two computing classrooms at 41 Cooper Square are available for scheduling by the School of Architecture. One classroom is set up as a PC facility, and is equipped with all software native to a PC platform, including AutoDesk, Rhino and Maya. The second classroom is set up as a Macintosh facility, and is equipped with the full Adobe Creative Suite, the Apple OSX operating system, as well as Windows7 Bootcamp. Having access to these two classrooms allows the School of Architecture to develop the School of Architecture Computer Studio more effectively for studio use, although the School of Architecture Computer Studio can serve as a demonstration classroom. When not being used as classrooms, these facilities serve as additional drop-in studios for use by any student.

Study Collection: The School of Architecture has assembled a non-circulating study collection of books and other visual material that are not otherwise accessible through The Cooper Union Library system. The collection, which continues to grow each year, makes available to students and faculty the work of multiple disciplines, sometimes including rare or limited edition items, often on loan from private collections. The collection is housed in F714, which also serves as a seminar room, a room for faculty and student meetings and a room for students for quiet reading and study after the Cooper Union Library closes. The room is administered by students for use in the after-class hours.

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Art and Architecture Shop: An outstanding shop facility shared primarily by the Architecture and Art schools is located on the fourth floor of the Foundation Building. Integral to the Program and to the School's broader pedagogy, the shop is used extensively by all students in the School of Architecture. The Art and Architecture Shop is administered by the School of Art, but budget decisions concerning the Shop are now made jointly by the Schools of Art and Architecture.

School of Art: The School of Art has programs in animation, drawing, film, graphic design, painting, photography (film and digital), print-making, typography and new media. The school maintains outstanding workshops and facilities for instruction and advanced work in this full range of technique and media. Classes in the School of Art are open to School of Architecture students as space allows, which gives access for our students to the renowned faculty and exceptional facilities of the School of Art. Most of our students take full advantage of this opportunity.

The School of Architecture Computer Studio. The School of Architecture has invested heavily in a computing facility on the seventh floor of the Foundation Building. It is specifically intended to support a design curriculum that recognizes the use of computing as an instrument of both theory and practice and which urges students to explore its formal and cultural implications. Students increasingly use the School of Architecture Computer Studio as an integral complement to the design studios on the third floor. This computing facility is open 16 hours a day Monday through Thursday, 14 hours a day Friday through Sunday. The studio is staffed with "student monitors," students trained to assist in the effective use of the facility, to do simple troubleshooting on hardware and to manage output.

The President's Office has made The Cooper Union Computer Center (the "CUCC"), formerly administered by the School of Engineering, a division that reports directly to the vice president for finance and administration. The CUCC now coordinates and administers information technologies throughout the college. A CUCC network engineer works directly with the School of Architecture to plan for the continuing evolution of the facility in support of our design curriculum.

The studio presently houses 16 Dell computers, including 4 high-end multiple-processor rendering stations, and 8 dual-platform iMacs with 27" displays. In addition, 16 ports are available for laptop connection to the institution's network, which allows for software use, access to the Samba server, library services, internet, etc. Available for sign-out for presentations, critiques and student exhibitions are 8 i-Mac displays. Students are able to use the digital display as a mode of presentation/representation for the critique environment instead of, or in conjunction with, digital projectors. The CUCC seeks to maintain all workstations on an approximately 3-year upgrade or replacement cycle.

A Linux environment Samba file server with 2 TB capacity (mirrored for additional security) for temporary work storage and file sharing gives students access to secure data storage. This server houses a digital archive of aerial photographs, city maps (at different times in history), geological surveys, etc. that have been constructed or obtained by individual students for use on particular projects. These will be cataloged and stored on the Samba server to be available for use as a resource by students in the future for research and/or design work. Additionally, the School of Architecture Archive now collects student work digitally through its own folder on the Samba server.

The studio out-put capacity currently includes a high speed color printer, high speed black-and-white printer and two large format plotters: a manual or automatic paper feed HP 42 inch DesignJet 800 color plotter (this plotter can accommodate special papers), and an automatic dual-roll HP 42 inch DesignJet 4500PS. Two additional large format archival grade plotters are located in The Cooper Union Computer Center at 41 Cooper Square, and are used by students of the School of Architecture throughout the year. The studio has an 18" x 32" Universal Laser Systems Versa Laser, cable of cutting a variety of materials. A 24" x 36" Epilog 36 EXT computer controlled laser cutter administered by the School of Art is located on the fourth floor, which can

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additionally cut acrylic and Plexiglas materials. An 8" x 10" x 8" Z-Print 310 Plus 3D Printer and Powder Recycling Station were donated to the school in spring 2009 and are located in the computer studio along with a new 5" x 5" x 6.5" Form1+ resin printer capable of printing a variety of resin finishes, flexible, high-strength as well as materials suitable to serve as a positive form for casting.

All software used by the students is upgraded as necessary to the latest version on a continual basis, in coordination with the CUCC. Software now includes Autodesk's AutoCad 2015 and Architectural Desktop (other Autodesk products are included), 3d Studio Viz 4, Alias Wavefront Maya 5.0, the entire Adobe Creative Suite, Rhinoceros Nurbs Modeling, FormZ Modeling 3.9.5, Form1+ modeling/3d model analysis. SketchUp Professional and Catia are available in the CUCC drop-in facility at 41 Cooper Square.

All AutoDesk software can now be downloaded free to student laptops for use with a cooper.edu e-mail address. This allows students to use AutoDesk on their own laptops wherever they may choose to work.

The Cooper Union Computer Center at 41 Cooper Square maintains 40-45 PC workstations configured with software similar to that in the School of Architecture computer studio, as well as two high-speed large format plotters with archival plotting capabilities.

a.3) The School of Architecture Archive

The mission of the Architecture Archive is to record the history of the School of Architecture's pedagogy through the documentation of student work, to provide resources to the students in order to augment and enhance their architectural education, and to produce important exhibitions and publications on the subject of architecture and related disciplines.

The Archive is a unique resource that has become a fundamental part of the pedagogy of the school. It is located on the second floor of the Foundation Building, close to the School of Architecture Office and studios, and adjacent to the Arthur A. Houghton Jr. Gallery. It maintains several collections of great value to the curriculum, and great interest to the students, faculty, and increasingly, to outside researchers:

Student Work Collection. Photographic (analog and digital) images of student design work recorded on an annual basis. This collection is an invaluable resource for exhibitions, publications, accreditation purposes and student/faculty/academic research. Photographs recorded prior to the formal establishment of the archive have also been incorporated into the collection.

Blueprint Collection. Reproductions of drawings of historic architectural works of the 20th century, as well as bridges, tunnels, piers, parks, aerial views and maps, many of which are centric to New York City. These materials are used for research purposes in conjunction with the design studio analysis project, as well as the building technology and structures curriculum.

Lantern Slides. A collection of 10,000 black and white lantern glass slides, formerly part of The Cooper Union Library Slide Collection. This broad assortment of slides, formerly used to teach History of Architecture and Town Planning, encompasses historical sites, architecture, painting, sculpture, manuscripts, city planning, drawings, jewelry and mosaics from early history to the 20th century.

The Joseph Covino New York City Postcard Collection. Over 2,500 postcards donated to the Archive in three separate installments between 1999 and 2003, these images document specific New York City landmarks, neighborhoods and building typologies during the 20th century.

Stanley Prowler Collection. A collection of over 60,000 35mm and medium format transparencies all taken by late Architect Stanley Prowler during his travels around the world. These images focus mainly

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on built works of architecture, all taken with an architect's eye. Throughout his life, Prowler explored Brazil, Portugal, France, Britain, Greece, Israel, India, Japan, Argentina and several other countries, including a trip to China just months after it was open to American travelers.

New York City Waterfront. A collection of photographs and reproductions drawn from the collections of many New York City municipal agencies (including the Department of Docks, the Municipal Archives, the Triborough Bridge and Tunnel Authority and the Department of Environmental Protection) that appeared in the 1994 exhibition *Essential City: New York Waterfront Survey*. This project led to the 1997 publication *The New York Waterfront: Evolution and Building Culture of the Port and Harbor* (and subsequent 2004 revised and updated edition).

Rare Books. The Archive is home to rare books that have been donated to or purchased by the school, including first edition books about Le Corbusier and folios from the Limited Editions Club. Rare books are for room use only.

The Archive will acquire, document and retain any reproductions of significant architectural works that faculty members feel are of importance to add to the existing Blueprint Collection. This usually occurs when students are given analysis projects in the design studio. Arrangements can also be made for the donation, reproduction or purchase of blueprints, should a student need to research a particular building not on file.

Work-study and part time student help supplement the daily activities within the office, which include the handling of archival photographic materials, documentation of student work, transcription of text documents, scanning materials for exhibitions and publications and research. Through their participation in this informal learning environment, students also assist in the installation of exhibitions in both the Houghton Gallery and third floor hallway.

The Archive houses digital cameras, video cameras and tripods that students are able to checkout and use to produce any course-related work. Uses of the equipment range from basic site documentation to the making of short films.

Students can also purchase photographic reproductions of their work if it has been documented by the Archive. These materials are often used to construct portfolios for grants, fellowship applications or job interviews. The additional income generated by these purchases offsets the ongoing photography expenses incurred by the Archive.

All available School of Architecture publications – some of which are coveted documents of academic significance – are offered for purchase. Students receive a 10% discount on all archive books. Funds from book sales support future publication projects.

Exhibitions and Publications. Since the 2010 NAAB review of the School of Architecture, the Archive has produced several exhibitions and publications for the school. Exhibitions include *Landscapes of Extraction: The Collateral Damage of the Fossil Fuels Industries* (2011); *Musikerhaus: Raimund Abraham* (2011); *Carlo Scarpa: The Architect at Work* (2012); *Massimo Scolari: The Representation of Architecture, 1967-2012* (2012); *Lessons from Modernism: Environmental Design Considerations in 20th Century Architecture, 1925-70* (2013); *Dymax Redux: Crowd-Sourcing a New Map for the Buckminster Fuller Institute* (2013); *Bernhard Hoesli: Collages* (2014); and *Drawing from the Archive – Analysis as Design* (2014). Publications include *Landscapes of Extraction: The Collateral Damage of the Fossil Fuels Industries* (2011); *The Great White Whale is Black: Anthony Candido* (2014); *Lessons from Modernism: Environmental Design Strategies in Architecture, 1925-70* (2014); *Thesis 2014*; and *Thesis 2015*.

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Although the various Archive collections are primarily utilized by students and faculty for in-room research only, the Student Work Collection has received an increasing number of research requests from academic researchers, both domestic and abroad, in recent years. To our knowledge, few architecture schools possess such an extensive archive of their pedagogies over such a lengthy period of time. Researchers have begun to identify the potential for the extensive academic research of the school's curricula, developed under the leadership of John Hejduk, Dean of the school from 1965-2000. His radical rethinking of the means by which young architects were trained redefined both the approach to the discipline and The Cooper Union's stature among schools of architecture. Over Hejduk's thirty-five year tenure, work produced at the school made a significant impact on how educators at other institutions developed their pedagogies. More recent works in the collection were completed under Dean Anthony Vidler, whose influence on the curriculum is clearly reflected in their attention to the global, contemporary issues challenging today's architects.

To more adequately accommodate research requests, the Archive is currently exploring grant-funding possibilities for the digitization and the creation of an online database of the collection. To date, the level of interest in the Student Work Collection, which is largely unpublished, only scratches the surface of what it has to offer, and reflects a desire for knowledge of an environment that is not easily accessible in its current format. There is no question that this work, once converted into a fully searchable, digitized collection, would be invaluable to the global community of students, faculty, scholars and educators

a.4) Spaces to support public interaction

The Great Hall. The School of Architecture sponsors or co-sponsors lectures of professional, academic and public importance each year in The Great Hall, a site of great historic and social significance. These lectures are free of charge to all students and faculty of The Cooper Union, and many students and alumni attend the lectures. The Great Hall can accommodate an audience of 900. Recent lectures by the architects David Chipperfield and Shigeru Ban (a School of Architecture Alumnus) reached the full capacity of the hall.

Rose Auditorium. Lecture space in 41 Cooper Square for an audience of about 210 for public lectures of more focused interest, special symposia, film screenings, etc. The School of Architecture has access to this space to program public events on Thursday and Friday evenings and weekends in coordination with the other academic divisions of the school.

The Arthur A. Houghton Jr. Gallery. Named for Arthur A. Houghton Jr., former trustee and chairman of The Cooper Union, this 1,800 square foot gallery supports the pedagogy of the School of Architecture through public exhibitions and events. Over the years, the works of architects, photographers, painters, builders and faculty and students of the school have been exhibited, drawing viewers from schools of architecture and the wider professional, design and art communities as well as the public at large. The School of Architecture Archive works with collegial institutions to present jointly sponsored exhibitions, or will curate, design and install original exhibitions.

The Gallery at 41 Cooper Square. An exhibition venue which primarily supports the pedagogy of the School of Art and serves as a highly visible site of artistic activity for the Cooper Union community, neighborhood and city at large. The Gallery at 41 Cooper may be available to the School of Architecture for special exhibitions that might require its additional space and specific configuration.

b) Changes to the physical resources either under construction or proposed

At the NAAB re-accreditation site visit in 2010, the Visiting Team identified "Physical Resources" as a condition "not met". A description of the projects instituted in response to that deficiency are described in **Section 2. Progress Since the Previous Visit**. To summarize:

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b.1) A door schedule, hardware schedule, specifications and scope of work are being developed to replace all doors and hardware on the third and seventh floors of the Foundation Building to meet ADA standards.

b.2) An existing lavatory on the third floor is in the process of being retrofitted with ADA fixtures, fittings and accessories.

b.3) A mechanical consultant will be contracted in fall 2015 to perform a feasibility study for an independent HVAC system for the Houghton Gallery.

b.4) Other capital projects are on hold pending the results of a comprehensive space study (see 1.2.2.c, below).

b.5) While Cooper Union capital projects are on hold for the next five months, The Cooper Union will benefit greatly from a city project now underway in the Cooper Square/Astor Place area. Peter Cooper Park, directly south of the Foundation Building, has been redesigned with new seating, fencing, plantings and paving; it is now under construction and about 60% complete. On the west side of the Foundation Building adjacent to Fourth Avenue, the sidewalks will more than double in width, and trees will be planted along the street edge; the street itself will be reduced from three lanes of traffic to one. Public plazas will be extended south and west of Peter Cooper Park, significantly increasing car-free public space. The new park and surrounding plaza spaces will create a strong sense of a campus center for The Cooper Union, integrated with, not isolated from, the vibrant neighborhood of which it is a part. This will also provide needed outdoor social space for students, and potentially provide new opportunities for large-scale outdoor installations by students. Completion of Phase 1 of the project, adjacent to the Foundation Building, is expected by the end of 2015. Phase 2 comprises a full reconstruction of the plaza at Astor Place, to the northwest of the Foundation Building, further extending public space and the sense of a campus for the school.

c) Significant issues impacting operation or services

The Cooper Union is a small college located in one of the densest neighborhoods in one of the most dense and most expensive cities in the United States. It is also a college with three professional programs centered on creative production and making. As the tools of material investigation and making evolve, more space is necessary to accommodate experimentation with these new digitally driven tools alongside the traditional analog ones. As student enrollment has been increased to meet financial targets, additional classrooms have become necessary. As new faculty are hired, new office space is necessary. Scheduling classes and public programs has become increasingly difficult. There is no clear policy about how the space use is prioritized among the many constituents in the college. The shortage of space has become an impediment to the development of new pedagogies, expanding degree programs and maintaining a robust schedule of public programs.

In response to this growing issue, Acting President Bill Mea has contracted the BMS Design Group of Page Southerland Page, a multi-disciplinary architecture and engineering firm, to conduct a comprehensive space use study of all The Cooper Union facilities. The study will include Interviews with all divisions of the college to identify critical space needs linked to the aims and objectives of the academic programs as well as the institution's Financial Sustainability Plan. The interview and space inventory process will begin in September 2015; a report is expected in late winter 2016.

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d) Space to support teaching, scholarship, service and advising

All full-time faculty and the associate dean have private offices, which support their class preparation, research and advising needs. All proportional-time and adjunct faculty have shared office spaces, which are available to them both during the hours they teach and at other times for course preparation and research. These shared spaces can be very busy and lack significant storage space. It was noted by the Visiting Team in 2010 that these spaces are overtaxed and not entirely adequate for the extensive use made of them. In the summer of 2015, as an experiment to create greater flexibility in the potential use of existing office space, two offices of about 90 sq. ft. each were combined into one larger space with a countertop desk and layout space, conference table, pin-up surfaces and bookshelves. By scheduling this room effectively to allow for maximum use without overlap, it is hoped that more faculty will find appropriate space for consultation with students as well as for their own course preparation needs. Should this prove successful, it is an alteration that may be extended to another pair of offices on the third floor.

All faculty have access to the facilities of the Cooper Union Computing Center, the School of Architecture Computer Studio, and the Art and Architecture Shop and the Cooper Union Library for research and creative, non-commercial work. Additionally, The Cooper Union will provide software it purchases in bulk for use by faculty on personal desktop or laptop computers for non-commercial research and creative work. All faculty have borrowing privileges at libraries that are part of the Consortium (see 1.2.4 Information Resources).

1.2.3 Financial Resources

a) Description of the institutional process for allocating financial resources to the professional degree Program

Over the last four years the Cooper Union has experienced turnover in the position of Vice President of Finance and Administration as well as Budget Director. For over a year, the positions of Vice President of Finance and Administration and Budget Director were maintained by an "Interim Finance Leadership" team from the Huron Consulting Group. William Mea, the current Vice President for Finance and Administration began his appointment on 2 September 2014, and a new budget director was hired shortly thereafter. Bill Mea is also now serving as Acting President of the college. A variety of budget models were employed or discussed during this time, including a "Base +" model, "Zero Based budgeting," "Incentive Based Budgeting" and a "Business Case" model for budgeting new programs and initiatives.

The fiscal year runs from 1 July through 30 June. The Program is given full latitude to "design" its budget within an assigned total. Despite the variety of budgeting models employed, the budget process itself has been fairly consistent from year to year.

November-December: The Budget Office sends budget packages to the dean and associate Dean. The budget package includes the current year's approved budget, projections for the current year's actual spending, instructions for preparing the budget for the following fiscal year and institutional priorities and directives to be considered in preparing the budget; this may include mandates for zero growth, budget reductions or opportunities for new funding for articulated strategic initiatives. Active spreadsheets are provided that facilitate building a budget around fixed costs, individual salaries, anticipated costs and new initiatives, within a maximum total.

January-February: Budget Packages are returned to the Budget Director. A comprehensive narrative accompanying the proposed budget must justify all line items as consistent with articulated Program objectives and Institutional priorities and mandates.

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February-March: All budgets are compiled to create a preliminary aggregate budget to discuss with the President and Board of Trustees; dean and associate dean meet with the Vice President for Finance and Administration and Budget Director to review and discuss the proposed budget. Requests for new funding for new programs are discussed in detail, with the expectation that new programs be “net positive” in a year or two.

March-April: Budget finalization meeting with President, Vice President for Finance and Administration, and Budget Director.

April: Budget approved by the Vice President for Finance and Administration subject to Board of Trustees approval of aggregate budget (generally at the June Board of Trustees meeting).

Budget priorities have been driven from 2011-2014 by growing concern about the school’s structural deficits and the need to reduce spending. Budgets were flat from FY2010 through FY2012 with salary adjustments mandated by the union contracts for full time faculty, part time faculty and staff provided for separately. In FY2013, budget cuts were enacted in accordance with the recommendations of the Expense Reduction Task Force and the academic divisions were asked to identify areas of non-essential spending and potential savings; that same year, the Board of Trustees voted to approve the “Tuition Plan,” reducing the full tuition merit scholarship to 50%, beginning with students entering the school in Fall 2014. Since FY 2015, budgets are required to demonstrate progress toward meeting the projections of then President Bharucha’s *Financial Sustainability Plan*, which included the requirement that all academic divisions develop revenue generating programs in addition to undergraduate tuition.

b) Description of expense categories over which the Program has either control or influence

Included within the primary School of Architecture budget are all faculty salaries (full time, proportional time and adjunct), administrative salaries for a dean, associate dean and director of the School of Architecture Archive, salaries for a full time academic administrator and administrative associate, three part time staff, and salaries for student assistants. There are categories for instructional expenses including field trips, honoraria for guest lecturers, the end of the year show and instructional supplies. Non-instructional expenses include travel costs, modest budgets for exhibitions and publications, non-instructional supplies, special events, recruitment (in addition to the recruitment activities of the Office of Admissions), dues for professional memberships (ACSA and AIAS), on-campus meetings and hospitality, two copy machines and a small capital budget that is not a part of the five-year capital plan for major projects. The School of Architecture Archive budget is not distinct from the School of Architecture budget

The School of Architecture has oversight for the budget of the Cooper Union Institute for Sustainable Design. This budget includes a stipend for the director, a part-time staff position and a budget for public programs. The CUISD is in the process of becoming self-funded through grants and partnerships with other organizations. This budget is distinct from the School of Architecture budget.

The School of Architecture has joint budget oversight with the School of Art for the Art and Architecture Shop. While administered by the School of Art, The Art and Architecture Shop has a distinct budget that cannot be shifted to another budget category without consultation with the School of Architecture.

All academic divisions have some influence over how the Cooper Union Computer Center allocates its budget though discussions of necessary software and needed upgrades or replacement of desktop computers, printers and plotters. However, resource allocations by the CUCC for the differing needs of the four academic divisions are not especially transparent.

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The Program now operates two summer programs, which have allocations in the budget for expenses; however these programs are expected to be (and are), revenue positive.

c) Description of revenue categories over which the Program has control or influence

The administration has discussed transitioning to an “Incentive Based Budget” process whereby the budgets for the individual schools would be tied to meeting defined revenue targets as specified in the *Financial Sustainability Plan*. Incentive Based Budgeting has not been enacted for FY 2016.

Currently, The Cooper Union charges tuition for the School of Architecture’s undergraduate professional program, graduate post-professional program, and pre-professional summer programs “Introduction to Architecture” for both high school (non-credit) and college (for credit) students. In accordance with its 2013 strategic “*Plan of Action*” the School has been pro-active in developing summer programs that have been revenue positive for the past three summers. It is our understanding that, at this time, revenues from all programs are being used for deficit reduction.

While the school has some control over managing the revenues from its summer programs, it cannot increase either undergraduate or graduate enrollment, as required by the *Financial Sustainability Plan*, without additional space. The Acting President/Vice President for Finance and Administration has commissioned a space study for the whole of The Cooper Union; a report is expected in January 2016.

Merit and need based financial aid in addition to the 50% tuition scholarship is distributed through the Office of Admissions; the School of Architecture does not determine the amount nor identify the students who will be offered additional merit aid. Admission is completely need-blind. Need-based aid in addition to the 50% scholarship is determined through an analysis of the student’s FAFSA form; where possible, The Cooper Union meets the full demonstrated need of all admitted students. The school works with the Office of Admissions to recruit and fully enroll an entering undergraduate professional class of 30-33 students.

d) Description of scholarship, fellowship and grant funds available for student and faculty use

Many alumni and non-alumni have supported Cooper Union students by establishing named scholarships and fellowships. The income generated by these special funds offers vital support to deserving students.

d.1) Scholarships

General Financial Aid Scholarships: Irwin & Lillian Appel; H. Carl Bauman; Robert C. Bosch; Julius Dingenthal; Edward Durbin; Kathleen Gerla; Mindy & Drew Greenwald; Alexander C. Grove; Salvatore & Tina Guzzardi; Julian Hirsch; Marilyn Hoffner; Dr. Peter Kabasakalian; Estelle & Daniel Maggin; Vincent P. Malahan; William H. Okun; Nathan G. Ramer; Michael A. Rampino; Benjamin Reich; Charles Lowery Robertson; William H. Sandholm; Louis Schmidt; Emil Schweinberg; Allen Speiser; The Starr Foundation; Charles Stumpp; Solon E. Summerfield Foundation; Arlene and Irving Tashlick; Clifford Warren; Bert Weinstein.

Scholarships specific to The Irwin S. Chanin School of Architecture: Gus J. & Helen Condaris; Ismar David; Manuel & Flora Fernandez; John Q. Hejduk; George & Selma Klett; John Loeb & Frances Loeb; Fred Metzger; Frederick P. Rose Scholarship in Architecture; Mari Souval Spacedrafting Foundation.

d.2) Fellowships

The William Cooper Mack Thesis Fellowship program was established in 2008 by John and Harriet Mack at The Irwin S. Chanin School of Architecture in memory of their son William Cooper Mack, class of 2006. William Cooper Mack Thesis Fellowships are awarded each year to support primary research and inquiry in the

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development of significant and original thesis projects. 34 William Cooper Mack Fellowship awards have been distributed to students since 2010. Individual grants can range from \$500.00 to \$2,500.00, as the project requires. In FY 2015, a total of \$7,980.00 was awarded to 9 students.

The Palmer Hayden Travel Fellowship supports travel abroad for African-American students in Art and Architecture. The fund provides an average of \$1,400.00 annually.

The Benjamin Menschel Fellowship Program to support creative inquiry was endowed by a grant from the Horace W. Goldsmith Foundation in 1994 to support work in the fields of art, architecture, design and engineering. The program is intended to provide funding to exceptional students who propose scholarly, independent projects that will in some way provide a culmination to their educational endeavors at The Cooper Union, in a manner that will provide inspiration and illumination to the community as a whole. In FY2015, a total of \$9,750.00 was awarded to 4 architecture students.

d.3) Commencement awards and prizes

The Toni and David Yarnell Merit Award of Excellence in Architecture, *to a graduating student who demonstrates exceptional ability and outstanding merit.* The American Institute of Architects Henry Adams Medal and Certificate of Merit, *to the first-ranked graduating student in a first professional degree program.* The American Institute of Architects Henry Adams Certificate of Merit, *to the second-ranked graduating student in a first professional degree program.* Alpha Rho Chi (National Professional Architectural Fraternity) Medal, *to a graduating student who has shown an ability for leadership, who has performed willing service for his or her school or department and who gives promise of real professional merit.* The Cooper Union Alumni Association Annual Award, *to a graduating student for outstanding service to the school.* The Abraham E. Kazan Award for Urban Design, *to a graduating student for outstanding performance in urban design.* The George Ledlie Prize, *to a graduating student as selected by the Dean.* The Peter W. Bruder Memorial Prize, *to a graduating student for excellence in structures.* The Allen N. Goldfischer Memorial Award, *for a graduating student whose thesis project best explores relationships between humanistic and aesthetic principals in an urban context.*

d.4) Scholarship and fellowship opportunities from outside the school

The academic administrator alerts students to scholarships and fellowships available from professional organizations and foundations. The academic administrator advises the dean on eligibility requirements for scholarships and fellowships, works with the financial aid office in identifying students with financial need (if applicable) assists students in preparing their applications, tracks and formats letters of recommendations and ensures that applications are submitted on time. This year, through the efforts of the academic administrator, 8 students received awards totaling \$30,000.00 and a book award from: the AIA New York State Scholarship program, the Brooklyn AIA, the Center for Architecture Foundation, the Concrete Industry Foundation, the KPF Traveling Fellowship program, the New York Society of Architecture and the Society of American Registered Architects-New York.

d.5) Faculty development grants and awards (Institutional)

The President's Office administers faculty development grants made possible by investment returns on restricted endowment accounts. All faculty are eligible to apply for grants and fellowships.

Benjamin Menschel Faculty Fellowships (awards of up to \$5,000.00)

Curriculum development projects for the development of new courses involving collaboration between members of at least two of the four faculties at The Cooper Union for courses open to all students. The fund was established by the Horace Goldsmith Foundation.

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Durbin Faculty Development Grants (awards of up to \$3,000.00 per project)

Support for innovative educational methodologies that advance the mission of The Cooper Union. This fund is a gift from Edward Durbin, an alumnus of the School of Engineering.

Dale Harris Fund (awards of up to \$1,000.00 per project)

Covers expenses for trips and visits that bring students into direct contact with the arts. This fund was established by outside donors in memory of a distinguished lecturer, writer and member of The Cooper Union Faculty of Humanities and Social Sciences for more than 20 years.

The Edwin Sharp Burdell Award (awards of up to \$1,000.00 per project)

Stipends to cover course and exhibition expenses for projects that study conjunctions of science and art to a member of The Cooper Union community who has done the most during the year to further the mutuality of science and art. The fund is named for Edwin Sharp Burdell, Director and President of The Cooper Union from 1938-1960.

The Office of the President has a discretionary fund to support faculty research and publications. The fund supported the publication of Professor Diane Lewis' book *Open City*, the work of her fourth year studio over the last 14 years.

(See **I.2.1.d Human Resources** for a description of support for faculty provided directly by the school.)

e) Brief summary of pending changes in enrollment and resources

e.1) Brief summary of pending reductions or increases in enrollment

There are no plans to reduce or increase the enrollment of 150 students in the Bachelor of Architecture degree Program; a class of 28-32 students is ideally suited to the team teaching design studio model. The School did experience a reduction in the number of applicants for Fall 2014, which resulted in an entering class of 24. 22 students returned for the second year of study. The number of completed applications increased for Fall 2015, and the school admitted 32 students, yielding a class of 30, with one student deferring enrollment.

The School plans to increase the size of its post-professional programs from a current class of 12 to approximately 24 students over the next three years. This expansion will allow the program to develop its originally intended three "tracks" (History/Theory/Criticism, Urbanism and Technologies) but will require access to additional space. Expansion of the program will be contingent on the results of the space study commissioned by the Acting President to be conducted this fall. Increasing the size of the graduate program is a component of the Financial Sustainability Plan.

e.2) Brief summary of pending reductions or increases in funding

Nader Tehrani's appointment as dean includes a full time faculty appointment with the anticipation of tenure; this effectively adds a full time faculty position to the school. In addition, the school has been approved for two full time faculty lines for FY 2016; searches for these positions will be launched in fall 2015. Additionally, the dean has been provided with a discretionary fund for special projects, exhibitions, visiting lecturers, faculty development, etc. as part of his appointment. This will allow for much needed funding in this area, which has previously only been available if funding was available through savings in another area or an open faculty or administrative position. Raises for staff, full time and part time faculty mandated by union contracts will also be provided for FY 2016, but in all other respects, the budget approved for FY 2016 is flat relative to FY 2015.

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On 2 September 2015, The Cooper Union Board of Trustees announced that a lawsuit that had been filed to challenge The Cooper Union's legal authority to charge tuition had been settled with the assistance of the State Attorney General's Office. As part of the settlement, The Cooper Union must establish a "special purpose committee of the Board dedicated to [the] development of a strategic plan to return the school to its traditional tuition-free policy." How this will affect resource allocations in the immediate future has not yet been established.

e.3) Changes in funding models since the last visit.

As discussed previously, a variety of budget models have been tested and proposed for the institution in recent years. The Incentive Based Budgeting model was discussed in detail as a model that would allow schools to receive funding for new projects or initiatives after meeting their revenue targets for deficit reduction. In this model the "full cost" of each school, faculty or department would be enumerated, including the cost of employee benefits, pro-rated facilities costs, other overhead etc. There are no plans for this model to be enacted in this fiscal year.

e.4) Institutional development campaigns that include designations for the Program

A capital campaign for The Cooper Union is in the discussion phase at this time. While it is unlikely that a major capital campaign will be initiated during this time of interim leadership in the President's Office, the development office is working with the School of Architecture to develop a set of priorities as well as prospects for targeted giving and grants, including funding for a digital fabrication lab and for digitizing the collections of the School of Architecture Archive. The School of Architecture recognizes that it will need to be more actively engaged in developing funding sources for its own initiatives and special projects than it has traditionally been in the past, and the dean will provide leadership in this regard.

The Cooper Union allows the School of Architecture to raise funds of small increments (maximum \$25,000.00 per gift) directly for its own use. The School of Architecture Deans Circle is a restricted, discretionary account that rolls over from year to year if all funds are not used. It is used to support lectures, symposia, exhibitions and faculty development outside of the school's designated operating budget.

I.2.4 Information Resources

The following description of the Library, its role in the Institution in general and the School of Architecture in particular, has been provided by Acting Library Director Carol Salomon and Librarians Claire Gunning and Thomas Michelli, whose subject specialties include Art and Architecture.

a) Institutional context for library and information resources

The Mission of the Cooper Union Library is to provide research and academic support for the three degree-granting programs of the Cooper Union: Architecture, Art, and Engineering. The Library's policies and programs, in tandem with its varied collections and subscriptions (including a substantial percentage of online resources), are designed to instill lifelong learning skills in Cooper Union's students. The Library also functions as an institutional crossroads, in which students and faculty from across the college's spectrum can meet and learn from each other's disciplines and resources. The Cooper Union Library is located on the ground floor of the college's landmarked Foundation Building, which is also home to the School of Architecture.

Collection Development: The Library's collections include approximately 100,000 volumes of print books and serials, over 180,000 e-books, and more than 17,000 e-journals, as well as a Visual Resources Collection and the Cooper Archives.

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The primary objective of the Library's Collection Development Policy with regard to the School of Architecture is to provide authoritative and up-to-date architectural resources in print, visual or electronic format. The responsibility for developing these resources is shared by the Library Director, the Art and Architecture Librarian and the Visual Resources Librarian. Input from faculty, staff and students is encouraged.

b) Description of library and information resources collections, services, staff, facilities and equipment

b.1) Summary of content, extent and formats represented in current collection including subject areas represented

Books: The Library's architecture book collection, which is shaped to serve the School of Architecture's mission, strategic plan and curriculum, is among the richest of its kind in New York City. The collection covers the history of world architecture, with a special emphasis on the 19th to the 21st centuries, with substantial holdings on significant European and American architects such as Walter Gropius, Mies van der Rohe, Alvar Aalto, Louis I. Kahn, Le Corbusier and Frank Lloyd Wright. Architecture from previous eras is equally well represented, with sizable holdings on the works of such figures as Andrea Palladio and Karl Friedrich Schinkel.

The collection reflects the architecture curriculum as it has evolved since the early 1970s. While the history of architecture is strongly represented, resources relating to 20th-century architecture, theory and criticism are the hallmarks of the collection. The Library continues to expand its holdings on non-Western architecture, as well as urban studies, sustainable and green architecture and landscape architecture. There is also a strong focus on the intersection of architecture and engineering, taking advantage of resources in the engineering collections, such as those on structural design and analysis, building technology and standards, and sustainable design.

The main collection of the Cooper Union Library is housed in open stacks on the first floor of the Library, available for browsing by users. A Closed Stack collection includes many *catalogues raisonnés* of architects and artists, and books that are expensive, rare or difficult to replace. Other rare or fragile volumes in less demand are maintained in a mezzanine storage area. Mezzanine and Closed Stack materials are retrieved for users by Circulation staff, and may be used only within the Library. Materials placed by faculty on Course Reserve are also available at the Circulation Desk to be checked out for limited periods.

It should be noted that Cooper Union students and faculty have access to the collections of the Research Library Association of South Manhattan (the Consortium) as well as the extensive resources found in the New York Metropolitan area, including the Art and Architecture Research Division of the New York Public Library, the Avery Architectural & Fine Arts Library of Columbia University, the New-York Historical Society and the multitude of museums and municipal libraries and archives. These resources provide Cooper Union students and faculty with comprehensive collections unmatched practically anywhere else in the world. The Library staff regularly refers students and faculty to these other collections when they need a resource outside of Cooper Union's holdings.

Serials: The coverage and scope of the Library's serials collection are generally more than sufficient to support the curricula of both the Bachelor's and Master's programs in architecture. Although space for the print serials is a serious issue, the Library has so far been able to accommodate growth without resorting to off-site storage. Most of the serials are available on open shelves, but some titles – which have been discontinued by their publishers or are otherwise no longer received by the Library – are retrieved by request from the mezzanine storage area.

As more architecture serials become available online, it may be possible to ease the growing print collection's need for physical space while expanding the selection of electronic journals. Such an arrangement would provide a more cost-effective solution to space issues than installing compact shelving or off-site storage.

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The Library provides access to the most relevant titles on the Association of Architecture School Librarians' *Core List of Periodicals* in a combination of print and electronic formats, through the Library's own collection and the collections of the Consortium libraries.

Subject indexing to the serials collection is provided by the *Avery Index to Architectural Periodicals* and *Art Source*, an index that combines *Art Full Text* and *Art Index Retrospective*.

Visual and Non-Textual Resources: Budgeting for such items as images and films remains steady as the Visual Resources Collection transitions into the digital realm. The funds that once went to the creation of slides and the acquisition of digital images (the Library owns more than 6,000 licensed images, as noted below) now go to such digital image subscription services as *ARTstor* and *AP Images*.

In terms of film and video, the proliferation of titles available on DVD and Blu-ray, which have become increasingly affordable, has allowed the number of acquisitions to increase dramatically. However, the film budget is still limited, and so the Collection is only occasionally able to purchase more expensive independent films and artist's videos.

The Library's Visual Resources Collection consists of digital images, slides, pictures, films, DVDs, VHS tapes, laser disks, maps and a closed-stack set of blueprints by the late Dean John Hejduk for the renovation of Cooper's landmark Foundation Building. The map collection is used primarily by architecture students working on site-specific projects.

It should also be noted that a new educational video streaming service, *Kanopy*, became available to Cooper patrons starting September 2015. *Kanopy* offers many titles of interest to architects, including 500 specifically on architecture, with hundreds of others on art, engineering and design. Such expressly architectural series and production companies as the Michael Blackwood Architecture Collection, the Roland Architecture Collection and Checkerboard Films are included in the lineup.

Website and other Non-Print Resources: The Library's website has become the centerpiece of the research process. Web-based resources, including BobCat, the Consortium catalog; licensed e-books; e-journals; and databases are accessible in-house and remotely around the clock. The Library continues to expand and enhance its selection of e-resources, so that funds spent on them now far exceed the expenditures for books and periodicals in print.

The *Avery Index to Architectural Periodicals*, which offers bibliographic records dating from 1741, remains one of the most important search engines for architectural journals. *Art Source*, the art and architecture database from Ebsco, which includes *Art Full Text* and *Art Index Retrospective*, is the other important database in architecture.

Other relevant databases include *Applied Science & Technology Abstracts*, *Applied Science & Technology Index Retrospective*, *Reader's Guide Full Text Mega*, *Humanities Full Text*, and *Social Sciences Full Text*. The latter two indexes aid architecture students in their Humanities and Social Sciences courses, as do the Library's partial packages from *JSTOR*, and *Project Muse* (both searchable archives of scholarly journals with PDF images).

The Cooper Union Library uses *SFX*, an open URL link resolver that guides database users to full-text content across the Library's electronic holdings, as well as directly from the BobCat online catalog.

Over the past several years, the Cooper Union Library has increased its number of licensed e-book packages, the largest of these being *Academic Complete* from ebrary, *Wiley Online Library* and *SpringerLink* e-books.

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Knovel, a collection of Science and Engineering e-books, offers texts on sustainable design, structural design and analysis, and other technical topics necessary to the practice of architecture. Another subscription e-resource of relevance to Cooper's architecture Program is *Material ConneXion*, a global resource for innovative materials. *Material ConneXion* also maintains local physical collections that can be accessed by students and faculty.

Through the New York Online Virtual Electronic Library (NOVELny), the Cooper Union Library has access free-of-charge to *Academic OneFile* and *General OneFile*, periodical databases covering a broad range of subject areas with thousands of titles, many of which include full text articles. More than half of the titles are scholarly/peer-reviewed. NOVELny also provides access to *Gannett Newsstand* and *InfoTrac Newsstand*, which together provide access to thousands of news publications worldwide, including *The New York Times*. The Library also maintains its own subscription to *The Historical New York Times*, which offers searchable PDFs from *The New York Daily Times* (1851-1857) and *The New York Times* (1857-2011) including articles for copyright years not available via the Times' free website.

General e-reference packages include *Oxford Reference Online: Premium Collection*, with over 100 core reference titles from Oxford University Press, as well as more than 50,000 in-depth, scholarly articles from the Oxford Companions series and all 20,000 quotations from the *Oxford Dictionary of Quotations*. The Library also subscribes to such e-resources as the *Encyclopedia Britannica Online*, the *Oxford English Dictionary*, *World Almanac* and *American National Biography*.

In response to the demand for foreign language and ESL courses, which are no longer offered by the curriculum, the Library has recently added *Pronunciator* to its electronic services, a language-learning program comprising more than 80 languages.

Cooperative Agreements: Since 1977, the Cooper Union Library has belonged to the Research Library Association of South Manhattan, a consortium of academic libraries whose members include New York University, New School University (including Parsons School of Design) and the New York School of Interior Design. The primary functions of the Consortium are reciprocal borrowing, access privileges to closed and electronic holdings, and a shared online catalog and circulation system. The Cooper Union Library's participation in the Consortium has been a fruitful experience, allowing for specialized collection development in support of the college's degree-granting programs while giving Cooper Union students and faculty access to the encyclopedic holdings of the Consortium libraries. These include the specialized libraries of the Institute of Fine Arts and the Parsons School of Design, as well as the vast resources in the humanities and social sciences available at NYU's Bobst Library.

The Library is also a member of the Metropolitan New York Library Council (METRO), an organization of libraries committed to resource sharing within the New York metropolitan area. METRO membership makes it possible to refer Cooper Union students and faculty to many specialized academic and private libraries, including Columbia University's Avery Architectural & Fine Arts Library, to which they would otherwise have no access.

There is also a reciprocal arrangement with the library of the Cardozo Law School of Yeshiva University. Each institution's students and faculty may access the other's library and collections for in-house use.

Conservation and Preservation: Substantial efforts are made to conserve and preserve the Library collection and its wealth of historic material. Extensive in-house repairs are carried out following prescribed non-invasive preservation procedures that employ only acid-free products and materials. The Library uses its own equipment to encapsulate the covers of books that are too fragile to be rebound. New soft-cover books are laminated to extend their lifetime. The Library sends dozens of serial titles for commercial binding every year, as well as

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some monographs. Publications of significant value to the collection but too fragile to be circulated, rebound or repaired are placed in a readily accessible storage area on the Library's mezzanine level.

Staffing: The Library Director is the manager of the Library and reports to the Dean of the Faculty of Humanities and Social Sciences, who also oversees the college's Center for Writing. The Library is not administratively or financially tied to the School of Architecture, nor is the library staff part of the architecture Program's educational team. For the last four years, the Library has had an Acting Director (the Engineering & Science librarian). A search for a permanent Director is yet to be undertaken.

The Library is staffed by seven full-time and several part-time employees as well as student workers. This small but highly dedicated staff has been successful in managing all aspects of the Library's collection and services. However, additional projects or a substantial enhancement of services, such as an expansion of the research instruction program, would be difficult to achieve with the present staff size.

Professional Staff: The full-time professional librarian positions at the Cooper Union Library are considered mid-career positions, requiring substantial work experience and subject knowledge. The four full-time librarians (including the Acting Director) all have Master of Library Science degrees and all except one a second Master's degree in their area of specialization. The full-time librarians' terms and conditions of employment are governed by the same union contract as the full-time faculty. The contract addresses such issues as job security and sabbatical leave.

The Library also has four part-time librarians who work only weekends, all of whom have experience in architecture and art, and have considerable longevity in their weekend positions at Cooper. At times additional librarian help is brought in for special projects or when one of the full-time librarians is on sabbatical leave.

Support Staff: The Library operates with a support staff of three full-time and two part-time paraprofessional and clerical employees in addition to several part-time circulation assistants. The academic and job training requirements for the paraprofessional staff vary with the positions. However, a college degree is generally required, as well as appropriate work experience. Although not classified as a professional position, the Archives Assistant holds a Master of Library Science degree with a background in art history. The support staff is represented by a separate union from the full-time faculty and librarians.

Professional Development: Special efforts are made to provide time off for the library staff to attend conferences and workshops. Funds are allocated in the budget to defray the cost of these activities. Also, a clause in the librarians' union contract allows for a portion of net tuition for professional development to be paid by The Cooper Union. The contract further specifies that a pool of six hours per week is to be made available collectively for full-time professional librarians as release time for courses, seminars and/or workshops relating to their work. Full-time librarians are also eligible for a six-month sabbatical leave every six years or a 15-week sabbatical leave after three years, both with full salary.

Information Literacy and Research Instruction: The Cooper Union Library's approach to information literacy is designed to foster in students research skills that will continue their professional and personal enrichment after graduation. To that end, the Cooper Union Library applies the information literacy standards of the Association of College and Research Libraries, which detail the research, analytical and evaluative skills needed for the development of critical judgment. In library research instruction sessions and on an individual basis, Cooper Union librarians emphasize search strategy, research techniques and criteria for the evaluation of information.

Several research instruction sessions are conducted each fall specifically designed to acquaint first-year architecture students with the Library's resources and services, with an emphasis on those that hold particular relevance to their studies. The Library also offers more course-specific library research instruction to hone the students' ability to locate, evaluate and use information. The goal is to equip students with skills that will allow

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them to work independently, efficiently and confidently in any research environment. A subject-specific online research guide is made available to the students to follow up on what was covered in the instruction session.

Services and Facilities: The Library is open approximately 68 hours per week, including weekends, when school is in session. During these hours, all library stacks and collections — except the Visual Resources Collection and the Cooper Archives, which are closed evenings and weekends — are available to students and faculty. It should be noted that Cooper Union students can also avail themselves of 24-hour study facilities at NYU's Bobst Library and the New School's University Center Library, both of which are a 10-minute walk from The Cooper Union.

The Reference Desk is staffed throughout the Library's hours of operation by a professional librarian. Librarians are also available for consultation in their areas of expertise when not scheduled for reference. The Library also provides an email-based reference service, which has rotating coverage by the librarians. Many inquiries to the Cooper Archives are also received via email.

The Library uses the *WorldShare* system provided by OCLC to manage its interlibrary loan (ILL) workflow. For material not readily available via *WorldShare*, the Library continues to make use of commercial document suppliers, although the fees can be substantial. The Library absorbs most of the ILL fees. The Cooper Union Library consistently lends more material than it borrows, which is indicative of the quality of the collections.

The Library provides fifteen computers for general use. All have Internet access and can print from a networked laser printer. Most have word processing available, and two are attached to large flatbed scanners. There are also two smaller format scanners available. Scanning is provided free of charge, and has almost completely replaced the use of photocopiers. Wi-Fi access is available in the Library for Cooper patrons.

Assessment: The Cooper Union Library is committed to a process of assessment leading to continuous improvement. Among the methods used to assess performance was a user survey, performed in 2012, which provided information about who was using the Library and for what purposes. Survey results indicated that Architecture students were the most frequent Library users, with 26% of respondents replying that they used the Library daily, and 47% using the Library "a few times a week." Architecture students are also, per capita, the heaviest borrowers of Library materials, and they make extensive use of additional materials in-house without borrowing them.

Open-ended survey questions also yielded a list of desired improvements. Among the recurring themes were the students' need for group and individual study spaces, so the Library staff created a study area in a space previously devoted to a computer lab/teaching space. Another student request, received from the Student Library Advisory Committee, was for longer and later Library hours. The Library responded by instituting extended hours (open until 11 PM) for most of the ten-day Exam Period at the end of each semester. Architecture representatives on the Student Library Advisory Committee have also contributed to collection development, obtaining book and journal recommendations from their fellow students, most of which were purchased by the Library.

For the past three years, the librarians have been administering two brief tests to the students: the first is designed to assess their information literacy skills at the beginning of their Cooper Union careers, and is administered in conjunction with the Information Resources presentations to first-years students; the second is administered at the end of the last required Humanities & Social Sciences Core course, which takes place in the second semester of sophomore year. Results from the first-year tests have provided valuable information for targeted teaching, showing, for example, that incoming Architecture students need a refresher in Boolean search combinations, and that most incoming students were weak in their ability to analyze a citation from a footnote or a bibliography.

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After examining institutional benchmarks and internal assessment, in 2010 the Library adopted the use of *LibGuides* templates to create customized research guides for bibliographic instruction sessions. Using this standardized digital format has greatly facilitated both the actual teaching in the classroom and the students' ability to follow up and explore the points raised during class time. [View The Cooper Union Library](#)

b.2) Brief description of any significant problem that affects the operation of services of the libraries, visual resource collections and other information resource facilities that support the accredited Program and plans for addressing same

Challenges: The challenges faced by the Library over the next several years include tight budgets and the transition from print to electronic media, which entail substantial ongoing annual fees in order to ensure continued access to these e-resources. Although the Library's non-staff budget has increased by almost 9% over the past six years, that level of funding has not kept up with increases in costs, which rise by about 4% per year. Each year librarians must make difficult choices about which journals or databases to discontinue. The architecture collection is less affected in this regard, as costly engineering resources have usually been the primary area for cuts.

Despite the expansion of e-resources, the Library's print collection continues to grow, particularly in architecture and art, as these subjects are not well-represented in electronic formats. Because of this growth, space issues continually need to be addressed. At the same time, the Library's square footage is a tempting target for other departments in the institution. A mezzanine study area, created in response to student demand, is now taken over each Spring semester for the work of the School of Art Admissions Committee. A plan suggested two years ago by an institutional working group would have necessitated the elimination of approximately a third of the Library's shelving. Although that idea was abandoned, space reallocation is still on the institutional agenda. It is hoped that attention will be paid to the suggestions of the Library staff on this matter. Physical accessibility is also an issue, given that the 1970s design of the Library generally did not take into consideration the needs of the disabled.

Library leadership and staffing are also major concerns. As mentioned previously, the Library has had an Acting Director for the past four years, as the previous director was not replaced after her retirement, leaving four librarians to do the work of five. The need for additional professional staff is a long-standing challenge: the Library's strategic planning documents over the last fifteen years have repeatedly requested at least one additional librarian to increase the quantity and diversity of research instruction as well as overall library services. However, with the institution's recent crisis in leadership and continuing financial turmoil, funding issues remain precarious and unpredictable.

I.2.5 Administrative Structure and Governance

a) Description of the Administrative Structure of the Institution

The Cooper Union is comprised of three professional schools: The Irwin S. Chanin School of Architecture, the School of Art and the Albert Nerken School of Engineering. The Faculty of Humanities and Social Sciences serves all students. Each of the schools has its own Governance, budget, administrative structure and committee structure. The schools are of different sizes and, as professional programs, have different pedagogies, teaching methods and needs. The School of Architecture averages 145 undergraduate and 11 graduate students, the School of Art averages 260 undergraduate students and the School of Engineering averages 500 undergraduate and graduate students. The School of Architecture enjoys adequate autonomy to assure conformance with all conditions for accreditation.

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The full-time faculty of all schools and the librarians are represented by The Cooper Union Federation of College Teachers (CUFCT), providing for some common policies on hiring, promotion and tenure. The part-time faculty (proportional and adjunct) are represented by the Cooper Union Organization of Part Timers and the staff of The Cooper Union by the Union @ Cooper Union. Union contracts are negotiated on 1-3 year cycles by union representatives and the Vice President for Finance and Administration with input from the academic deans.

Acting President and Vice President of Finance and Administration William (Bill) Mea reports to and is a member of the Board of Trustees. There are currently 18 trustees, including the Alumni Association President and a voting student representative (a second student representative will join the Board of Trustees this fall).

Acting President Mea has constituted a Cabinet to serve as his collective “Chief Academic Officer” for the immediate future. The Cabinet is comprised of the Acting President, the Chief of Staff & Secretary to the Board of Trustees, the Interim Vice President of Alumni Affairs and Development, the Vice President for Communications, the Vice President of Enrollment Services and Dean of Admissions, the Vice President of Student Affairs and Community Relations, the Dean of Students, the Dean of the School of Art, the Dean of The Irwin S. Chanin School of Architecture, the Dean of the Albert Nerken School of Engineering and the Dean of the Faculty of Humanities and Social Sciences. The Cabinet meets weekly to discuss academic, administrative, strategic and financial matters of consequence to the college as a whole, including new initiatives, facilities, recruitment and enrollment, development, etc.

The President’s Academic Leadership Team is comprised of the four Academic Deans, as well as the Associate Deans of the Schools of Architecture, Art and Engineering. The ALT is schedule to meet monthly. The ALT has traditionally focused on discussions regarding program development, interdisciplinary opportunities and faculty support.

The Academic and Student Affairs Committee of the Board of Trustees provides a formal means for direct communication between the Board of Trustees and the Academic Deans. This committee is comprised of the Chairman of the Board of Trustees, the Acting President and Vice President of Finance and Administration, the Chief of Staff and Secretary to the Board of Trustees, the four Academic Deans, the Dean of Students, four Trustees (including the Committee chair) and student representative(s) to the Board. The Committee meets four times a year in advance of the meetings of the full board; its primary objective for this academic year is to conduct a successful search for a new president.

It should be noted that The Cooper Union will undergo a significant change in governance in the coming academic year. The Board will be reconstituted to include more alumni trustees; either the chair or the vice-chair will be required to be an alumnus(a), two student representatives will have a vote on the Board, and faculty and staff representatives will participate on the Board as non-voting ex-officio members. All minutes of board meetings will be made public on The Cooper Union’s website, as well as financial information, including information about investments. These changes will have a tremendous impact on improving transparency into the Board’s decision-making process. All the details of the changes to the composition and operation of the board are not yet public, but should all be in effect by the time of the re-accreditation site visit. [View The Cooper Union Organizational Chart](#)

Faculty-Student Senate. The Cooper Union Faculty-Student Senate is a representative body whose purpose is to advise the President and the Board of Trustees and update the faculty and students on issues pertaining to the college’s mission, its use of resources, and its academic planning and development. Its elected membership is drawn from the faculty and students of the three professional schools; the faculty of Humanities and Social Sciences and the Library. Its ex-officio members include the President, Vice-President, the four Deans and the Library Director.

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The charter of the Student-Faculty Senate, ratified in April of 2011, states:

The Cooper Union Faculty-Student Senate is a representative body whose purpose is to advise the President and the Board of Trustees and update the faculty and students on issues pertaining to mission, use of resources and academic issues.

It shall address and make recommendations on matters affecting the educational mission of The Irwin S. Chanin School of Architecture, the School of Art, the Albert Nerken School of Engineering, the Faculty of Humanities and Social Sciences, and the Library and the educational mission of The Cooper Union as a whole.

It shall concern itself with academic planning and development, and shall be advisor to the President and the Board of Trustees. [View the Rules of Procedure of the Faculty-Student Senate](#)

b) Description of the Administrative Structure of the School and Program

The Dean, Associate Dean, Director of the School of Architecture Archive and the Academic Administrator comprise the core administrative structure of School of Architecture. All positions are full-time. The Dean and Associate Dean also have faculty appointments: the Dean is full-time with tenure, the current Associate Dean has a proportional-time appointment. Both Deans have teaching assignments. The Dean reports directly to the president of the college.

The Deans are well supported by the long serving and exceptionally capable staff, including the Academic Administrator, the Administrative Assistant Secretary, (both full-time) and the Senior Associate for Public Programs and New Initiatives (part-time) and are formally linked to the faculty and students through the committee structure defined by the governance. The School of Architecture Archive is staffed by a Special Projects Assistant and a Collections Assistant, (both 2/3 full-time positions).

[View School of Architecture Administrative Structure](#)

c) Description opportunities for Involvement in governance by faculty, staff and students, including curriculum development

[The Governance of the School of Architecture](#) establishes the means by which faculty and students engage in the evolution of policies, procedures and the curriculum of the school. The Governance was first adopted by the faculty in 1981 and was last amended in 2009. The Governance is held in high regard by the faculty as a concise and effective social and legal document, providing a framework within which debate and change can be ordered.

c.1) Committees

The Governance establishes five standing committees: the Administrative Committee, the Curriculum Committee, the Admissions Committee, the Graduate Admissions Committee and the Committee on Academic Standards. Each standing committee includes voting representation from the resident faculty, the adjunct faculty and students. All voting members have equal vote. Representatives of the Alumni Association and other administrative and academic deans serve as non-voting, ex-officio members on certain committees. Additional ad hoc committees and work groups may be established by the faculty to address matters not specifically assigned to the standing committees. Committees report directly to the faculty via faculty meetings, which by Governance must be held at least once each semester, but generally are held more frequently. The voting faculty is comprised of the dean, the associate dean, all resident faculty (full time and proportional), three elected members of the adjunct faculty and three elected student representatives. All voting members have an

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equal vote. Additional faculty meetings may be called by the dean or any member of the faculty in accordance with the provisions of the governance.

Assessment and development of the curriculum continues on an ongoing basis through the Curriculum Committee. The Curriculum Committee consists of the associate dean (who is the chair), two resident faculty, one adjunct faculty representative, and one student representative. Non-voting ex-officio members include a representative of the alumni association, the Dean of Admissions and Records and the President. The Governance requires that certain recommendations from the Curriculum Committee be reviewed and approved by the Administrative Committee before being sent to the faculty for discussion and vote. This extends the review of proposed changes to the curriculum to three additional faculty and another student representative prior to consideration by the full faculty. Minor curricular adjustments recommended by the Curriculum Committee can be implemented administratively. **(See also I.1.6.B. Curricular Assessment and Development)**

c.2) Meetings Between the Deans and Students

The dean and associate dean meet with the Student Council (comprised of three elected representative from each class) at least twice each semester. The council establishes an agenda, and issues of institutional and school policies, curriculum, individual courses and teaching, facilities and procedures are all freely discussed, and student concerns are recorded in meeting notes. The deans also use these meetings to bring institutional developments and news to the students through their representatives. There are additional meetings with each class at the end of each semester whereby student concerns can instigate policy change. The associate dean also has frequent meetings with student representatives. As necessary, student concerns are brought to the appropriate faculty committee or directly to the faculty for consideration. Students have three representatives on the voting faculty.

c.3) Role of the Staff in Governance

The non-teaching administrative staff do not have formal roles on standing committees or at faculty meetings, although the academic administrator and director of the School of Architecture Archive attend the meetings of the faculty. Individual staff members do participate in school-wide administrative committees such as the Safety Committee, the Commencement Committee, the Editorial Working Group, the Exhibitions Committee and ad-hoc meetings to develop institutional procedures, such as for registration and scheduling. Staff can also affect institutional policy through their representation by The Union @ Cooper Union, a member of the NYSUT/AFT. At the Program level, the staff meets frequently with both the dean and the associate dean, and are actively engaged in policy development through day-to-day discussions on all matters that affect the school. Additionally, the associate dean will discuss curriculum changes under consideration with the academic administrator, who can offer insight into the impact of the proposals on the overall curriculum and potential implementation issues.

The staff is highly experienced, knowledgeable about the workings of the school, and committed to the students; their advice is highly valued. [View School of Architecture Governance Structure](#)

II.1.1 Student Performance Criteria

Introduction and Overview of Curricular Goals and Content:

The goal of the Program curriculum is to provide the student with a comprehensive educational experience, gaining knowledge and skills in preparation for the successful, creative and ethical practice of architecture. Design studios and courses build cumulatively over the five years of the Program in order to establish a broad and deep foundation of knowledge in architecture and urban design in relation to developments in the sciences, arts and technology. The curriculum stresses the importance of architecture as a humanistic discipline concerned with design and construction of habitats in diverse social and ecological conditions, and their corresponding requirements for sustainability and ethical responsibility. These last themes are guiding principles suffused throughout the entire five-year program of study.

Another fundamental principle of the curriculum is a commitment to examine architecture critically, encouraging students to question both the broad socio-cultural contexts in which architecture is produced and architecture's internal discourse, whether historically, theoretically and/or formally framed. The continual questioning of assumptions, processes and content is a foundation of the Program's pedagogy.

To this end, the professional program is framed within the context of a rigorous liberal arts education that includes a wide range of required and elective courses in the Humanities and Social Sciences, together with elective opportunities in the Schools of Art and Engineering, emphasizing the nature of architecture as a cultural, social and technological practice intimately tied to increasingly urgent challenges in the man-made and natural environments.

Year 1

The First Year is conceived as a broad introduction to society, culture, environment, and the nature, place and role of architecture in these contexts. The student is introduced to the principles and experience of drawing and representation in a broad range of media and formats; freehand drawing is taught side by side with projective geometry (both hand-constructed and computer-generated), and other means of spatial and architectural representation. The Architectonics studios investigate space, structure and form in response to the habitation and movement of the human body in both natural and constructed contexts. The first two semesters of the History of Architecture sequence take the student through global developments in architecture from Antiquity to the Medieval Period, with attention given to non-Western and traditional architectures and their relationship to site, program and the natural environment. The first year of the Humanities and Social Science ("HSS") Core emphasizes the student's reading, writing and analytical skills through the close study of literary, historical and sociological texts. Students from all three professional schools study together in the HSS sequence.

Year 2

The Second Year advances the student's knowledge of architecture historically, culturally and professionally. The Second Year studios examine the "elements" of architecture and their assemblage, through analysis and design exercises, including sites, ecological conditions, program, spatial accommodation and organization of structure and enclosure. The first segment of the Structures sequence introduces students to the principles of statics and the relationship between structural systems and architectural form. The third and fourth semesters of the History of Architecture sequence continue the history of global architecture from the Renaissance through the late twentieth century, with emphasis given to complex cultural, formal and environmental relations between increasingly industrialized and developing societies. The second year of the Humanities and Social Sciences core advances students' knowledge of writing and analytic skills with in-depth courses in literature, history and philosophy. Students are required to author a research paper of at least 20 pages in the final semester of the HSS core.

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Year 3

The Third Year provides students with a comprehensive exposure to the discipline in design and professional knowledge, supplemented by required and elective courses in environmental, technological and cultural subjects, forming an integrated introduction to the environmental, social, and programmatic understanding of architecture. The Third Year studios progress from analysis to synthesis: the year begins with the school's unique approach to analysis as a didactic, structural and abstract discipline through the extended examination of an historical reference building or project. In spring semester students must present an integrative/comprehensive design for a building of a similar type or scale. Analysis is used to inform synthesis but design is also fundamental to the fall semester analysis project, so that the consideration of structure or enclosure in an existing building becomes the starting point for a projective exercise, which extrapolates and develops further the principles underlying the original reference. To emphasize and facilitate the integration of disciplines, the faculty responsible for teaching Environmental Technology, Building Technology and Structures join the design faculty in the studio, with students using appropriate aspects of their design proposals to explore the parallel assignments in those supporting courses. A broad spectrum of specialized courses, both required (Introduction to Urban History and Theories) and elective (including Modern Architectural Concepts, Analysis of Architectural Texts, Landscape and various offerings in the related arts and professional ethics), deepens the understanding of the profession, its relationship to different cultures and larger environmental contexts.

Year 4

The Fourth Year broadens the study of architecture, placing it within diverse rural and urban contexts, with students gaining advanced knowledge of technological, structural and professional concerns, as well as the planning, zoning, social and cultural implications of architectural interventions. The Fourth Year studios study the relationship of architecture to urban plans, networks, infrastructures and ecosystems, and to questions of civic space and formal typologies. The subject of the studio may be urban re-construction (both physical and civic) following natural and man-made disasters, the role and nature of the tall building, or engaging infrastructure at the architectural scale. The study of landscape is emphasized, both in terms of large-scale natural environments and smaller scale site developments. Elective opportunities in history, theory and technologies are designed to complement and supplement this focus, including elective courses in advanced environmental subjects.

Year 5

The Fifth Year is constructed around the student's development of the Thesis project and the in-depth study of professional practice in all its aspects. The year-long Thesis is divided into two distinct stages over the two semesters. Students focus on research in fall semester, preparing a well developed proposal that specifies the site and program for the Thesis inquiry while clearly articulating the architectural question(s) to be addressed. Students are required to assemble the proposal into a coherent book. The fall semester is followed by the development of a comprehensive project realized in architectural terms. The subjects of the Thesis projects vary in scale and context with the understanding that each student will define a question of fundamental importance to contemporary life and architecture, identified as a site for the intervention of design as an ameliorative and transformative construct. Overall the Thesis emphasizes the profound relationship of architecture to humanity, which is now deeply entwined with the broader problems of "environment," ecological sustainability and the just distribution of resources. These issues may be addressed at the scale of the desertification of vast areas of previously arable lands, the unequal impacts of rising sea levels around the world or the urgent needs for clean water in developing communities; or at the more intimate scale of domestic ritual, personal mobility, urban signification and privacy and surveillance, to name but a few recent examples. While developing the Thesis, the course in Professional Practice surveys the full range of issues to be addressed by young architects in contemporary practice, including the requirements of internship and licensure,

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legal and regulatory frameworks and project specifications, while introducing students to a wide range of practice models through office visits and an appreciation for architecture as a public process through the observation of public hearings and reviews.

a) Matrix of Program course correspondence to SPC fulfillment

THE IRWIN S. CHANIN SCHOOL OF ARCHITECTURE
OF THE COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART

CURRICULUM			CREDITS		PROFESSIONAL COMMUNICATION DESIGN THINKING INVESTIGATIVE/RESEARCH DESIGN SKILLS ORDERING SYSTEMS USE OF PRECEDENTS HISTORY & GLOBAL CULTURE CULTURAL DIVERSITY/ SOCIAL EQUITY PRE-DESIGN SITE DESIGN CODES & REGULATIONS TECHNICAL DOCUMENTATION ENVIRONMENTAL SYSTEMS BUILDING ENVELOPE & ASSEMBLIES BUILDING MATERIALS & ASSEMBLIES FINANCIAL SERVICE SYSTEMS RESEARCH INT. EVALUATIONS/CONSIDERATIONS INTEGRATIVE DESIGN STAKEHOLDER ROLES PROJECT MANAGEMENT BUSINESS PRACTICES LEGAL RESPONSIBILITIES PROFESSIONAL CONDUCT																									
			SEMESTER		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
YEAR 1	ARCH 111 A-B ARCHITECTONICS	4	4	●	●	●	●	●	●			●		●									●							
	ARCH 114 A-B FREEHAND DRAWING	3	3																											
	ARCH 115 A-B HISTORY OF ARCHITECTURE I	3	3	●							●	●											●							
	ARCH 118 A-B COMPUTER APPLICATIONS & DESCRIPTIVE GEOMETRY	2	2																											
	FA 100R A-B INTRODUCTION TO TECHNIQUES	1	1																											
	ARCH 103-4 CALCULUS AND ANALYTIC GEOMETRY	3	3																											
	HSS1 FRESHMAN SEMINAR	3		●																										
	HSS2 TEXTS & CONCEPTS: OLD WORLDS AND NEW		3	●							●																			
YEAR 2	ARCH 121 A DESIGN II	5	5	●	●	●	●	●	●	●			●	●			●		●	●			●			●				●
	ARCH 121 B DESIGN II			●	●	●	●	●	●			●	●			●														●
	ARCH 122 A-B STRUCTURES I	2	2				●	●	●							●														
	ARCH 125 A-B HISTORY OF ARCHITECTURE II	3	3						●	●	●																			
	PH 165-6 CONCEPTS OF PHYSICS	2	2																											
	HSS3 THE MAKING OF MODERN SOCIETY	3		●							●	●																		
	HSS4 THE MODERN CONTEXT: FIGURES AND TOPICS		3	●							●	●																		
YEAR 3	ARCH 131 A DESIGN III	5	5	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●				●
	ARCH 131 B DESIGN III			●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●		●	●	●	●				●
	ARCH 132 A-B STRUCTURES II	2	2													●								●	●					
	ARCH 133 INTRODUCTION TO URBAN HISTORY AND THEORIES		2						●	●	●	●										●								
	ARCH 134 A-B ENVIRONMENTAL TECHNOLOGIES	3	3						●		●	●	●				●	●		●	●		●	●			●	●		
	ARCH 135 A-B BUILDING TECHNOLOGY	2	2										●	●			●	●	●	●	●		●	●		●	●			
	ELECTIVES	4	2																											
YEAR 4	ARCH 141 A DESIGN IV	5	5	●	●	●	●	●	●	●	●			●	●		●						●							●
	ARCH 141 B DESIGN IV			●	●	●	●	●	●	●			●										●							●
	ARCH 142 A-B STRUCTURES III	2	2													●					●	●								
	ARCH 143 A-B CONSTRUCTION MANAGEMENT	1	1											●								●				●	●	●	●	●
	ELECTIVES	7	7																											
YEAR 5	ARCH 151 A-B THESIS	6	6	●	●	●	●	●	●				●	●		●	●			●			●	●	●	●				
	ARCH 152 STRUCTURES IV	2							●								●												●	
	ARCH 154 A-B PROFESSIONAL PRACTICE	1	1										●		●							●				●	●	●	●	●
	ARCH 205 ADVANCED CONCEPTS	2		●					●	●	●																			
	ARCH 225 ADVANCED TOPICS		2	●					●	●	●																			
	ELECTIVES	4	6																											

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b) Description of methodology used to address Realm C (Integrated Architectural Solutions)

The progressive mastery of the essential skills addressed in Realm C that are required to produce Integrated Architectural Solutions is reflected in the pedagogical structure of the entire curriculum of the Program. The studio sequence (Architectonics, Design II, III & IV and Thesis) is conceived and coordinated with associated coursework to create a progressively broader and deeper understanding of Integrated Architectural Solutions.

Realm C is explicitly addressed in all of its component parts in the Third Year; the fall semester of Design III focuses on the analysis of an reference building or project selected from a thematic or typological list. Students begin the analysis by constructing a full set of architectural drawings (plan, section, elevation, axonometric and 3-D model as deemed necessary) as preparation for a series of exercises that intensively examine site, movement, program, enclosure and engagement of the immediate environment. In the spring studio, a design program of similar type and complexity on an urban site is assigned and the same categories that comprised the analytical exercises become the lines of projective exploration, iteratively reworked over the course of the semester. Throughout the entire year, the Structures, Building Technology and Environmental Technology courses parallel and engage the studio assignments; thus in the fall, the studio “analysis” project includes drawings, calculations, models and simulations of the structure, exterior envelope and technics of the building under study, whereas in the spring, these focused courses amplify and supplement the students’ studio work with a rigorous examination of structural assumptions, envelope design and use of building technologies. The specialized course professors are regular studio critics, participating once a week in studio in addition to their regular course meetings and studio professors participate in the evaluation of the final assignment in the Building Technologies course.

The implicit and explicit message of this curricular structure is that all of the component parts of the Realm C pedagogy are interrelated and must be considered together, with developments in one system necessarily affecting the development in all of the others. The synthesis of a wide range of variables can only result from an iterative process that gradually pushes decisions forward, based on continuous research, the exploration of alternative approaches and evaluation of options, and a simultaneous exploration at multiple scales. This emphasis on process across the entire Third Year challenges students to develop a method of design exploration that is individually driven but comprehensively framed.

Additionally, the Third Year curriculum is set in the context of a focused understanding of broader environmental and social issues, the architect’s responsibility for the intelligent and prudent use of all resources, and the potential for negative impacts on the balance of natural and urban systems. The ethical themes of environmental stewardship and civic responsibility inform the interdisciplinary approach to design that animates the Third Year.

c) Description of methodology for assessing student work (i.e. ‘high’ vs. ‘low’ pass)

The School of Architecture uses an “A through F” grading system with ‘+’ and ‘-’ to create intermediate distinctions. A clear statement of grading guidelines is distributed to all faculty each semester by the Office of Admissions and Records and also accompanies the on-line grading procedures. From the catalog:

- A indicates outstanding achievement
- B indicates above average achievement
- C signifies satisfactory performance
- D signifies passing but unsatisfactory work
- F indicates failure

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A grade of C indicates the satisfactory, although not distinguished, completion of course requirements. For the purpose of the re-accreditation site visit, grades A through B are considered “high pass” work. Grades of C-, D+ and D are considered “low pass.”

Assessment of student work in all of the Program’s required and elective courses is the responsibility of the course instructor or, in the case of the design studios, the faculty teaching team. It is the individual course instructor or the faculty teaching team who interpret the School’s grading policy. Nevertheless, certain generalizations can be made about the factors that guide the assessment of student work and grading. Faculty in the School assess course work and student performance for:

Completeness; of assignments, class participation and coverage of course material as a measure of the thoroughness of the student’s work and mastery of the material;

Quality; of the course work, which reflects a judgment as to both the level of craft and precision demonstrated (drawings, writing, calculations) and the degree of resolution of the work;

Ambition; or complexity of thought embodied in the work, and the degree of difficulty, risk or originality attempted in a project or written assignment.

In the most general terms, an ‘A’ or ‘B’, “high pass” grade, reflects evidence that the work is complete and thoroughly executed; clearly and expressively drawn, written or presented; and displays an ambitious interpretation of the task or a particularly original response to it.

A ‘C-’ or ‘D’, “low pass” reflects evidence that a student’s work may be adequate in one or more of the factors but deficiencies or weaknesses are evident in others. The work is “passing but unsatisfactory”. The faculty has (have) determined that the student is sufficiently prepared to proceed to the next class in the sequence.

A “low pass” in studio work is a subject of particular concern. A grade of less than C in a studio (Architectonics, Design or Thesis) places a student on automatic academic probation and may be the basis for final probation or dismissal, as determined by the Academic Standards Committee. The Committee may require that a student who earns a grade of “D” in the design studio repeat the studio.

[View Grading Guidelines and Academic Probation](#)

II.2.1 Institutional Accreditation

[View complete Middle States Accreditation Letter](#)



THE COOPER UNION

June 25, 2010

JUL 01 2010

Dr. George Campbell, Jr.
President
The Cooper Union for the Advancement of Science & Art
30 Cooper Square
New York, NY 10003

OFFICE OF THE PRESIDENT

Dear Dr. Campbell :

At its session on June 24, 2010, the Middle States Commission on Higher Education acted:

To accept the progress report. The Periodic Review Report is due June 1, 2013.

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

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

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of The Cooper Union for the Advancement of Science & Art. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Luis G. Pedraja, Vice President.

Sincerely,

A handwritten signature in black ink, which appears to read 'Michael F. Middaugh'.

Michael F. Middaugh, Ed.D.
Chair

II.2.2 Professional Degrees and Curriculum

a) Title(s) of the degree(s) offered including any prerequisites degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree

The Irwin S. Chanin School of Architecture of The Cooper Union offers the Bachelor of Architecture degree accredited by the National Architectural Accreditation Board. The Bachelor of Architecture degree requires the successful completion of 160 required and elective credits.

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b) Table showing distribution of general studies, required professional studies and optional studies

The curriculum of the School of Architecture meets the NAAB distribution requirements.

Courses	NAAB Credit	Credits
First Year		
ARCH 111 Architectonics	Professional	8
ARCH 114 Freehand Drawing	General Studies	6
ARCH 115 History of Architecture I	Professional	6
ARCH 118 Computer Applications & Descr. Geometry	Professional	4
ARCH 103-4 Calculus/Analytical Geometry	General Studies	6
FA 100R Intro to Techniques	General Studies	2
HSS 1 Freshman Seminar	General Studies	3
HSS 2 Texts and Contexts: Old Worlds and New	General Studies	3
Second Year		
ARCH 121 Design II	Professional	10
ARCH 122 Structures I	Professional	4
ARCH 125 History of Architecture II	Professional	6
PH 165-6 Concepts of Physics	General Studies	4
HSS 3 The Making of Modern Society	General Studies	3
HSS 4 The Modern Context: Figures and Topics	General Studies	3
Third Year		
ARCH 131 Design III	Professional	10
ARCH 132 Structures II	Professional	4
ARCH 133 Into to Urban History and Theories	Professional	2
ARCH 134 Environmental Technology I	Professional	6
ARCH 135 Building Technology	Professional	4
Electives	Optional Studies	6
Fourth Year		
ARCH 141 Design IV	Professional	10
ARCH 142 Structures III	Professional	4
ARCH 143 Construction Management	Professional	2
Electives	Optional Studies	14
Fifth Year		
ARCH 151 Thesis	Professional	12
ARCH 152 Structures IV	Professional	2
ARCH 154 Professional Practice	Professional	2
ARCH 205 Advanced Concepts	General Studies	2
ARCH 225 Advanced Topics	Professional	2
Electives	Optional Studies	10
Total Credits Required for B. Arch. Degree		160
Professional Studies Credits		98
Required General Studies Credits (non-architectural content)		32
Optional Studies		30

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Elective/Optional Studies Notes:

The Optional Studies component for bachelor of architecture candidates can be fulfilled by elective courses in areas such as humanities and social sciences, visual arts, mathematics and science and languages.

Approval for these elective courses must be granted by the appropriate academic faculty. A minimum of six elective credits must be taken in the humanities and social sciences. The School of Architecture curriculum includes 32 credits of required coursework in general studies (non-professional coursework outside the discipline of architecture). In addition, students are required to complete 13 more credits of elective coursework outside the discipline of architecture, **for a total of 45 credits of general studies coursework.**

c) List of minors and concentrations students may elect to pursue for each accredited degree

Students in good academic standing with advance permission who complete a minimum of 15 upper-division credits in a specific field of liberal arts may qualify for a minor in that field of humanities and social sciences. Minors are offered and will be designated on student transcripts in the following fields: American Studies, Art History, Literature, History and Society. Since 2010, twenty-one (21) students have successfully completed the requirements for a minor with the Faculty of Humanities and Social Sciences.

d) List of minimum number of semester credit hours for each semester

Students are required to be registered for a minimum of 12 credits each semester. The average course load for a student entering as a freshman with no transfer credits in 16 – 18 credits each semester.

e) List of off-campus programs, description of facilities, length of stay, etc.

The School does not maintain any off-campus programs.

f) Other degree programs offered in the same administrative unit as the accredited architecture degree program

A Master of Architecture II post-professional degree program was launched in 2009 to extend the vision and intellectual rigor of the undergraduate program and allow for a further development of the school's re-eminent position in the education of architects. Open to students with a first professional degree in architecture (Bachelor of Architecture or Master of Architecture) accredited by the NAAB or an equivalent professional accrediting agency in another country, the Master of Architecture II is a three-semester design research degree program that serves professionals who wish to continue in practice with higher research and design skills, prepare individuals who wish to develop parallel careers in teaching, and/or provide an opportunity to engage in research toward an appropriate Ph.D. degree at another institution.

The Master of Architecture II program has graduated a total of 48 students since its inception. Students have been admitted to the program from throughout Europe, Asia, South America and the United States. Studio space for the Master of Architecture II program is on the third floor of the Foundation Building, along with all the undergraduate architecture students, fostering a strong spirit of exchange between the two programs.

Following two semesters of graduate design-research studios, pro-seminars and seminar coursework, each Master of Architecture II student will complete a thesis during his/her final semester of study; the final semester meets during the summer session. Graduate Thesis presentations are held during the first week of classes of the new academic year, and are open to all students and faculty of the school. The presentations are followed by a public exhibition of the work.

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Twelve students entering the program in fall 2015 have come to study at The Cooper Union from China, Columbia, India, Korea, Spain and Turkey. [View Master of Architecture II program and student work](#)

f) List of programs that use MOOC or other on-line learning units to deliver SPC-related content or to meet other institutional or program requirements in tandem with traditional onsite learning and what effect

There are no MOOC or other on-line learning units that deliver SPC-related content.

g) Description of progress for changing the title of any non-accredited post-professional degree that uses the degree title B.Arch, M.Arch, or D.Arch.

The school has noted the NAAB's requirement to change the title of this degree program. We are working with the New York State Education Department to explore other degree titles that will not require us to re-file the program as a "new" program.

II.3 Evaluation of Preparatory Education

a) Description of the policies regarding admission requirements and decisions

The following text reflects significant input from the Office of Admissions and Mitchell Lipton, Vice President of Enrollment Services and Dean of Admissions:

Admission to the School of Architecture is a multi-step process administered by the School of Architecture Admissions Committee and The Cooper Union's Admissions Office under the direction of the Vice President of Enrollment Services. The Admissions Office handles the processing of all applications and supporting materials and is also responsible for following up with student inquiries and incomplete applications along with receiving, storing and eventually returning studio tests for those applicants not offered admission.

Admissions decisions are made by the School of Architecture Admissions Committee, though the Admissions Office works closely with the committee throughout their deliberations to assist with questions about applicant records (e.g. interpreting a transcript or standardized score report). The Architecture Admissions Committee places a heavy emphasis on the work submitted as part of the Studio Test, which is reviewed each year by the Admissions Committee. The Committee also reviews the academic profile of the student (school record, standardized test scores, reference letters etc.) before selecting a candidate for admission.

The School of Architecture admits both freshman with no previous college, university or architectural training and transfer students who have had some previous college, university or architectural training. The outline of the process is as follows:

For high school graduates with no previous training applying for acceptance in the First Year:

A first part of the application is due by the second week in January;

Upon acknowledgement by the Admissions office, prospective students are required to submit the following materials within one week:

- Official High School transcript or GED certificate (required for all applicants)
- Any other college transcripts (sent directly from the college or university)

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- Recommendation letters (optional)
- SAT I or ACT scores (sent directly by the College Board and/or ACT)
- Applicants whose native language is not English and who have not graduated from a secondary school in a country with English as the official medium of instruction are required to take the Test of English as a Foreign Language (TOEFL) and submit official scores to the Office of Admissions.

All applicants who submit the required materials and whose applications are verified as complete are sent a Studio Test by e-mail in late January; applicants must complete and return the Studio Test by a published deadline, typically 4 weeks following the release of the Studio Test.

Upon receipt of the completed Studio Test, the Admissions Committee of the School of Architecture meets to review all submitted applications, deliberate and to make its decision regarding each applicant. The Committee completes its deliberations by the end of March; applicants are notified of the Committee's decision by early April.

For Transfer Applicants:

The School will consider applications for transfer from applicants who:

- have completed at least one year of an accredited architecture program elsewhere by June of the year for which they are applying;
- OR
- will hold a bachelor's degree or the equivalent in a discipline other than architecture
- OR
- have begun studies in a discipline related to architecture at the college level and may show an exceptional aptitude for architecture

Transfer applicants submit a first part of the application by the second week in January. Upon acknowledgement by the Admissions Office, prospective transfer students are required to the following materials by submit by 1 March:

- Official High School transcript or GED certificate (required for all applicants)
- Official college transcripts (sent directly from the college or university)
- Recommendation letters (optional)
- SAT I or ACT scores (sent directly by the College Board and/or ACT)
- Applicants whose native language is not English and who have not graduated from a secondary school in a country with English as the official medium of instruction are required to take the Test of English as a Foreign Language (TOEFL) and submit official scores to the Office of Admissions.

All applicants who submit the required materials and whose applications are verified as complete are sent a Studio Test by e-mail in late January; applicants must complete and return the Studio Test by a published deadline, typically 4 weeks following the release of the Studio Test. Applicants seeking advanced placement in the Design studio sequence must submit a portfolio in addition to the Studio test.

Upon receipt of the completed Studio Test, the Admissions Committee of the School of Architecture meets to review all submitted applications, deliberate and to make its decision regarding each applicant. The Committee completes its deliberations by the end of March; applicants are notified of the Committee's decision by early April. Transfer students may be placed in the first year design studio, Architectonics, and be required to complete the full 5-year design sequence.

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The Admissions Committee typically offers admission to 32-33 applicants (from high school or as transfer students into first year) to yield a freshman class of 30; the Committee will typically keep a wait-list of 3-4 applicants.

Transfer students are offered admission into a particular year of the design sequence by the Committee in consultation with the Office of the Dean of the School of Architecture regarding available places in the Design II through Design IV studios (see below). [View Admissions Materials](#)

b) Description of process by which preparatory or pre-professional education is evaluated for students admitted to the Program. Must include process for verifying general education credits, professional credits and, where appropriate, basis for advanced standing. These are to be documented in a student's admissions and advising record.

b.1) General Studies and Pre-Professional Education

As an undergraduate program, preparatory and pre-professional education is a vital and integral part of the curriculum. The Faculty of Humanities and Social Sciences has developed a 4-semester core curriculum and roster of elective offerings that distinguishes our professional Program as an intellectual and humanistic endeavor. The follow text is provided by William Germano, Dean of the Faculty of Humanities and Social Sciences:

All students at The Cooper Union, including Architecture students, are required to take the four-semester core sequence in the humanities and social sciences during their first two years of study. The core has several important features. First, it mixes students from Cooper's three schools, so that architecture students will study and learn with and among artists and engineers. Second, the core emphasizes written analysis, verbal expression and presentation, and critical engagement with important texts and concepts. With an emphasis on literature and history, but with a broad reach into philosophy and the social sciences, the HSS core is designed to situate the student within the larger conversation of humanistic inquiry and its relation to the world.

The HSS core and electives are designed to close the potential gap between professional training and the life skills – factual, interpretative, philosophical, aesthetic – and make a student of architecture both an architect and an “informed citizen” outfitted with humanistic and social tools for life.

The HSS core sequence follows this course: 1. HSS1 Freshman Seminar, in which the students read, study and write about literary texts (usually four works). A typical syllabus might include a Greek tragedy, a play by Shakespeare, a novel and poetry. Four papers are typical; the footprint for a three-credit HSS course at any level is twenty pages of finished written work per student. 2. HSS2 locates the student historically, covering the period from the early sixteenth century to the eve of the French Revolution. Texts studied typically include works by More, Machiavelli, Galileo, Locke, Franklin and Rousseau. With an emphasis on political philosophy, the course traces the development of ideas, forms and movements from the early Renaissance to the Enlightenment. The readings and class discussion further help the student develop language and concepts concerning the West's progress from “subject to citizen.” HSS3, the third core semester, which is focused on European history in a global context, covers the period from 1789 to 1989, introducing the student to major historical movements, changes, revolutions, figures, and events from the French Revolution to the fall of the Berlin Wall. The final core course is the capstone: HSS4 is an intensive research and study course in which each student selects among more than a dozen sections with different topics related to some aspect of modernity, and then pursues in-depth research on a specific question of the student's own devising.

The small HSS core faculty (full-time and proportional) is necessarily augmented by a large group of part-time faculty, many of whom have regularly taught in HSS for several years. Drawing upon the pool of outstanding scholars, researchers and curators in the New York City area, HSS offers small classes (electives capped at

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twenty, core courses at 18) that are taught without teaching assistants or graders. Our teachers teach, read, grade, discuss and meet with students.

HSS offers fifty or more elective courses in any given academic year. Elective choices change from year to year but typically range widely: Within a two-year window, a student might choose among courses in literature, philosophy, the ancient world, American politics, environmentalism, anthropology, economics, musicology, the history of photography, psychology, the contemporary Middle East, 21st century fiction, the history of technology, creative writing, game theory, the history of cinema, Native American studies, postmodernism, New York City and other urban environments, Shakespeare, queer theory, the Weimar era, comparative religion and a wide range of art historical subjects, from the arts of East Asia, Muslim India and pre-Colombian Peru to Chartres, Rembrandt and Jacques-Louis David, as well as the modern questions raised by surrealism, Fluxus, site-specific art, Picasso, the history of industrial design and the body in contemporary art practice.

There is a particular synergy at Cooper Union between The Irwin S. Chanin School of Architecture and the Faculty of Humanities and Social Sciences. Simply put, this is because architecture at Cooper is ambitious in the best ways, insisting that the architect is more than a technician, architecture more than a skill, and that everything of interest can be brought to bear on practice.

A particular advantage for students in Architecture is the HSS Minor, which has been in place for five years, offering architecture students the opportunity to focus their interest in humanities and social sciences and receive formal recognition for their efforts.

b.2) Credit or Waivers for Advanced Placement Courses, SAT II Scores

Students applying as freshmen may be eligible for credit, the opportunity to take a placement exam, or a waiver of the requirement for ARCH 103-104 Calculus and Analytic Geometry and/or PH 165-166 Physics under certain circumstances as defined by the relevant faculty and department. The Faculty of Humanities and Social Sciences does not offer credit or waivers for the HSS core for Advanced Placement classes.

b.3) Transfer Credit

The following information is included in the course catalog so that students accepted into the Program as transfer students can anticipate their graduation date:

When admitted, transfer students are offered admission into a specific year of the five-year design sequence. Placement in the design sequence is a condition of the offer of admission and not subject to further review or appeal. By accepting the offer of admission, the transfer student agrees to this placement and acknowledges his/her anticipated graduation date. There is no opportunity for transfer students to accelerate through the required design sequence. Placement in the design studio sequence is the only transfer credit evaluation made at the time of the offer of admission. Independent of the design studio placement, transfer students must fulfill all of their Bachelor of Architecture degree requirements either through transfer credit or by completing required and elective coursework at The Cooper Union. Transfer credit evaluation for required and/or elective coursework in the Bachelor of Architecture curriculum, other than the design studio, is the responsibility of the individual transfer student. Transfer students are required to have all other previous coursework individually evaluated for potential transfer credit. It may not be possible for transfer students to complete all academic coursework simultaneously with their design studio requirements. It will be necessary for the matriculating transfer student to successfully complete the design studio to which he or she is admitted, as well as all subsequent studios, as part of his or her degree requirements. The official academic transcript of a transfer student will be reviewed prior to the student's first registration. This review will determine what, if any, additional coursework may be eligible for transfer credit.

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The official academic transcript(s) of a transfer student's previous college or university work is reviewed by the School of Architecture Academic Administrator during the summer preceding this/her first registration to identify what, if any, previous coursework may be eligible for transfer credit. The student must then meet with the appropriate dean or faculty for *each course* for which transfer credit is sought so that (s)he can review the college/university transcript and *original course materials* provided by the student to determine transfer credit eligibility. The following materials must be provided for each course for which transfer credit is sought:

- a course description from the college catalog
- a course syllabus detailing weekly topics, course requirements and required and suggested readings
- any quizzes, exams, papers or projects that demonstrate the student's proficiency with the course topics

Transfer students are required to complete all transfer credit evaluation by the end of the fall semester.

c) The Program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. □

A student admitted to the Program with a baccalaureate degree or an associate degree would follow the same process for the evaluation of previously completed coursework as a transfer student. \

II. 4 Public Information

[View Public Information](#)

III.1.1 Annual Statistical Reports

[View Annual Statistical Reports](#)

III.1.2 Interim Progress Reports

[View Interim Progress Reports](#)

APR SECTION 4:

SUPPLEMENTAL MATERIAL

[View all of the following documents](#)

Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.

Studio Culture Policy

Self-Assessment Policies and Objectives

- School-wide Planning and Assessment Council
- The Cooper Union Senate
- Course Questionnaires: Lecture and Studio

Policies on Academic Integrity for students (e.g., cheating and plagiarism)

- The Cooper Union policy on Copyright and Code of Conduct
- School of Architecture policy on Academic Integrity
- School of Humanities and Social Sciences policy on Academic Integrity

Information resources policies including collection development

- Brief description of The Cooper Union Library
- The Cooper Union Library website
- The Cooper Archives
- The School of Architecture Archive

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

- The Cooper Union Non-Discrimination and Anti-Harassment Policies and Complaint Procedures
- Student Code of Conduct
- Faculty and Staff Handbooks

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

- The Cooper Union Federation of College Teachers (CUFCT)
- The Cooper Union Organization of Part-Time Faculty (CUOP)
- Faculty and Staff Handbooks
- Human Resources website

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

- The Cooper Union Federation of College Teachers (CUFCT)
- The Cooper Union Organization of Part-Time Faculty (CUOP)
- Faculty and Staff Handbooks
- Human Resources website