

**Parsons School of Design  
School of Constructed Environments**

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

**Master of Architecture [pre-professional degree + 90 Credits]  
Master of Architecture + Advanced Standing [pre-professional degree + 60 Credits]**

**Year of the Previous Visit:** 2010

**Current Term of Accreditation:** “Master of Architecture was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2016”

(source: NAAB letter to J. Robert Kerrey, President, Parsons the New School for Design, dated July 27th, 2010)

Submitted to: The National Architectural Accrediting Board  
Date: September 7th, 2015

**Program Administrator:**

Professor Andrew Bernheimer, AIA NCARB, Director  
25 East 13th Street  
New York NY 10003  
T. 212-229-8955 ext 3888  
email: [bernheia@newschool.edu](mailto:bernheia@newschool.edu)

**Chief Academic Officer of the academic unit:**

Joel Towers, Executive Dean, Parsons School of Design  
66 5th Avenue  
New York NY 10011  
212-229-8950 x4393  
email: [towersj@newschool.edu](mailto:towersj@newschool.edu)

**Chief administrator for the academic unit in which the program is located :**

Brian McGrath, Dean, School of Constructed Environments  
25 East 13th Street  
New York NY 10003  
T. 212-229-8955  
email: [mcgrath@newschool.edu](mailto:mcgrath@newschool.edu)

**Chief Academic Officer of the Institution:**

Tim Marshall, Provost and Chief Academic Officer, The New School  
66 West 12th Street  
New York NY 10011  
T. 212.229.8947  
email: [provost@newschool.edu](mailto:provost@newschool.edu)

**President of the Institution:**

David Van Zandt, President of The New School  
66 West 12th Street  
New York NY 10011  
email: [vanzandt@newschool.edu](mailto:vanzandt@newschool.edu)

**Individual submitting the Architecture Program Report:** Professor Andrew Bernheimer

**Name of individual to whom questions should be directed:**

Professor Andrew Bernheimer  
Parsons School of Design  
School of Constructed Environments  
25 East 13th Street  
New York NY 10003  
Phone: 212.229.8955 extension 3888  
Email: [bernheia@newschool.edu](mailto:bernheia@newschool.edu)

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### I.1.1 History and Mission

The Masters of Architecture benefits from the unique institutional contexts of The New School and Parsons School of Design. The New School is a private research university located in New York City. Founded in 1919 as a non-degree granting institution principally serving an adult population, The New School is both an atypical and essential part of the American and international higher education landscape. Beyond its origins as a school for nontraditional populations, in 1933 it provided a home for scholars fleeing fascism in interwar Europe. Also atypically, The New School grew through the acquisition of previously freestanding institutions, such as the Parsons School of Design and the Mannes College of Music. The university also has a history of being linked to progressive movements within and outside of higher education. Many students and faculty are drawn to the institution for its longstanding commitment to social justice and the public good.

Parsons has been a pioneer in art and design education since its inception, spearheading new movements and teaching methods that have propelled artists and designers creatively and politically. The renowned American Impressionist William Merritt Chase founded the school in 1896. It was a rebellious gesture: Chase led a small group of Progressives who seceded from the Art Students League of New York in search of more individualistic expression. In 1904, arts educator Frank Alvah Parsons joined the school and six years later became its sole director. Predicting art and design's inevitable link to industry, Parsons launched a series of groundbreaking programs, the first of their kind in the United States, including Interior Design in 1904. Recognizing his profound impact on American life, the school adopted Parsons' name in 1941. Parsons has long regarded its artists and designers as actively engaged citizens.

The New School's current president, David Van Zandt, succeeded Bob Kerrey in January 2011. In the ten years prior to Van Zandt's appointment, there were increases in student enrollment, full-time faculty, and the university endowment; the introduction of faculty tenure to all academic divisions including Parsons; and greater focus on campus facilities to improve administrative and academic functions and to provide students with additional space. In addition to growth, a key objective of Kerrey's tenure as president, was the creation of a university from a loose confederation of divisions. An enhanced Provost's Office with the appointment of Tim Marshall, former Dean of Parsons, was one major outcome in a shift toward the academic leadership having a greater voice within the university. Van Zandt is charged by the Board of Trustees with ensuring that The New School's reputation, academic quality, and financial structure remain strong. The president, along with the provost and deans, drafted a vision document to serve as the foundation for establishing academic priorities, to guide resource allocation, and to inform possible changes to the university's academic organization. The statement paid special attention to the university's role as a design led university in a dramatically changing landscape of national and global higher education.

Throughout 2011 and 2012, the vision statement was further developed and refined with broad input from students, faculty, academic and administrative leadership, and Trustees. The Board adopted the final mission and vision statements on May 16, 2013.

#### New School Mission:

*The New School prepares students to understand, contribute to, and succeed in a rapidly changing society, and thus make the world a better and more just place. We will ensure that our students develop both the skills a sound liberal arts education provides, and the competencies essential for success and leadership in the emerging creative economy. We will also lead in generating practical and theoretical knowledge that enables people to better understand our world and improve conditions for local and global communities.*

As part of the New School, Parsons' own vision aligns with shifts in the 21<sup>st</sup> century global economy, society, and environment, which animate our mission and our values. In the Fall of 2014, the Parsons Deans Council adopted the following mission and vision statement:

#### Parsons Mission:

*Parsons students are designers, artists, and scholars who learn to apply the transformative capacity of design responsibly, creatively, and purposefully. Our diverse community of students and faculty explores multiple sites and scales of engagement, from on-campus research initiatives to partnerships that bring about change in New York and in the world.*

Returning to the broader University level, Parsons' mission is folded upward, such that there is acknowledgement, reflected in the University Vision Statement, that we must embrace these principles and innovate to address shifts in the global economy, society, and environment that require individuals to grapple with complex problems, pursue more fluid and flexible career pathways, and collaboratively create change. Parsons' future will be shaped by the core values that have defined our past: curricular innovation, collaborative methods, pioneering uses of technology, and experimentation.

#### New School Vision:

*We are and will be a university where **design and social research drive approaches** to studying issues of our time, such as democracy, urbanization, technological change, economic empowerment, sustainability, migration, and globalization. We will be **the preeminent intellectual and creative center** for effective engagement in a world that increasingly demands better-designed objects, communication, systems, and organizations to meet social needs.*

#### **Program History and Mission**

Political upheaval and new social history in the late 1960s challenged several Parsons departments, especially Interior Design. Whereas that curriculum had emphasized middle-class and upscale homes, the program redirected students to work on more socially conscious projects, such as prisons, hospitals, and public housing. This redirection of design as both intellectual practice and social responsibility dedicated towards the built environment led to the renaming of the program to a BFA in Environmental Design, where professionally oriented interior design and pre-professional architectural design tracks were offered.

The Master of Architecture program was conceived by the faculty and leadership in the Environmental Design Department in the late 1980s. The program began teaching its first class of students in the fall of 1990 and graduated this class in the spring of 1993. In 1994 the program received its first 5-year accreditation by the National Architectural Accrediting Board (NAAB). Situated in the heart of a global metropolis, the program was established in a city undergoing rapid transformation in urban form, society and daily life due to structural changes in the world's economy. The program embraced an awakening of environmental consciousness as well as the emergence of civil rights struggles around race, gender, ethnicity and sexuality at the same time cities sprawled and became more socially divided. The 1990s saw the emergence of digital technologies, the end of the Cold War, neo-liberal globalization of the economy with its fast cycles of booms and busts and increasing wealth disparities, and greater evidence of the risks and vulnerability of cities in the face of climate change, made vividly present by Hurricane Sandy. The founding and current faculty share a belief that a professionally accredited graduate program in architecture would benefit from the unique institutional advantages of Parsons and The New School in New York at this crucial moment in human history.

In 1997 the Department of Environmental Design changed its name to the Department of Architecture to better reflect its commitment to professional education. The undergraduate curriculum was expanded to include two degree offerings: a BFA in Architectural Design and a BFA in Interior Design. In addition, the Master of Fine Arts in Lighting Design was founded in 1984 as a continuing education course, evolving into a full-time graduate program with an emphasis on day-lighting and architectural lighting, in 2004. In 1997 the M.Arch program initiated its pro-bono design-build studio (*The Design Workshop*), with a first project realized in 1998. A ground breaking MFA in

Interior Design program was established in 2005. In 2002 the Department's name was changed to The Department of Architecture, Interior and Lighting Design to reflect its commitment to a broad-based education in the built environment. In 2008 Parsons restructured several independent programs into a series of five schools, including the School of Art and Design History and Theory, School of Art, Media, and Technology, School of Constructed Environments: product, architecture, lighting and interior design, School of Design Strategies, and the School of Fashion.

The School of Constructed Environments includes programs in Architecture (M.Arch and a BFA in Architectural Design), Lighting Design (MFA), Interior Design (BFA, AAS, and MFA), and Product Design (BFA). There is also a Dual Degree program in Architecture and Lighting Design (M.Arch and MFALD) as well as a double major in Lighting Design and Interior Design (MFA). In the fall of 2015 the first cohort in an MFA program in Industrial Design will matriculate at SCE. In May, 2015, the following mission statement was drafted by the SCE faculty:

*Encompassing a unique confluence of design disciplines, the School of Constructed Environments nurtures and guides tomorrow's leaders in socially and environmentally sustainable, technologically innovative buildings, interiors, lighting, and products. In a time of unprecedented change, we foster the skills, values, and vision vital to creative thinking and the realization of a more integrated, equitable and delightful world.*

In the six years since the prior APR, there have been several notable milestones and events. In January 2012, Brooklyn-based practitioner Andrew Bernheimer was selected in an international search as full-time faculty and Director of the Master of Architecture program. Also that year, the first student in the M.Arch and MFA Lighting Design Dual Degree track graduated. In July, 2013, following an internal search, Professor Brian McGrath, architect, was named Dean of the School of Constructed Environments for a three year term. In 2015, Yolande Daniels of Studio SUMO is hired as Visiting Associate Professor of Architecture at SCE.

Numerous activities and initiatives bolster the M.Arch program's position and offer a benefit to the larger University through the dissemination of research or available cross-disciplinary participation within these activities. Some examples of these since the last accreditation visit include:

2011-15 - The M.Arch Design Workshop established a formal relationship with the New York City Department of Parks and Recreation, and the design-build studio embarked upon projects in landmarked Robert Moses public recreation facilities. In 2013 work was completed on the High Bridge facility, in 2014 work is completed in Sunset Park, Brooklyn, and the 2015 studio began construction on the 103rd Street Field House in Riverside Park, Manhattan.

2011 - The M.Arch program led an interdisciplinary team called Empowerhouse with the goal of changing the way Habitat for Humanity approached housing. The team used the 2011 Solar Decathlon as the catalyst for this project and was comprised of graduate and undergraduate students from architecture, interior design, lighting, fashion, product design, communication design, and design and technology, New School management and urban policy students as well as engineering students and faculty from Stevens Institute of Technology. The *Empowerhouse* team worked in partnership with the D.C. Department of Housing and Community Development, Groundwork Anacostia, and Habitat for Humanity of Washington, D.C., a volunteer-led organization that works to build affordable, energy- and resource-efficient homes for people in need. <http://parsit.parsons.edu/>. Empowerhouse won the affordability competition in the Solar Decathlon and then moved the building to become the first certified Passive House in Washington, DC, becoming in the process a model for the way in which Habitat for Humanity approaches the design and construction of their houses.

2013 - Visiting Professor Bjarke Ingels taught in the M.Arch program. His students participate in BIG's winning "Rebuild By Design" response (the "Big U") to Superstorm Sandy. <http://www.rebuildbydesign.org/project/big-team-final-proposal/>

2014 – SCE faculty and students begin Building Product Ecosystem collaboration with the Durst Organization and City University of New York ([www.buildingproductecosystems.org](http://www.buildingproductecosystems.org))

2015 - M.Arch students, together with undergraduate and graduate students selected from across all SCE programs, are invited by First Lady Michelle Obama to take part in the first ever White House Fashion Education Workshop. Sixteen students spent two weeks conceiving and building an installation in the White House East Room as the backdrop for events and announcements related to the Workshop.

SCE has a robust series of public programs; these programs are structured to engage disciplines beyond architecture and to catalyze discussion with members of the New School and outside guests. Such programs have included discussions on mass timber innovation and sustainable building practices by architect Alan Organschi of Yale and London-based practitioner Andrew Waugh; lectures and discussions on healthy building materials and practices, amongst others. Two international conferences on Feminism and Architecture were hosted at SCE in 2014 and 2015. The calendar schedule of the SCE Public Programs and related SCE-sanctioned events in the New York area is typically displayed on the SCE website, and posters and frequent mailings disseminate information about events on an ongoing basis. A full listing is also contained in the Dropbox contents in APR Section 4 - Supplemental Information.

Students recently established a faculty-supported, student-edited research journal entitled *container*, available both in print and in online format (<http://sce.parsons.edu/container/>). Parsons-sponsored and authored books published since the prior accreditation period have included works documenting the M.Arch thesis studio ("Lo-Cal City, 2011"), two M.Arch housing studios ("Housing: South Bronx", 2012, and "NYCHA REDUX, 2014), along with widely distributed research on mass timber construction ("[Timber in the City](#)", ORO Editions, 2015, edited by Professor Andrew Bernheimer). This disseminated research communicates issues that involve public policy, planning, ethnography, as well as those related to design and physical implementation, thus connecting SCE to the greater population at the New School.

Parsons and SCE have also provided funding for student travel to support research related to professional conferences furthering student connection to practice, site visits for potential thesis research, and international collaborative design work in formal collaborative educational programs in China, Italy, Cambodia, Haiti, as well as student-driven travel within North America and abroad. Through the *Living Arts City* initiative, three cohorts of Parsons students have participated in community workshops with residents facing eviction in Phnom Penh, Cambodia, and SCE served as the academic host for Cambodian architects and artists in the *Season of Cambodia* arts festival in Spring 2013.

The Master of Architecture program, in concert with the three other Masters Programs, three undergraduate, and one Associate of Applied Science degree housed at the School of Constructed Environments, engages the particular people, places, and cultural conditions aligned with the design and social research approaches of The New School. Our students are afforded intra-institutional opportunities (cross-university electives, New School symposia and lectures, use of the Sheila Johnson Design Center and Galleries) which expand the realm of education. SCE's own institutional position is that the design of the built environment is a catalyst for beneficial societal transformation, and thus aligns the M.Arch program with The New School Mission and Vision statements for effective engagement in a world that increasingly demands better-designed environments. Our pedagogy has further professional benefit for our students as they move into practice; skills in multi-sectoral interchange is crucial within the contemporary practice of architecture.

The mission of the Master of Architecture Program is to integrate a NAAB accredited education delivering the creative and technical skills necessary to practice the profession of architecture, with the intellectual capacity to incorporate rigorous evaluation of cultural, material, and environmental conditions and contexts. This density and diversity of both The New School and New York City is the primary characteristic of our pedagogical context, and thus as faculty and students we engage a vibrant community of scholars and practitioners in the field of architecture



as well as those in complementary and allied disciplines. We teach our students to employ creative empiricism, by which an established skill set and knowledge base will catalyze creative improvements in the built environment. In a broadening field, and in an institution that values diverse disciplinary inquiry, we teach architecture with the goal that designed systems must be executable. And, they must also improve and dignify the lives of the people who, as a collective, make our city and world robust, distinct, and vital.

Our program engages architecture, environmental, and urban concepts through a rigorous curriculum that begins and ends with a commitment to the social challenges of design. Throughout this educational program we encourage awareness and embrace the expansive, interdisciplinary nature of architecture. We require knowledge of tectonic and material methodologies. Study of precedent and a firm historical vocabulary establish the lineage of our built environment and provide object lessons in the successes and failures of the building systems that have formed contemporary society, providing disciplinary context. Foundations in environmental, construction and structural technology support an awareness of infrastructural, natural, and sustainable systems and how architecture is impacted by or affects these systems. Studios taught by a diversely talented practicing faculty, including the long-standing Design Workshop exposes students to the practical ramifications of architectural thought. We teach digital and analog representation in order that the individualized conveyance of architectural concepts is clear and concise; good ideas can be obscured without an ability to communicate vision with clarity.

At SCE design, history, technology, theory, and representation are taught integratively to encourage the gathering of cultural and environmental knowledge from across the University's divisional boundaries, and within the even more diverse urban ecosystem of the Northeast region. Parsons' course of study focuses on and engages with critical contemporary issues, prioritizes humanity and culture in designing systems and environments to improve the human condition, an approach that draws on design thinking and the liberal, creative, and performing arts. We place project-based learning at the center of the educational experience (of which the Design Workshop is a prime example) and take full advantage of our New York City location and connectivity to global urban centers.

### **I.1.2 Learning Culture**

The Master of Architecture program offers a learning culture promoting intellectual rigor, systems thinking, sustainable practices and social consciousness, centered on design studios where theoretical, technical and skills-based courses are integrated. We charge our students, who often choose Parsons based on our social and environmentally-centered architectural education, to engage with and embrace a wealth of learning and life experiences, in order that when they graduate and enter practice they are fully prepared for the diverse, complex, and often difficult environments of the real world. Often these specific tasks or experiences appear oppositional, yet they must always be viewed as complementary and informative, providing richness to each individual student. They include, at the very least: authorship and individuality, multi-disciplinary collaboration; social engagement and community building as well as the ethical practice of architecture. As these aspects of architecture are constantly evolving, we also re-assess our own culture, and this is detailed more substantially in Section I.1.6A.

The SCE Studio Culture Policy, included in Section 4 - Supplemental Materials, was researched, written, presented, revised and newly ratified in 2015 by the SCE Student Council, consisting of representatives from each year of each program, working with the School Leadership Committee (SLC). The Studio Culture Policy reflects the shared stewardship of community cohesion and the environmental practice through the reduction of waste, efficient use of materials, universal accessibility, and the creation of a safe, respectful and productive learning environment. Per the 2015 Conditions for Accreditation this policy is included in all syllabi and is also be distributed electronically to all students at the inception of each academic year. Studio faculty discuss the culture policy at the onset of each semester, and establish the context of this policy as it relates to university facilities, our studio environment and our broader community of learning. The policy is reviewed annually as part of the responsibilities of the Student Council and the School Leadership Committee. Any changes to the culture policy are reviewed by both the Council and SLC, working with the students to refine, revise, and ultimately ratify any changes.

The New School Office of Student Rights and Responsibilities ensures that all students have positive experiences in an environment conducive to harmonious living and learning. The university has both a [Director of Student Rights and Responsibilities](#) as well as [an Assistant Vice President for Student Life](#). Students are responsible for maintaining principles of fairness, civility, and tolerance of diversity in your dealings with others. Students are required to make themselves familiar with the Student Code of Conduct which is based on these principles and is intended to guide all members of our community—students, faculty, and administrators—and foster their intellectual, artistic, cultural, and social development.

### I.1.3 Social Equity

The New School has maintained its reputation at the forefront of progressive institutions of higher education for nearly a century. A number of new initiatives have been undertaken over the last 30 years that support social justice and diversity for students, faculty, and staff. In July 2009, the Provost proposed that a working group be formed to: *Conduct an environmental scan of the programs, services and support structures at The New School that currently serve the needs of students of color (SOC) and lesbian, gay, bisexual, transgender and queer (LGBTQ) students, then provide recommendations on promising co-curricular, programmatic models and structures that might be modified and strengthened to more effectively support these students at The New School.*

The ensuing report, entitled [Desegregating Diversity](#) resulted in the formation of a Social Justice Committee (SJC), comprised of students, faculty, and staff, to identify areas and issues that require improvement in terms of diversity and the capacity of all constituents to be equally “at home” at The New School. One initiative achieved in an effort to build an inclusive campus culture was the adoption of the Policy for Transgender Student Identification; this policy is a part of a larger effort at the university to reflect a better understanding of gender identity.

The New School has housed the Arthur O. Eve Higher Education Opportunity Program (HEOP) since 1976. Its primary objective is to help provide a range of services to New York State residents to succeed in college, regardless of deficits in prior learning. The program has held fast to the ideal that a rich, challenging, and comprehensive education should be available to students from all socioeconomic backgrounds. Retention rates among students in the HEOP program are carefully monitored and reported to New York State Education Department and are published in The New School Fact Book.

The New School’s policies and procedures prohibiting discriminatory treatment provide avenues for redress to any member of the university community who believe they have experienced treatment that falls below the university’s ideals. Simultaneously, where the university is aware of conduct that it believes violates its standards for integrity and tolerance, it can take myriad actions, including the imposition of discipline. All disciplinary procedures, whether relating to faculty, student, or staff, have attendant grievance procedures.

The university’s commitment to recruiting and maintaining a diverse faculty and staff is evident in its Affirmative Action Plan, which examines and identifies steps to be taken to rectify underrepresentation among employees and to focus on ensuring that its hiring efforts include the broadest possible outreach to a diverse pool of qualified candidates. The focus of that commitment has grown to include recruitment and support of students from culturally and socioeconomically diverse backgrounds. It is understood that continuing to recruit and retain students from diverse socioeconomic backgrounds is a core characteristic of the university’s commitment to social justice.

Diversity of faculty by gender, race, and ethnicity has remained largely unchanged in recent years. However, according to a 2010 Diversity Benchmark Study, The New School faculty is more diverse than the majority of its peer schools as measured by percentages of faculty of color and international faculty. The share of female faculty has been steady at just below 50 percent of both FTF and PTF. In terms of race and ethnicity, in its reporting, the university distinguishes between U.S. citizens and international faculty, with international faculty not included in calculations of race and ethnicity. The New School has a relatively high percentage of international FTF, at 9.7 percent in 2012, which has not significantly changed since 2006. In 2012, minority U.S. instructors comprised 16.2

percent of all FTF, which is a decline from 20.9 percent in 2006 (although the absolute number increased from 60 to 70). The percentage of minority PTF rose from 14.2 percent in 2006 to 16.3 percent in 2012.

To ensure that all searches are conducted in a uniform and equitable manner, the Provost's Office has produced a packet titled "FTF Search and Hiring Guidelines" for distribution to the chairs and members of search committees, as well as to deans and other relevant parties. The current guidelines (which were last revised in September 2013) include step-by-step instructions on the search and hiring processes, from requesting a search, to making an offer, to drafting an appointment letter. Search committee responsibilities are clearly articulated and stress the importance of attracting and considering a diverse pool of applicants. Search committee chairs are required to include "information regarding the ethnic, racial, and gender makeup of the initial applicant pool, the semifinalist pool and the final pool" in final reports submitted to the appropriate dean, and must include a paragraph describing their efforts to increase diversity.

In 2011, 27 percent of undergraduates who entered a four-year program were Pell grant recipients. Moreover, in 2012, 74 percent of all undergraduates received some form of financial aid. Maintaining this level of financial support in the context of the current economic climate has not been without its challenges.

Parsons enrolls a highly international student body and maintains the distinction of having one of the most international student bodies in the country, with 41% of its undergraduate population and 37% of its graduate population coming from outside the U.S. in 2012. Student funding, particularly for graduate students, remains a concern at Parsons. Parsons has established various scholarships dedicated to low-income and first-generation college students, including the Sheila Johnson Diversity Scholarship and the Diane Von Furstenberg Scholarship; and the growth of the Parsons Scholars Program into a robust program supporting New York City public school students interested in art and design study. The Parsons Scholars program recruits students during the fall of their sophomore year of high school from every public high school in New York City. Admitted students follow a rigorous three-year sequence beginning in the spring of sophomore year. The program now welcomes a new class of approximately 25 Scholars annually. Nearly 90% of Scholars have completed the program and over 90% have gone on to college; the majority are the first in their families to do so.

Parsons continues to address challenges in diversifying our student population. One way in which we are looking to promote greater student diversity is by providing students with financial support through diverse areas of our institution and community. In the future, scholarship giving will be integrated into our major fundraising campaigns, including those for the Making Center and Design Lab. We will also continue to pursue endowed scholarships, coordinate fundraising events, and further refine our network with alumni and parents to foster support. As part of the program's specific annual review process the University's diversity statement and policy is announced to the formal review committee, with the goal of a diverse cohort of incoming students paramount.

The School of Constructed Environments has undertaken a major diversity and inclusion initiative, which began in Fall 2013. Together with the Architectural League of New York, SCE hosted an inaugural *Feminism and Architecture* symposium with a keynote lecture from Susana Torre, founding Chair of the Architecture Program at Parsons and author and curator of *Women in American Architecture* (1978). At a closed roundtable, SCE committed to host three additional symposia, beginning with *Women, Architecture and Academia* in Spring, 2015. In Fall 2014, the symposium resulted in a series of equity action items which have been approved by the SCE faculty. Yolande Daniels was appointed Visiting Professor of Architecture in spring 2015, with a charge to develop curricular initiatives and public programs related to design and diversity. Professor Daniels will host a six-part debate on diversity over the 2015-16 academic year.

#### **I.1.4 - Defining Perspectives**

##### *Collaboration and Leadership*

Students enter the M. arch program with the challenge to engage architectural education comprehensively at numerous scales and collaboratively across disciplines. From the first semester, they explore the depth and breadth of community, the multi-sector complexity of place, and friction and difficulty of the public act of building. We therefore teach at the scales of the individual, community, society and environment, and impress upon our students throughout their time in the program that they must constantly create connections between such scales of thinking and actors in making. In addition to many opportunities to study and design as individuals, they gain confidence in their own voice in the processes of making architecture, they also come to grips with an essential characteristic of contemporary practice: interdisciplinary collaboration. Our students are integrally involved in projects which catalyze a sense of social responsibility; as a school in a dense urban environment fraught with extreme wealth disparity, we present design challenges to students which intend to inform their role as ethical practitioners whose work is directed towards building resilient, responsible, long-lasting architecture.

Our students work in collaboration with graduate students in other programs at SCE, from the first year onward. They begin with both foundational methods of Representation and Spatial Analysis 1 (PGAR 5013), a class in which first year students in graduate Architecture Interior and Lighting learn together in workshops, and then join in critical dialogue to discuss how the multiplicity of representational techniques inform each discipline. Our housing studio (PGAR 5002) focuses on social housing, worker's housing, and the New York City Housing Authority. Working as teams on building design projects, students have designed dignified and aspirational interventions, adapting one of the city's largest land and building assets. In our signature Design Workshop (PGAR 5202), students and faculty have worked directly with the New York City Department of Parks and Recreation on transforming three public recreation spaces that will affect the lives of thousands of city residents over the coming years. Students collaboratively design and execute a built project of significant impact, shepherding it through client meetings, city agencies, and construction itself. Collaborative learning is extended in a series of cross-disciplinary studios, including our Allied Studio (PGAR 5201), where students teams from all three graduate programs work with faculty from each discipline. In our final studio, Thesis (PGAR 5402), students critique each other's work. Competition is productive, and a sense of community responsibility to our differing disciplines is established during one's formative years.

### *Design*

Our curriculum is structured to build students' design vocabulary, empowering them to narrate and document architectural projects in increasingly complex fashion. Parsons students graduate with a finely tuned sense of the role architecture plays in the wider social and ecological realm. As demonstrated by the course descriptions in this section, this value permeates the entire M.Arch curriculum. Additionally, the studios and lectures tap into a cross-section of economically, culturally and environmentally diverse neighborhoods. In this regard, the project locations, programs, and lectures reveal an explicit educational agenda that prioritizes diversity and embeds an understanding of the connections and relevance of local and global interests.

Within the program, the three-year, six-studio sequence commences with foundational work in form-making, material studies, composition, and spatial reasoning. A transition to more pragmatically oriented building design work happens rapidly. Foundational Studio I (PGAR 5001) is accompanied by Representation and Spatial Analysis 1 (PGAR 5013); this course introduces students to orthographic, axonometric and perspective drawing techniques, builds both physical and virtual model-making skills, while also engaging in a cross-disciplinary pedagogy. Studio II (Housing, PGAR 5002) addresses issues of community, public and private space; diverse populations and their respective patterns of living; and the impact of architecture on urban life; the studio examines precedent within a process that recognizes the importance of responsible adaptation of the city's building stock.

Studio III (Natural Systems, PGAR 5201) stresses the integration of built and natural resources in design thinking. Supported by a second semester in the Environmental Technology (PSCE 5310) and a first semester in the structures (PGAR 5213) sequence, this studio engages the critical issues of energy, light, water, and their relation to the production of architecture as they relate to environment, infrastructure, and urban systems. Studio IV (The Design Workshop or Comprehensive Studio (PGAR 5202) both focus on the production of architecture via

small-scale works of civic significance. Both studios engage practice and result in the production of construction documents. In the case of The Design Workshop, this work is executed on behalf of the public and as a pro-bono service, teaching students about civic engagement and the responsible architectural practice. A second Construction Technology course (PGAR 5224) and the second Structures (PGAR 5214) class augment these studios in this semester.

The final year of the M.Arch program expands the focus on the city. Studio V (PGAR 5401) invites a prominent practitioner to lead a studio with the directive that larger urban issues are brought to bear on current discussions about the city, the environment, and architecture. Faculty teaching in this studio over the past several years has included Jing Liu of SO-IL, David J. Lewis of LTL, Walter Meyer and Jennifer Bolstad of Local Office Landscape, and Bjarke Ingels of BIG. Recent social and environmental conditions of the global city is established through Theory of Urban Forum (PGAR 5513), which serves as a lead-in to the culminating Studio VI (Thesis, PGAR 5402). In this studio, students work toward the development of a project that encompasses the social and environmental issues facing the contemporary city. Students' thesis projects take very seriously the multi-faceted forces and actors that affect the contemporary built environment. Professional Practice (PGAR 5523), the last required seminar course in the M.Arch curriculum, runs concurrently with the Thesis Studio. These two courses, Thesis Studio and Professional Practice, exemplify the marriage of pragmatism and speculation, as they address the concerns of society and culture that the program espouses.

### *Professional Opportunity*

Preparing students for licensure, the M.Arch program supports professional opportunity through core learning content as well as supplemental extracurricular information. Faculty, the majority of whom are practitioners, engage coursework that presents prevailing knowledge on architectural topics, and introduce students to nascent technologies in representation, construction, and the environment. The course sequence folds in the complexities and responsibilities of practicing architecture within a number of studio projects. The early initiation of a technical sequence parallels the environmental, theoretical, and historical foundation. Studios grow in complexity and relate more strictly to the models of project-based practice. New York-based practitioners discuss and teach about current issues at the forefront of public discussion in the region..

Our Internship Development Program Coordinator is architect Mark Gardner, AIA LEED AP, Vice President of NYCOPA, the New York Chapter of the National Organization of Minority Architects (NOMA), and Co-Chair of the AIANY Diversity and Inclusion Committee. The IDP Coordinator is available to all M.Arch students to discuss licensure and facilitate interaction with both NCARB as well as the New York State Education Board. The IDP coordinator schedules annual visits from NCARB, most recently in the spring of 2015. These visits provide paths to licensure, allow students to ask questions of the registration board, and provide a springboard for knowledge about practice.

The *Professional Practice* course (PGAR 5523), taken in the final year of the M.Arch program, introduces students to the practice of architecture, focusing on professional conduct, contractual and legal issues, ethics, and social responsibility. Matters relating to the Intern Development Program and continuing education are explained in this course in order to prepare students for employment after graduation and licensure after their internship. In this class, distinguished practitioners present their practices, building case studies, and discuss professional issues with the students. Our diverse faculty of practitioners distinguishes the program at SCE; many are at the forefront of architectural practice in New York.

In Fall of 2014 SCE received an NCARB Award for "Innovative Architecture Curricula that Integrate Education and Practice" to fund "Student-Practitioner Partnerships in Building Performance Evaluation." As we are moving beyond the promise of prediction to the reality of measured performance, we are educating students with the necessary skills using the proper tools. Together with local architects and developers, the project trains architecture students to assess actual building performance, bridging the divide between design intent and results.

(<http://www.ncarb.org/News-and-Events/News/2014/11-NCARBAward.aspx#sthash.jLzBndeU.dpuf>)

SCE maintains membership in the Architectural League of New York for all students. The League is a leading cultural institution in New York and presents lecture series, office visits, symposia, and provides scholarship opportunities for students as well as professionals. Students have free access to the majority of League programming. ([www.archleague.org](http://www.archleague.org))

Pass rates for M.Arch degree recipients from the School of Constructed Environments can be viewed at the NCARB website at the following URL: <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

### *Stewardship of the Environment*

The Parsons' curriculum encourages a strong sense of personal responsibility for the impact of human activity on our urban and global ecosystems. Foundational classes in the first three semesters establish the expectations of the program: two semesters of Environmental Technology (PSCE 5300 and PSCE 5310) along with studios focusing on dense urban housing (PGAR 5002) and a third semester studio (PGAR 5201) focusing on natural systems (light and energy, air, water) and interdisciplinary collaboration. The latter half of the curricular sequence is bolstered by comprehensive work in the fourth semester Design Workshop and Comprehensive Studios (PGAR 5202) which require thoughtful assessment of building systems. The fifth semester Urban Studio (PGAR 5401) has resulted in collaboration on the "Rebuild by Design" competition and explorations of coastal resilience in the Rockaways, one of the areas hardest hit in 2012 by Superstorm Sandy. In the sixth semester a great many thesis topics specifically address public space and natural resources. The Professional Practice seminar (PGAR 5523) further informs students' knowledge of legal and ethical responsibilities towards the environment as they transition into the workforce. While students learn to assess program, performance, and design structures that offer responsible solutions a recent assessment of our curriculum has led to additional opportunities to design adaptive architecture, re-assessing the performance of extant structures and reusing them to more responsible effect. In the context of New York, in which much of what architects execute must be a form of smart adaptation, our students are also learning to take advantage of functioning (though perhaps not optimally so) building infrastructure.

Extracurricular programs similarly reinforce this ethos. SCE worked with the Association of Collegiate Schools of Architecture (ACSA) on the "[Timber in the City](#)" competition in 2012-2013 and will be coordinating [a second competition](#) in 2015-2016. The first resulted in a book by the same name, edited by Director Andrew Bernheimer (<http://www.oroeditions.com/book/timber-city/>). Studios focusing on the positive impact of timber construction have been run over the past three academic years, exploring the possibilities of large-scale urban manufacturing, code-related innovations, and environmental impact of such technologies.

Parsons and SCE with the Durst Organization and the City University of New York are founding partners in the "Building Product Ecosystems" initiative (<http://www.buildingproductecosystems.org/>), investigating healthy materials in major construction industries. Master of Architecture Faculty are also affiliated with the Tishman Environment and Design Center (TEDC), with research support offered to those working within this initiative. TEDC's mission supports "a...vision to address the increasingly urgent need to integrate design and environment to confront climate change and its impacts on social justice; to foster efforts that enhance urban resilience; and to provide New School faculty, students, and staff opportunities for interdisciplinary research, teaching, practice, and environmental citizenship at a new level of intensity and on a wider range of issues." (<http://www.newschool.edu/tishman-center/>)

Adjacent to SCE studio space is the Light and Energy Lab. This room is a dedicated space for the testing, understanding and manipulation of electric and daylight systems. While originally serving the MFA in Lighting Design program, the lab has been expanded to include building energy performance testing equipment to become a critical space for understanding the impact of light and energy on architecture. In addition to a wide array of the latest fixtures and lamps for understanding and experimenting with electric light systems, the facilities of this room include a heliodon to study direct sunlight conditions, a diffuse sky simulator and energy performance monitoring equipment.

A summary of the University Center's sustainable building systems can be found at <http://www.newschool.edu/university-center/sustainability/>. Students are also encouraged to be shepherds of their own environment, the aforementioned studio culture policy advocates for the strict reduction of waste and a sensitivity towards maintaining a productive, collegial, and healthy work space.

### *Community and Social Responsibility*

Our curriculum presents social engagement and the ethical role of the architect as a primary aspect of the learning experience and of eventual practice. Our curriculum is both proactive and responsive; programs for studios are refined and re-situated regularly to introduce issues that are at the forefront of either popular or civic initiatives. Community and social engagement are integrated across the entire curriculum. The first studio (PGAR 5001) integrates current social issues pertinent to ongoing cultural issues in New York; the second studio engages worker's housing and adaption of NYCHA land and building assets, (PGAR 5002), This has led to a formal agreement and ongoing, on-site research by M.Arch students in partnership with NYCHA; Our Environmental Technology sequence (PSCE 5300 and PSCE 5310), prompts investigations and activism into the impact of design and construction on our natural resources. Our second year Design Workshop studio (PGAR 5202) is a design/build partnership with the New York City Parks and Recreation Department. This partnership provides the Parks Department with design talent and additional means to improve important public facilities while providing a rich learning experience for our students. Students work with Parks and other relevant public agencies such as the Landmarks Preservation Commission and the Department of Buildings along with relevant community groups to design and execute a work of civic architecture. Third year studios (PGAR 5401) focus on urban issues; recent studios have brought students into numerous communities to address the aftermath of Superstorm Sandy in places such as Manhattan, the Rockaways, and other coastal locations. Case studies are presented in the sixth semester Professional Practice course (PGAR 5523) which explain to students the opportunities and responsibilities required once one enters the profession.

Some examples of student engagement in civic projects external to our studio sequence (yet sponsored or supported by Parsons) over the past three years include:

- Our students are currently working in collaboration with faculty to as part of the NextGen NYCHA initiative. This program is formulating a strategic plan "to create safe, clean and connected communities" for some of New York City's most in-need populations. Master of Architecture students will perform site surveys and existing conditions documentation to assist NYCHA in assessing new opportunities for potential commercial and community uses for these spaces.
- Master of Architecture students traveled to Phnom Penh to participate in the "Genealogy of Bassac" project, collecting oral histories about the White Building (an iconic modern structure at risk of demolition) and its neighborhood, and documenting architectural changes in the Tonle Bassac area from the 1920s to the present. The project addressed three key components architecture: the building's original structure, how the building has been adapted to its present use and how the building interacts with its environment.
- SCE participates in New York City's Department of Transportation's (DOT) Street Seats Program. Each spring, students design and build a new iteration of a seasonal outdoor seating area located in curb parking spaces adjacent to University properties. During the summer of 2015, students presented their proposal to the University's Design and Construction Office and University Facilities Committee, and after gaining approval the design was presented to DOT and the Greenwich Village Community Board. The project is a temporary public space that engages the entire University community in observing the impact of the project on the public life of the street.

### **I.1.5 - Long Range Planning**

Our objectives for student learning are drawn from the perspectives of our faculty and of the requirements for accreditation. We engage in ongoing critique of our own teachings from a number of positions based on collaborative, real-time assessment of studio and seminar work. Prior to the start of each semester, faculty meet with the program director, who then adjusts the curriculum with input from students, faculty, SCE leadership and School Curriculum Committee (see section I.1.6A and I.1.6B for additional information on assessment and curricular processes).. Our faculty is rich in forward-thinking practitioners, so long-range planning is impacted by the evolving



trends that our teachers see in practice and within the community of architects and allied disciplines in our city and our region. An external Advisory Board for the M.Arch program offers further, external perspectives, on the trends in practice and pedagogy, and their feedback is part of our ongoing self-assessment relative to long-term planning for the program.

SCE faculty collectively developed a strategic plan in concert with Parsons and New School Strategic Planning efforts beginning in Fall 2013. The SCE faculty responded to the call for reshaping the university within existing physical and fiscal constraints by stabilizing undergraduate programs, but developing new graduate programs in Industrial Design, Landscape Architecture, and a Masters of Professional Studies in Sustainable Systems. Undergraduate studios will be better integrated in a shared table studio model, and graduate studios will expand with the creation of a new School Hub and the adapting of existing office space to the enlargement of graduate studios. Our current M. arch population, including those on exchange from other institutions, stands at approximately 90. The M.Arch program specifically will continue to target approximately 20-22 students per year, with an additional 4-6 students entering in the M.Arch/MFA Lighting Design program, for a total of approximately 24-28 students studying within the program at any given point in the three-year sequence. As reduced numbers in applications have necessitated more intense recruitment, deeper financial considerations for scholarships to incoming students the University has also been necessary.

Long range planning and identification of principal student learning objectives is derived from a number of sources, including discussion between teaching faculty, both part-time and full-time, as well as financial data from the Parsons Dean's Office and historical data from the Graduate Admissions Office. Strong service initiatives at SCE require dedicated participation by all full-time faculty on a host of school committees, all of which participate in defining near and long-term goals for learning, research-driven initiatives, extracurricular programs, and the use of our physical resources. Additionally, student course evaluations provide quantitative and qualitative data on the effectiveness of individual courses and the curriculum as a whole. Experimental curricular initiatives such as the multi-disciplinary Analysis and Spatial Reasoning course and the Allied studio have been adjusted to reflect the input of teaching faculty as well as in response to student course evaluation. Our thesis preparation and thesis studio faculty meet regularly to continually refine the capstone studio of the program.

At Parsons, communication between the School leadership and the Division is critical to ensure alignment of long-range planning. Toward that end, SCE holds regular all-faculty and full-time faculty meetings as well as Annual full-time faculty retreats to engage the entire community in long-range planning. Additionally, the Executive Dean and the Associate Dean for Planning both make visits to the SLC weekly meetings each semester, to discuss ongoing enrollment, target cohort sizes, new and ongoing school initiatives, the facilitation of cross-disciplinary study and collaborative studio work requiring distinct physical resources, and future financial and physical plant needs and requests with respect to ongoing curricular development as well as extra-curricular opportunities for students and faculty alike. The M.Arch Advisory Board, detailed in Section I.1.6A, provides outside perspective and vision for long-range plans for the program.

As physical space is constrained by the location of Parsons in a dense urban center, and pertaining to the critical necessity for intelligent, efficient use of the University's limited physical resources, a Strategic Plan of Parsons' physical resources was completed by the New York City architectural firm Marble Fairbanks in 2013 (this plan is contained in Section 4 - Supplemental Materials). Following the recommendations of this Strategic Plan, Parsons has begun construction of the Making Center, a University-wide resource containing fabrication spaces with leading technologies, project rooms, open/communal work areas. The Making Center will be completed during the Spring 2016 semester. The Strategic Plan also called for the establishment of School Administrative Hubs, and the SCE Hub is currently in Design Development by the architecture firm Rice+Lipka (plans for this space is also contained in Section 4 - Supplemental Materials). Construction of the hub is planned for the Summer and Fall of 2016, and completion is targeted for early 2017. The School Hub, located at 2 West 13th Street, will contain the Dean's office, offices for full-time and part-time faculty, offices for the Directors of all programs at SCE, and additional gallery and studio space for students. This hub will allow space currently utilized at 25 East 13th to be utilized for additional

classrooms and project review spaces. In the meantime access to greatly improved and expanded physical resources at the University has been extremely beneficial for the students and faculty.

We cultivate a diverse student population through our admissions process, looking ahead at least four years in the interest of creating student cohorts made up of those candidates who express, whether through the strength of their portfolio, through eloquent personal statements, or prior professional experience, a sense of community, responsibility, and a commitment to bettering the physical and natural environments through good design. We search out those who can be good collaborators as well as independent and strong leaders. We populate our school with students who, at the outset of their education, already have a sense of the social responsibility of design professionals.

We continually assess our course sequence and pedagogical methods such that the opportunity for solving complex design problems is best facilitated. This involves discussion and review of the tools and technology within the classroom, so that the program anticipates new means and methods requiring additional costs or infrastructural needs. We also continually assess and upgrade our current technologies. These technological assets are imperative to the process of communicating design ideas and allowing students the most creative freedom. Leadership and faculty engage in ongoing discussion about future resources coming on-line within Parsons, (e.g. our soon-to-be-completed Making Center), to determine in advance how faculty and students can best engage with these new resources to bolster course content and learning.

Our school leadership, faculty, and program leadership perform long-term look-aheads for projects for studios, electives, and extracurricular or student-developed initiatives that encourage community engagement and improvement in our natural and cultural environment. Weekly School Leadership Committee meetings held throughout the academic year consist of discussions regarding program mission, physical resources, as well as curricular content, with a goal of consensus-building around topics, themes, and other learning opportunities at SCE. This planning, tied to program mission, identifies potential projects which have direct impact on the city's built environment. This search is done in concert with targeted outreach for external partners, those who may be able to provide physical and/or intellectual capital along with commitment from the University itself. Relative to the curricular sequence itself, topics of each studio are assessed relative to both the opportunity in teaching for full time faculty at SCE as well as in consideration of the opportunity to bring in external practitioners in future semesters. Thus, planning is done several semesters in advance, looking to our professional community within the city in order to give our student and faculty communities exposure to practitioners at the leading edge of the design world. This planning is done to provide a cohesive vision to students entering practice, to make them aware of the professional opportunities which they will have upon graduation.

#### **I.1.6.A - Program Self-Assessment**

The review of the M.Arch curriculum is performed by the teaching faculty, in collaboration with the Dean and Associate Dean of SCE, the Chair and members of the School Curriculum Committee, and Parsons' Assistant Dean of Curriculum and Learning. Curricular changes to credit structure, sequence, and content, also require approval from the Parsons Curriculum Committee, representing the broader division of Parsons. The New School has instituted a variety of internal self-assessment procedures and committees (outlined below) to ensure the robust participation of faculty and students in maintaining the mission of the program, including faculty planning meetings, program-wide meetings, end-of-year faculty reviews, student course evaluations, formal faculty self-assessments, regular meetings between leadership and members of the student council, and semi-annual meetings of a program advisory board.

At the beginning of each semester, the M.Arch Director meets with faculty by cohort year to plan for the upcoming semester. Topics include changes to the curriculum, course syllabi, scheduling, and special events. During the course of the academic year all students in the Master of Architecture program come together to meet with the Director and the Dean. These meetings provide an opportunity to discuss upcoming events and issues, and hear concerns and plans of the students. At the end of each semester, each course is evaluated by the students using

online course evaluation forms (see APR Section 4 for sample forms). Course evaluations are filled out anonymously by each student during designated class times at the end of each semester before final grades are determined. The Dean, Associate Dean, Director, and relevant faculty members read the evaluations after grading for the semester has been completed.

At the end of each academic year, each full-time faculty member presents the Dean with a Faculty Self Evaluation and Annual Record of Teaching, Scholarship, and Service form. The Dean, Associate Dean, director and senior faculty review the form, interviews the faculty member and sends a review to Parsons for evaluation. This process provides an opportunity for the faculty member to assess his or her curricular, scholarly, and service goals and for the Dean to evaluate the performance of the faculty member. Part-time faculty are evaluated periodically through class observations by members of the full-time faculty.

### Portfolio Reviews

Each year all students in the M.Arch program take part in a portfolio review as a way of familiarizing faculty with their students and to assess progress and relative skill sets at the outset of the semester. This review process allows students to receive feedback and provides the opportunity to develop portfolio production and presentation skills. Additionally, all students entering their final semester in the M.Arch program are required to submit a revised portfolio at the beginning of this semester for review by the Director of the M.Arch program, for consideration for the Golden Portfolio Prize, awarded at graduation. In 2014 SCE began running a once-annual five day workshop (non-credit) intensive during January on portfolio design and development and this continues to be offered to all M.Arch students.

### Master of Architecture Advisory Board

Established in 1993, the advisory board evaluates the program's objectives and future directions, helps identify and implement professional opportunities for students and alumni, and fosters a productive relationship between Parsons and the profession. The board includes people from a variety of professions, including architecture, construction, real estate, arts and culture, and engineering. In 2015 this advisory board consists of: Steven Baumgartner, BuroHappold, Elisabeth Broome, Architectural Record, Stephen Cassell, Architecture Research Office, Yolande Daniels, Parsons and Studio SUMO, Jared Della Valle, Alloy Development, Mark Gardner, Parsons and Jaklitsch Gardner Architects, Bjarke Ingels, BIG, Alan Organschi, GrayOrganschi Architecture and Yale University, Andrea Woodner, Founder, Design Trust for Public Space, Varick Shute, Architectural League of New York.

### Graduation Exhibitions

Graduating students shows are important opportunities for the programs to assess the work that had been produced throughout the year. Students and faculty from all SCE programs are instrumental in designing and constructing the show and, as a result, the show is instrumental in galvanizing the school. The exhibition also enabled the programs to present the student work to the other programs, to Parsons and New School programs, as well as to the larger New York design community. Publicized by posters and invitations, the event is well attended. Members of the academic and professional community are invited to comment on the show and several alumni have taken it upon themselves to do so.

### Overview of Institutional Assessment and Data-Informed Decision-Making

Starting in 2006, academic planning has moved toward the university level. Robust planning and data-guided decision-making processes began happening centrally in the specific areas of financial and budgetary planning; facilities and space planning; the development of new degree and certificate programs; degree program review; and faculty promotion and hiring. Strategic Enrollment Management (SEM) is responsible for planning and executing strategies that ensure that the university's student admissions profiles conform to the university's mission and goals.

To more efficiently disseminate accurate data, the university has committed \$3.5 million over five years in the implementation of a Data Warehouse Project. The warehouse will initially contain data from the university's Banner (Ellucian) Enterprise Data System and is designed to incorporate data from DegreeWorks and Student Success Network (Starfish). Additionally, the Office of Institutional Research and Effectiveness (OIRE) administers standardized surveys (NSSE, ACT Student Satisfaction Survey) and course evaluation questionnaires which inform planning and assessment activities.

Formal, university-led assessment of program-level student learning began at The New School via the creation of the Assessment of Student Learning Committee (ASLC) which requested that (1) all degree-granting programs articulate student learning outcomes in fall 2010, and (2) at least one program goal be assessed each year, beginning in spring 2011. ASLC has developed a systematic and robust process for the articulation of learning outcomes and requested that each program assess at least one learning outcome annually. Additionally, ASLC evaluated a range of reporting formats that would allow faculty to adopt a reporting method most relevant to their subject or discipline. The intent was to balance a range of feedback methods which would accommodate both quantitative and qualitative data. Consequently, the committee created templates for programs to use to articulate learning goals and to report annual assessment results. Quality of degree programs is assessed via Academic Program Review, which involves a comprehensive self-study, an external review, and a 1 year follow-up report. All degree programs undergo program review on a 7 year cycle. The M. arch program submits the NAAB report as it contains all the elements required for program review. This report is reviewed by the Provost's office and follow up meetings are scheduled to discuss results and proposed changes.

#### **I.1.6 B - Curricular Assessment and Development**

Formal assessments of student learning at The New School began at the program level, when the Assessment of Student Learning (ASLC) requested that all degree-granting programs articulate student-learning outcomes in fall 2010, and assess at least one of the outcomes at the end of the year. The master's program in Architecture has conducted formal annual program learning outcome assessments since 2011. The assessment process includes participation of the Program Director and senior studio faculty in a review of senior studio projects. The written assessment reports, utilizing both quantitative and qualitative feedback methods, are submitted to Parsons' Associate Dean for Curriculum and Learning.

The student course evaluation system has been improved to permit faculty to create customized questions that can be added to the standard form and in spring 2013, students' ability to see course grades was connected to their completion of the forms. Response rates have risen but remain below the desirable level. In providing most faculty and staff with prompt, easily usable qualitative and quantitative feedback, after grades are submitted, course evaluations are made available to all instructors and their supervisors via the university-wide Learning Management System. The results of student feedback on curriculum and learning context inform program self-assessment and planning.

In the School of Constructed Environments there are three standing committees: the School Curriculum Committee (SCC), the Facilities and Shared Resources Committee (FSRC), and the Research, Scholarship, and Creative Practice Committee (RSCP). The SCC and the central Parsons-wide curriculum committee review all new courses, programs, and academic changes. These committees are composed of full time and part time faculty representatives and administrative staff. The ultimate goal of these bodies is to serve the student population in ensuring the delivery of the strongest, most comprehensive, and most relevant curricular offerings. An example of the process is illustrated in a proposal submitted by the M.Arch Program Director to the School of Constructed Environments curriculum committee to shift the Theory of Urban Form course earlier in the Master of Architecture sequence. The objective was to move the theory and history courses forward in the curriculum for foundational purposes, and to establish a basis of urban study relevant to the advanced studios in the fourth, fifth, and sixth (thesis) semesters. Following the SCE curriculum committee approval, the SCC committee chair brought the proposal forward to the SCE School Leadership council for discussion and then presented the proposal to the central Parsons Curriculum Committee for the final review and approval.

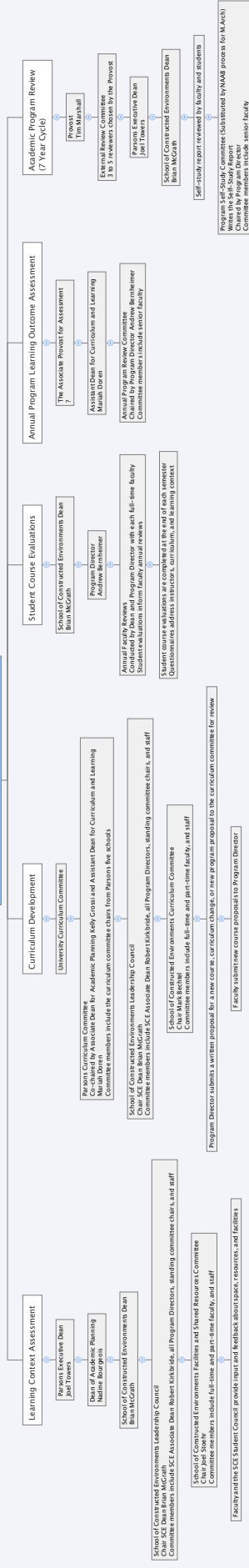
The FSRC is responsible for the integration of current facilities and spaces to curricula and provides leadership in anticipating future shared resource needs and opportunities for the SCE to improve upon learning contexts for all of its programs. This committee is composed of full time and part time faculty representatives and administrative staff. An example of learning context assessment conducted by this committee is illustrated in an SCE full-time faculty meeting led by the FSRC chair. The objective at the meeting was to collectively review and contribute to a chart that identified the learning contexts for each course among all of the SCE programs. In turn, this chart supported planning at the school and divisional level for future years. The chart is contained in APR Section 4 – Supplemental Materials.

SCE's RSCP Committee carries out two distinct tasks, overseeing the vetting process for full time faculty research funding, and managing SCE Public Programming. There are two committee co-chairs, each leading one of the RSCP tasks. Like SCE's School Curriculum Committee, the RSCP committee's funding-related activities align with university and divisional processes and deadlines. The RSCP committee works in tandem with the Dean's Office and Parsons-wide committees to solicit, mentor and review faculty proposals for the following funds and opportunities:

- Full Time Faculty SCE School Funds
- Full Time Faculty Research Assistant funding applications
- Sheila Johnson Design Center exhibit proposals (final review by separate committee)
- The Michael Kalil Endowment research fund (now a competition for student applicants)

SCE's Public Programming, previously led by a director, is now managed by the RSCP committee to provide a more democratic, faculty-driven process. Each semester includes 8 Glass Corner events, intimate lectures and panels proposed by full and part time faculty around a theme proposed by the RSCP programming co-chair. All funding and public programming recommendations by the RSCP committee are reviewed by SCE's Leadership Council and must receive final approval from the School Dean.

# School of Constructed Environments Curricular Assessment Process



## Section 2 - Progress Since the Previous Visit

### Conditions Not Met, 2010 Visiting Team Report

Language from prior VTR:

#### Condition 7, Physical Resources

The incorporation of the third floor to accommodate the planned and achieved growth has contributed greatly to the well being of the program, However, lack of adequate space is still a critical issue that continues to affect teaching and learning in a negative way. Critical space needs mentioned by the faculty and students and observed by the team are as follows:

- Larger shop for more equipment and workspace for model building
- More space adjacent to studios for pin-ups, critiques, exhibitions, and model building
- Faculty office space
- Classroom space
- Lecture room/assembly space. There is no room where all students and the faculty of the school can meet together at the school's facility.

Library space. At present the Gimbel Library is crowded. Expansion of this university facility will be an asset to the program.

Assessment of the 2010 Visiting Team: This condition is not met. See also the statements written in condition 3.8.

#### Condition 3.8

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.

Met [ ] Not Met [ X ]

The School of Constructed Environments within Parsons the New School for Design generally occupies two floors in a converted loft building located at 25 East 13th Street in Greenwich Village, New York City. The heart of the Master of Architecture facility is the design studios located on the third floor of this historic building. This large common area with 15 foot ceilings encourages interaction not only among the Master of Architecture students, but, also with undergraduate students located on the second floor. Each of the Master of Architecture students is assigned a newly designed work area consisting of a tabletop, locker, bookshelves, and model storage area. This space also houses classrooms, studio pinup walls, work tables, and an area for model making. A small shop area, laser cutting room, classrooms and ancillary rooms are located around this studio space.

While opportunities are provided by this space, there nonetheless remain significant issues and concerns regarding the physical resources available to this program. Please note the following:

#### 1. Woodshop on the Second Floor

The shop is long and narrow with a small amount of space and a very limited number of tools. The tightness of the space available to a limited number of students is logically a safety hazard. Further,

dust collection and fire suppression enter this same realm of safety. Students indicated the practice of removing the tools from the shop and taking them to their desks so they can use them for model construction or building material samples. This practice takes the tools out of view of the shop advisor and in turn raises the concern of proper use and safety.

## 2. Design Studios and Classrooms

The open design studio format seems to work well and has certainly benefited from the modular desks added to this space. This interaction of students from different studios and even different years can certainly be seen as a benefit. However, the pinup area during studio reviews can be congested and a disturbance with other activities within adjacent spaces. Separate rooms, adjoining alcoves and other spaces would be beneficial for conducting these student activities.

It was noted that some class and studio activities were occurring in open spaces including tables in the entry area and adjacent spaces in the studios. Adequate classrooms, seminar space, and small activity areas must be provided so students can properly concentrate in a congenial area for learning.

## 3. Full-Time Faculty Offices

The program has made significant strides in addressing previous VTR concerns regarding full-time faculty. While this issue is addressed in other areas of this report the result of taking care of this issue is now raised within the realm of faculty offices. Each full-time faculty member is required to have an office space for exclusive use. This requirement is not met as there are some "hot offices" being used by more than one full-time faculty member.

The requirement for part-time faculty members is not as stringent -- simply, part-time faculty members need to have a space where they can prepare for their courses and take care of some of their other teaching responsibilities. The number of part-time faculty within this program would certainly justify more space for their use.

## 4. Accessibility

Consideration certainly needs to be given to the age and historical nature of the building in which the Master of Architecture program exists. While this team recognizes the limitations and restrictions of renovation we must also indicate the requirement of adequately meeting ADA requirements. Restrooms on the second floor are up three steps and have no accessible fixtures or stalls. Restrooms on the third floor have somewhat been renovated to include an accessible sink but no accessible toilets or toilet stalls.

## 5. Existing Space/Expanded Program

The limitations of the existing space are enumerated above. The greatest limitation for this existing space is the lack of any ability to expand the program beyond present numbers. However, discussion with different administrators indicated the possibility of expansion. Greater numbers would certainly require more space on other floors or within other buildings.

Some of these physical resources issues were mentioned in the in the previous *Visiting Team Report of 2004*. Some of the physical conditions have changed but many of the issues still remain along with additional issues mentioned above. This "Physical Resources" condition is considered by this 2010 visiting team to be "Not Met".

## Program Response:



Regarding items 1,2,3, and 5, please see APR Section 3, I.2.2 - Physical Resources, which include description and plans of renovated, expanded, and planned facilities addressing the concerns raised during the previous team visit. Regarding Item 4, Accessibility, ADA Compliant restroom facilities meeting code have been installed on the third floor of 25 East 13th Street, to address this issue raised by the 2010 visit. A certification of compliance from the licensed Architect-of-Record is included herein.



April 28, 2015

Marla Appelbaum, AIA  
Assistant Vice President  
THE NEW SCHOOL BUILDINGS  
113 University Place 6th FL, New York, NY 10003  
marla@newschool.edu  
T 212.229.5192 / M 917.642.0467

Re: Accessibility to required public restrooms 25 E 13<sup>th</sup> Street.

Marla,

As per section 27-292.10(b) of the 1968 Building Code, the location of toilet rooms must be provided in accordance with the 2008 plumbing code. For public restrooms, the section we must comply with is copied below:

**403.6 Public facilities.** Customers, patrons and visitors shall be provided with public toilet facilities in structures and tenant spaces intended for public utilization. Public toilet facilities shall be located not more than one story above or below the space required to be provided with public toilet facilities and the path of travel to such facilities shall not exceed a distance of 500 feet (152 m).

Therefore, having accessible public restrooms on alternate floors is within the provisions of the building code. The travel distances, to and from the passenger elevators, are within the required, not to exceed, distance of 500 feet.

Please contact me if you need any additional information.

A handwritten signature in blue ink, appearing to read "Lester Evan Tour".

Lester Evan Tour, Architect

LETA Architecture PLLC 277 Broadway, Suite 1201, New York, NY 10007

Telephone 212.226.1187 web [www.StudioLETA.com](http://www.StudioLETA.com)

### 13.26 Technical Documentation

*Ability to make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[ ]	[X]

The presentation of precise technical drawings is evident in all of the different design studios. Well-presented drawing and detail is shown in Comprehensive Studio IV PGAR 5202. There is indication within the studios and in some of the coursework of material selection and even some installation requirements. However, the actual review and development of an outline specification is not evident. This criterion is "Not Met".

### 13.26 Technical Documentation

*Ability to make technically precise drawings and write outline specifications for a proposed design.*

#### Visiting Team Report 2010:

The presentation of precise technical drawings is evident in all of the different design studios. Well-presented drawing and detail is shown in Comprehensive Studio IV PGAR 5202. There is indication within the studios and in some of the coursework of material selection and even some installation requirements. However, the actual review and development of an outline specification is not evident. This criterion is "Not Met".

#### Program Response 2010:

As part of an expanded Comprehensive Studio that incorporates a direct collaboration with the Construction Technology 2 class, course professors have been instructed that as an integral part of this course, students will produce outline specifications as part of the deliverables for this course. Each student will produce a design project that will be represented in full detail as previous Comprehensive Studio projects have done, but will now be supported by a Construction Technology 2 class that will focus more specifically on the production of construction documents for an architecture project. These documents will incorporate exercises on specification writing as well as drawings and will use the students' design studio projects as bases for the specifications. These specifications, just like the construction drawings will be reviewed and critiqued so that students can understand the relevance of a comprehensive specification to a set of construction drawings and for project delivery in general.

The school has been selected to compete for the Department of Energy's Solar Decathlon and is currently working on this project. The project will be installed on the Washington DC mall in Fall 2011. In the studios and seminars that support this project students submit specifications to adequately describe the project. Although not all of the students in the MArch program are involved in the Solar Decathlon, the project serves as a paradigm of comprehensive design at all levels and students who will be involved in this type and other comprehensive projects in the future will be able to learn from its example. This work will be understood through its archive of design representations and technical documents that include construction documents and specifications.

### NAAB RESPONSE TO PARSONS THE NEW SCHOOL FOR DESIGN 2010 ANNUAL REPORT

#### 13.26 Technical Documentation

**Please continue to report on efforts to address this deficiency, including the use of the Solar Decathlon project as a means of teaching students how to write specifications.**

### **Program Response 2011:**

This past year, students continued to learn about technical documentation in the two Construction Technology courses, particularly the Construction Tech 2 class that runs parallel with the Comprehensive Studios. This past year this course, taught by Alexis Kraft, AIA, supported the two studios that were comprised of the Solar Decathlon and the Design Workshop, both design-build studios. In this critical technology class, students were instructed in the methods of Construction Documents as well as in Specification writing. Since both studios' projects were to be built at the end of the semester, the understanding of products and processes was critical for the success of the projects and, as such, the manner with which Specifications were written was studied. The Construction Technology 2 class reviewed specification types ranging from descriptive to performance to reference standard to proprietary specifications and the classes ran exercises in these specifications.

For direct evidence that this deficiency is being met, please see the following appendices to this report in pdf format:

- 1 The index page from the 350 +/- page Parsons Solar Decathlon Project Manual, including full project specification and required by the Department of Energy for the competition.
  - 2 The course syllabus for the 3 credit seminar that was run in the Spring of 2011 specifically to address the complex specification package for the Solar Decathlon. This course was taught by Laura Briggs, Chair for Sustainability at Parsons, and Chris Steffens, part-time faculty at Parsons.
- Changes Made to the Program Related to Changes in the Conditions

### **Changes to the Program as a Result of the Changes in Conditions**

The Master of Architecture Program at Parsons School of Design was previously re-accredited under the 2009 Conditions for Accreditation. As a result of the adoption of the 2015 Conditions for Accreditation, the program has made a number of changes to this report and to the program in response to these new Conditions. For response to changes to the Conditions which are logistical in nature please refer to the narrative contained in this document. Specific program-related changes related to the new conditions are described herein.

#### **I.1.2**

A studio culture policy has been drafted collaboratively by student council representatives and faculty. The newest policy, ratified in Spring of 2015, is included in all Fall 2015 syllabi and is distributed to all M.Arch students electronically at the beginning of the school year.

Section I.1.2 of the APR contains text describing individual and collective learning opportunities, and other organizational outlets available to students. Student societies and other such bodies are listed in Section I.2.1 - Human Resources and Human Resources Development.

#### **I.1.3**

#### **I.1.4**

#### **I.1.5**

#### **I.1.6**

See relevant sections in current APR

### **I.2.1**

See relevant sections in current APR, including descriptions of faculty opportunities for research and professional development, as well as advising services for students.

Program has appointed Mark Gardner as ALA, credentials are contained within this APR.z

**I.2.2** - See relevant section in current APR

**I.2.3** - See relevant section in current APR

**I.2.4** - See relevant section in current APR

### **I.2.5**

See relevant section in current APR. Organizational charts for all levels of the University, from the program up to the New School leadership, has been included.

## **Student Performance Criteria**

### **Realm A**

Studio courses have increased utilization of digital media, digital presentation formats, with increased synthesis between verbal and visual presentations emphasized. Studio courses integrate investigative methods during the inception of design projects, with students required to document site conditions, environmental conditions, ethnographic information, cultural histories, and economic data, as well as other factors impacting eventual architectural solutions of their own making.

### **Realm B**

The M.Arch Curriculum is designed to offer essential knowledge related to the environment and the technical, aesthetic, and performative impact of architectural decisions on design projects. The Design Workshop and Comprehensive studios specifically engage building design at the level of the city and at the level of the detail and require students to address issues of site, the environment, code, feasibility, structure, performance, and the overall aesthetics of implemented solutions. Additionally, both studios require students to learn about the standards and practices utilized by professional offices, executing some drawings formatted per standards of the profession.

### **Realm C**

Research is addressed holistically, across the entirety of the curriculum. Courses are meant to be complementary and catalytic, culminating with a thesis project in the final semester of one's education. In recent years this thesis studio has prompted students to work primarily in the New York City metropolitan region, with some rare exceptions. For this thesis students are required to address pertinent issues related to the environment, culture, and infrastructure, drawing on their prior coursework in environmental and construction technology as well as all prior design studios. In order to create a more robust foundation for this research the course PGAR 5413 - Theory

of Urban Form has been moved forward in the course sequence for academic year 2015-2016, from the fall of the third year of the program to the fall semester of the second year of the program. Thus students are given a foundation in history and theory, along with supplemental GIS mapping skills (contained within the Theory of Urban Form course), in the first half of their graduate education.

#### **Realm D**

Consolidation of SPC has been addressed within coursework contained in studios as well as in PGAR 5523 - Professional Practice Seminar.

#### **Part Two, Section 3 - Evaluation of Preparatory Education**

Admissions process has integrated digital review of prior educational credentials as well as portfolio review. Parsons Graduate Admissions offers training in new technologies to all Program Directors and reviewing faculty.

#### **II.4.3**

The New School Center for Student Success offers access to stipulated services and advisement opportunities.

**II.4.6** - See relevant section in current APR as well as Part 4 - Supplemental Information

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**APR SECTION 3 - COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION**

**Andrew Bernheimer**

**Courses Taught:**

Spring 2013 PGAR 5002 Studio 2 - Housing, PGAR 5900 - Independent Study  
Fall 2013 PGAR 5403 Thesis Preparation Seminar, PGAR 5900 - Independent Study  
Spring 2014 PGAR 5002 Studio 2 - Housing, PGAR 5900 - Independent Study  
Fall 2014 PGAR 5201 - Studio 3 - Allied  
Spring 2015 PGAR 5900 - Independent Study

**Educational Credentials:**

1990 Bachelor of Arts, Williams College  
1994 Master of Architecture, Washington University in St. Louis

**Teaching Experience:**

2012-present Full-Time Faculty, Parsons School of Design  
2010 Visiting Faculty, Washington University in St. Louis  
2008-2010 Part-Time Faculty, Parsons School of Design  
2008 Judith Seinfeld Professor of Architecture, Syracuse University  
2006 Part-time Faculty, City College of New York  
2001-2004 Part-time Faculty, Rhode Island School of Design

**Professional Experience:**

2011-present Bernheimer Architecture PLLC, Principal  
1998-2011 Della Valle Bernheimer, Partner  
1996-1998 Gleicher Design Group  
1994-1996 Kohn Pedersen Fox

**Licenses/Registration:**

Licensed to practice, New York, New Jersey, Massachusetts, Rhode Island

**Selected Publications and Recent Research:**

Publications: Timber in the City, ORO Editions, 2015/NYCHAPEDIA, Parsons, 2014, New American Housing, Princeton Architectural Press, 2013  
Practice: OneFlushing, 2014-present. Quonochontaug Residence, 2012-2015. BCD:A, Brooklyn NY 2013-present. Fairy Tale Architecture (with Kate Bernheimer), Places Journal, 2009-present

**Professional Memberships:**

American Institute of Architects NY Chapter  
American Institute of Architects National Chapter  
Architectural League of New York  
Forum for Urban Design  
National College of Architectural Registration Boards

## **Yolande Daniels**

### **Courses Taught**

Spring 2015 PGAR 5402 - Studio 6, Thesis  
 Fall 2015 PGAR 5401 - Studio 5, PGAR 5403 - Thesis Preparation Seminar

### **Educational Credentials**

1990 Master of Architecture, Columbia University, New York  
 1987 Bachelor of Science Architecture, City College, City University of New York

### **Selected Teaching Experience**

2015-16 Visiting Professor, Parsons School of Constructed Environments, Department of Architecture  
 2014-15 Visiting Professor, Washington University, Department of Architecture  
 2013 Visiting Professor, The City University of New York, Department of Architecture  
 2013 Adjunct Professor, Massachusetts Institute of Technology, Dept. of Architecture  
 2012 Silcott Chair, Howard University, School of Architecture and Design  
 2000-11 Assistant Professor of Architecture, Columbia University, Graduate School of Architecture  
 2000-5 Visiting Assistant Professor, Women's Studies, Josai International University, Togane, Japan  
 1998-1 Assistant Professor of Architecture, University of Michigan, Ann Arbor

### **Professional Experience**

1995- Partner, studioSUMO, New York  
 1996-8 Project Architect, Ralph Appelbaum Associates, New York  
 1993-5 Project Architect, Selldorf Architects, New York  
 1991-3 Project Architect, Smith-Miller + Hawkinson Architects, New York  
 1991 Designer, Production, Gaetano Pesce Ltd, New York  
 1990-1 Junior Architect, Office of Thierry Despont, New York  
 1988-9 Designer, Ferguson Murray Architects, New York  
 1987 Junior Architect, Davis & Grabe Architects, New York  
 1984-7 Project Architect, H. M. Keiser Associates, New York

### **Selected Publications and Recent Research**

2012 Architecture Merit Award, American Institute of Architects, New York Chapter  
 2010 Independent Projects Architecture Grant, New York State Council on the Arts  
 2010 Emerging Voices Award, Architectural League of New York  
 2006 Design Vanguard Award, Architectural Record Magazine  
 2005-6 Residency in Architecture, MacDowell Arts Colony, New Hampshire  
 2003-4 Rome Prize in Architecture, American Academy in Rome  
 2002 Architecture + Environment Fellowship, New York Foundation for the Arts  
 1999 Young Architects Award, Architectural League of New York  
 2010 "Exhibit A: Private Life Without A Narrative." Black Venus 2010: They Called Her 'Hottentot.' Ed. Deborah Willis. Philadelphia: Temple University Press. 62-67.  
 2005 "Auto-activism: Beyond Concepts of Domination," Volume. 20.1: 56.  
 2004 "Intimate Landscapes," Row: Trajectories Through the Shotgun House, Architecture at Rice 40, David Brown and William William, Eds., Rice University School of Architecture, Houston, Texas  
 2003 "black city2," harlemworld: Metropolis as Metaphor, Thelma Golden, Ed., The Studio Museum in Harlem, New York.

## **Jean Gardner**

### **Courses Taught**

Spring 2015 PSCE 5035 - Water, PSCE 5080 - Climate Change as Possibility  
 Fall 2015 PSCE 5090 - Community Activism and Design  
 Fall 2014 PGAR 5113 - Issues and Practices in Architecture and Urbanization  
 Fall 2013 PGAR 5113 - Issues and Practices in Architecture and Urbanization

### **Educational Credentials**

BA Smith College  
 MA Columbia University

### **Teaching Experience**

2012 - Present Associate Professor, Social-Ecological History & Design, Parsons School of Design, 1986-2012  
 Senior Faculty, School of Architecture, Parsons School of Design  
 1983-1985 Associate Professor/Lecturer, Department of Art History, Columbia University  
 1976 Associate Professor, Graduate School of Architecture, Pratt Institute of Art  
 1975 Visiting Lecturer, Cornell University School of Architecture

### **Selected Professional Experience**

2015 Invited Speaker: Design Geometry: Pedagogy for a Living Universe, Athens Symposium, Greece  
 2015 StoryCorps Radio Hour Long Interview: Climate Change Activism, January 2015  
 2014-present Senior Expert Advisor, Buckminster Fuller Institute, 2014 - on going  
 2012 Core Collaborator, Paul Ryan's dOCUMENTA 13 Installation and Threeing, Kassel, Germany,  
 2008 Moderator with Susan Szenasy, First Philip Johnson Glass House Conversation, Philip Johnson Estate, Ct. 2008

**Licenses/Registration:** N/A

### **Recent Research and Selected Publications**

2008 Cinemetrics: Embodying Architectural Representation in the Digital Age', co-author with Brian McGrath, Architectural Theory Review, Spring, Routledge, 2008  
 2008 Vision 2020: The Future of Architecture, for American Institute of Architecture Student Association,  
 2007 Author with Brian McGrath, Cinemetrics: Architecture Drawing Today. London & New York: Wiley  
 2005 Why We Should Still Engage the Hand in Educating Future Designers," presentation and publication, Haystack Mountain School of Crafts, Deer Isle, Maine, 2005

### **Selected Professional Memberships:**

1996-2014 Director at Large, Black Rock Consortium  
 2000-2012 Co-Founder and Co-Director: Michael Kalil Endowment for Smart Design  
 2007-2010 Steering Committee, Learn GreenNYC, New York City  
 2001-present Women For Sustainability  
 2003 Co-chair of the ACSA Task Force on Sustainable Design,  
 1975-present Founder and Director of Earth Environmental Group



**Paul Goldberger**

**Courses Taught:**

Spring 2015 PGAR 5402 - Studio 6, Thesis  
Fall 2015 PGAR 5403 - Thesis Preparation Seminar  
Fall 2014 PGAR 5403 - Thesis Preparation Seminar  
Fall 2013 PGAR 5403 - Thesis Preparation Seminar

**Educational Credentials:**

1972 BA Architectural History, Yale;  
1992 Doctor of Humane Letters (Hon): Pratt Institute;  
1998/2002 Doctor of Fine Arts (Hon): College of Creative Studies; New York School of Interior Design  
2004-5 Doctor of Humane Letters (Hon.) University of Miami; Kenyon College.

**Teaching Experience:**

2004-present Parsons School of Design  
2004, 2015 University of California at Berkeley  
1983-86, 1998 Yale School of Architecture  
1977-78 Yale College

**Professional Experience:**

2012-present Contributing Editor, Vanity Fair  
2004-2006 Dean, Parsons The New School for Design  
1997-2011 Architecture Critic, The New Yorker  
1994-1997 Chief Cultural Correspondent, The New York Times  
1990-1993 Cultural Editor, The New York Times  
1974-1990 Architecture Critic, The New York Times

Advisor on planning and architectural selection, Harvard University; Cornell University; the Corcoran Gallery of Art; the Morgan Library; The New York Public Library; Glenstone Foundation. Pulitzer Prize for Distinguished Criticism, 1984; National Building Museum Vincent Scully Prize, 2012.

**Selected Publications and Recent Research:**

2015-present Research tracing architectural and urbanistic history of baseball parks and their relationship to cities and urban design.  
2015 Building With History, Prestel  
2015 Building Art: The Life and Work of Frank Gehry, Knopf  
2010 Christo and Jeanne-Claude, Taschen  
2009 Why Architecture Matters, Yale University Press  
2009 Building Up and Tearing Down, Monacelli Press  
2004 Up From Zero, Random House

**Professional Memberships:**

AIA (Honorary); Board of Directors, Forum for Urban Design; Trustee Emeritus, National Trust for Historic Preservation; chairman, Advisory Council, The Glass House

**Robert Kirkbride, Ph.D., Associate Dean**

**Courses Taught**

Fall 2015 PSCE 5140 - Poetics of Design

**Educational Credentials**

2003 Ph.D., History and Theory of Architecture, McGill University  
 1990 Master of Architecture, University of Pennsylvania  
 1988 Bachelor of Arts, *cum laude*, University of Pennsylvania, Design of the Environment/Architecture

**Selected Teaching Experience**

2002 - present Parsons The New School for Design, School of Constructed Environments  
 Full-time: 1.2005 – present; Part-time: 1.2002-04  
 2009 University of Edinburgh Visiting Critic, MSci Advanced Architectural Design  
 2006 University of Montréal Guest Professor, Department of Architecture, “ARKLAB” *Atelier Tryptique Intensive Studio*, 2 wks (Jan/Feb)  
 1992 - 94 Philadelphia University Adjunct Part-time Professor, Department of Architecture and Interior Design

**Selected Professional Experience:**

1991 – present studio ‘patafisico (NYC): architectural design + product studio: director  
 Recent projects include: Morbid Anatomy Museum (Brooklyn), O’Connor Apartment (Brooklyn), Milstein Duplex (Brooklyn), 12 West 29<sup>th</sup> St Co-op façade repairs (Manhattan)  
 2003 - 05 Hawk Circle, LLC (PA): low-impact land planning: founding partner, planner  
 1999 - 2002 Studiolo, LLC (NYC): furniture design + production: founding partner, creative director

**Selected Publications and Recent Research**

2015 “The Reading Chamber,” *Architecture’s Appeal*, eds. M. Neveu, N. Djavaherian (London: Routledge, 2015). (Editorial board reviewed)  
 2015 “Rhetoric and Architecture in the Renaissance,” commissioned chapter for *The Oxford Handbook of Rhetorical Studies*, eds. M. MacDonald, A. McMurtry (Oxford University Press, 2015, Online DOI: 10.1093/oxfordhb/9780199731596.013.038). Print version, 2015. Digital version launched 1/15/15; print version AT PRESS (Peer-reviewed)  
 2014 “Biography and Project Summary for Giuseppe Zambonini (1942-90),” co-written with Claudia Zambonini, Kenneth Henwood. *Emerging Voices: 30 Year Retrospective*, The Architecture League/Pentagram (Princeton, NJ: Princeton Architectural Press). AT PRESS  
 2010 *Geometries of Rhetoric*, Guest Editor, *Nexus Network Journal*, Vol. 12 No. 3 (Basel: Birkhäuser Verlag, Winter 2010) pp. 363-535. Online access: <http://www.nexusjournal.com/volume-12/number-3--november-2010.html> (Peer-reviewed journal)  
 2008 *Architecture and Memory: The Renaissance Studioli of Federico da Montefeltro*, multimedia online book with Columbia University Press (June 2008). Recipient of the Gutenberg-e Prize, awarded by the American Historical Association in a “blue ribbon” peer review process. Nominated for 2010 Henry Baxter Adams Prize. Online: <http://www.gutenberg-e.org/kirkbride/> Hardcover (2008): ISBN 023114248X.

**Professional Memberships:** Society of Architectural Historians, ACSA

**Alexis Kraft**

**Courses Taught:**

Spring 2014 PGAR 5224 - Construction Technology II

**Educational Credentials:**

1987 BFA, Environmental Design, Parsons School of Design, 1987

1991 M.Arch, Architecture, Columbia University, GSAPP, 1991

**Teaching Experience:**

2003-2012: Part-time Faculty (rising to rank of Associate Professor), Parsons School of Design

2012-2015: Assistant Professor of Architecture/Director BFA in Architectural and Interior Design

2015-current: Part-time Associate Teaching Professor, Parsons School of Design

**Professional Experience:**

2000-current: Director, Kraft Studio

1995-2000: Project Architect/Project Manager: Smith-Miller+Hawkinson Architects

1992-1995: Polshek Partnership (now Ennead)

**Licenses/Registration:**

1995-current: State of New York Registered Architect

2007-2012: State of New Jersey Registered Architect

**Selected Publications and Recent Research:**

Maggie's Centre in America: Developing design strategies and business policies for post-medical cancer care in the US (ongoing)

Monolithic Wood Construction: Vernacular Construction techniques and their impact on Contemporary Building Practices (ongoing)

**Professional Memberships:**

The Architectural League of New York

The Storefront for Art and Architecture

CRCA (board member, Director of Teams)

**David Leven, Associate Professor**

**Courses Taught:**

Fall 2015 PGAR 5513 - Theory of Urban Form, PGAR 5201 - Studio 3, Allied Studio  
Spring 2014 PGAR 5002 - Studio 2, Housing  
Fall 2013 PGAR 5201 - Studio 3, Allied Studio

**Education Credentials**

1991 Master of Architecture, Yale University School of Architecture, New Haven, CT,  
1986 Bachelor of Fine Arts in Fine Art, Colgate University  
1984-85 Institute for Architecture and Urban Studies, New York, NY

**Teaching Experience**

2008-present Parsons School of Design, School of Constructed Environments, New York, NY  
Director of Graduate Architecture Program, Associate Professor  
2003-2008 City College of New York, NY, Adjunct Faculty  
2007 Syracuse University School of Architecture, Syracuse, NY, Visiting Professor

**Professional Experience**

1997-present LEVENBETTS, New York, NY: Partner/Principal  
1995-97 David Leven, Designer, New York, NY  
1994 Acconci Studio, New York, NY, Designer and Project Manager  
1993 Donham and Sweeney Architects, Boston, MA  
1991-92 James Stirling Architects, Portland, ME

**License/Registration**

2008-present New Jersey License No.21A101782900  
1997-present New York License No.028065-1

**Select Publication and Recent Research**

2015 ARCHITECT Magazine, "Residential: 36SML Beach House", Sara Johnson, March 2015  
2014 Andrew Bernheimer and David Leven, NYCHAPEDIA  
2014 David Leven and Andrew Bernheimer, "NYCHA REDUX" Parsons Housing Studio  
2012 David Leven and Andrew Bernheimer, "Parsons SCE Bronx Housing Studio"  
2011 David Leven and Stella Betts, "PhX case X case," *Making a Case, 306090 Books*  
2008 David Leven and Stella Betts, *Pattern Recognition: LEVENBETTS*

**Professional Memberships**

Member of the American Institute of Architects  
Fellow of the Forum and Institute for Urban Design, NY  
Member of the Architectural League  
Member of the Storefront for Art and Architecture

**David J. Lewis, AIA**

**Courses Taught:**

Fall 2015 PGAR 5001 - Studio 1, PGAR 5403 - Thesis Preparation Seminar  
Spring 2015 PGAR 5202, Studio 4 (Comprehensive)  
Fall 2014 PGAR 5001 - Studio 1, PSCE 5070 - Seminar: Architectural Façades  
Spring 2014 PGAR 5202 - Studio 4 (Comprehensive)  
Fall 2013 PGAR 5401 - Studio 5

**Educational Credentials**

1995 Princeton University School of Architecture. Master of Architecture  
1992 Cornell University. Master of Arts, History of Architecture and Urbanism  
1988 Carleton College. Bachelor of Arts, Political Science major, Phi Beta Kappa

**Teaching Experience**

2008-present Parsons The New School for Design, School of Constructed Environments  
Associate Professor of Architecture, 2008-Present  
Dean (Interim), 2012-13  
Director, The Design Workshop Program, 2007-2010.  
Director, Master of Architecture Program, 2002-2007.  
2013-present School of Architecture, University of Limerick, Ireland  
Adjunct Professor of Architecture  
2001-2002 University of Pennsylvania: Visiting Professor, Graduate School of Architecture  
2001-2002 Ohio State University: Richard Trott Visiting Professor  
1997-2001 Cornell University: Assistant Professor in Architectural Design and Theory, Dept. of Architecture

**Professional Experience**

1997-present LTL Architects, PLLC, New York: Principal and Founding Partner  
1997-1998 Publications Director, Cornell University, College of Architecture, Art, and Planning,  
1996-1997 Frome Ruff Architectural Design Laboratory, New York: Assistant, 1996-1997  
1995-1996 Peter Guggenheimer, Architects, PPC, New York: Assistant, 1995-1996

**Licenses/Registrations**

NCARB Certification, New York State Licensed Architect, State of Connecticut Licensed Architect

**Selected Publications and Recent Research**

2016 Lewis.Tsurumaki.Lewis. Manual of Cuts. New York: Princeton Architectural Press, (forthcoming)  
2013 Lewis.Tsurumaki.Lewis. Intensities. New York: Princeton Architectural Press  
2008 Lewis.Tsurumaki.Lewis. Opportunistic Architecture. New York: Princeton Architectural Press

**Professional Memberships:**

AIA New York, Architecture League of New York, Member, Advisory Council, College of Architecture, Art and Planning, Cornell University, 2012-Present, Founding Member, Advisory Council, School of Architecture, University of Limerick, Ireland 2008-Present

**Victoria Marshall**

**Courses Taught:**

Fall 2015 PGAR 5513 - Theory of Urban Form

**Educational Credentials:**

1997 MLA Cert. UD, Master of Landscape Architecture, Certificate in Urban Design, University of Pennsylvania, USA

1992 BLA Bachelor of Landscape Architecture, University of New South Wales, Australia

**Selected Teaching Experience:**

2008-present Assistant Professor of Urban Design, School of Design Strategies, Parsons The New School for Design, New York

2014 summer Visiting Research Scholar, Department of Architecture and Arts, Università IUAV di Venezia, Venice.

2009-2012 Director BS Urban Design, School of Design Strategies, Parsons The New School for Design, New York

2008-2013 Coordinator BFA Integrated Design School of Design Strategies Parsons The New School for Design, New York

2002-8 Adjunct Assistant Professor of Architecture Urban Design Program, Graduate School of Architecture Planning and Preservation Columbia University, New York

**Selected Professional Experience**

2002-present Principal and Founder, Till Design, Newark

2000 Urban Designer, Projects for Public Spaces, New York

1997-2001 Artist Assistant, Mary Miss Studio, New York

1997-1999 Urban Designer, Sorkin Studio, New York

**Licenses/Registration:**

LLA NJ

**Selected Publications and Recent Research:**

"Mega Delta" (Applied Research and Design: Hong Kong, in preparation).

d., "Living Arts City," (Create Space: New York, 2015).

"Aesthetic Resilience," in Resilience in Urban Ecology And Design: Linking Theory And Practice For Sustainable Cities, eds. S. T.A Pickett, M.L. Cadenasso, Brian McGrath (Future Cities Springer: Dordrecht, 2013).

Sharon Haar and Victoria Marshall, "Mega Urban Ecologies," in Urban Design Ecologies Reader, ed. Brian McGrath (Wiley: London, 2013).

Victoria Marshall and Timon McPhearson, "micro-Urban: The Ecological and Social Potential of Small-Scale Urban Spaces" January 3<sup>rd</sup>, 2015.

[http://www.thenatureofcities.com/2015/01/03/micro\\_urban-the-ecological-and-social-potential-of-small-scale-urban-spaces/](http://www.thenatureofcities.com/2015/01/03/micro_urban-the-ecological-and-social-potential-of-small-scale-urban-spaces/)

**Professional Memberships:**

ASLA

**Brian McGrath**

**Courses Taught:**

Fall 2015 PGAR 5513 - Theory of Urban Form  
Fall 2014 PGAR 5513 - Theory of Urban Form  
Fall 2013 PGAR 5513 - Theory of Urban Form

**Educational Credentials:**

1981 Princeton University, Master of Architecture,  
1979 Syracuse University, Bachelor of Architecture cum laude

**Teaching Experience:**

2007-present Parsons School of Design, Professor of Urban Design, 2007-present  
1991-2007 Parsons School of Design, Part-time Faculty  
1992-2007 Columbia University, Adjunct Associate Professor of Architecture  
1985-1991 New Jersey Institute of Technology, Special Lecturer,  
2009 University of Technology Sydney, Australia, Visiting Fellow  
2000-2007 Chulalongkorn University, Bangkok, Thailand, Visiting Lecturer in Urban Design  
2004-2007 Syracuse University, Syracuse, NY, Visiting Professor  
2003 Aalborg University, Aalborg, Denmark. Visiting Scholar

**Professional Experience:**

Brian McGrath, Registered Architect  
Urban-Interface, LLC, Founder and Principal. 2000-2015

**Licenses/Registration:**

New York Registered Architect since 1985  
New Jersey Registered Architect since 2004

**Selected Publications and Recent Research:**

2004-2016 Baltimore Ecosystem Study, National Science Foundation, Co-Principal Investigator  
2013 Urban Design Ecologies , Editor of Anthology AD Reader series, John Wiley & Sons  
2013 Resilience in Ecology and Urban Design, Co-editor, Springer Verlag,  
2012 Architectural Theory Handbook, Section editor and chapter author. Sage Publications  
2008 Digital Modeling for Urban Design, John Wiley & Sons, London  
2007 Cinematics: Architectural Drawing Today, John Wiley & Sons, London, Co-author  
2007 Designing Patch Dynamics, Co-editor , Columbia Books on Architecture  
2006 Sensing the 21<sup>st</sup> Century City: Close-up and Remote, AD Magazine, London, Co-editor

**Professional Memberships:**

AD Architectural Design, Member of International Editorial Board, 2014-2015  
Nakhara: Journal of Environmental Design and Planning, Editor in Chief, 2009-2015

**Joanna Merwood-Salisbury**

**Courses Taught:**

Spring 2014      PSCE 5064 - Design for the Crowd  
Fall 2013        PGAR 5040 - Modern and Postmodern Architecture

**Educational Credentials:**

2003              PhD, Princeton University  
1995              M.Arch, McGill University  
1992              B.Arch, Victoria University of Wellington

**Teaching Experience:**

2003-2014      Parsons the New School for Design  
2002-2003      Bard College  
2001-2002      University of Illinois at Chicago  
1999-2001      Columbia University

**Selected Publications and Recent Research:**

Joanna Merwood-Salisbury, *Design for the Crowd: Patriotism and Protest in Union Square*, University of Chicago Press (forthcoming)  
“American Modern: The Chicago School and the International Style at the Museum of Modern Art,” in Alexander Eisenschmidt and Jonathan Mekinda Eds. *Chicagoisms: The City as Catalyst for Architectural Speculation*, Park Books/University of Chicago Press, 2014  
“The First Chicago School and the Ideology of the Skyscraper,” in Peggy Deamer Ed. *Architecture and Capitalism: 1845 to the Present*, Routledge, 2013  
Kent Kleinman, Joanna Merwood-Salisbury and Lois Weinthal Eds., *After Taste: Expanded Practice in Interior Design*, Princeton Architectural Press, 2011  
Joanna Merwood-Salisbury, *Chicago 1890: The Skyscraper and the Modern City*, University of Chicago Press, 2009

**Professional Memberships:**

Society of Architectural Historians



**Derek Porter**

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

Fall 2015	PGLT 5003A - Lighting Studio 3 (Allied, joint studio with M.Arch)
	PSCE 5310 - Environmental Tech 2
Fall 2014	PGLT 5003A - Lighting Studio 3 (Allied, joint studio with M.Arch)
Fall 2013	PGLT 5003A - Lighting Studio 3 (Allied, joint studio with M.Arch)

**Educational Credentials:**

1989	Bachelor of Fine Arts, Kansas City Art Institute 1989
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**Teaching Experience:**

2015-present	Parsons, Associate Professor with Tenure
2014-2015	Cornell, Visiting Associate Professor
2012-2014	Parsons, Associate Professor with Tenure, Director MFA Lighting Design,
2005-2012	Parsons, Assistant Professor, Director MFA Lighting Design
2005	Kansas University, Architecture and Urban Design, Instructor
2002-2004	Kansas University, Civil, Env. and Arch. Engineering, Instructor
1999-2000	Kansas City Art Institute, Dept of Design, Instructor
1996	Kansas City Art Institute, Dept of Foundations, Instructor

**Professional Experience:**

1995-present	Derek Porter Studio, Principal Designer, Owner
1989-1995	Yarnell Associates, Designer

**Licenses/Registration:**

N/A

**Selected Publications and Recent Research:**

2014	Award - 2015 Wichita Art Museum, Pulse Field (permanent art installation)
2015	IES International Merit Award, Crossroads Residence
2015	IES International Merit Award, Chicago Residence
2015	IES International Merit Award, Kansas Leadership Center
2014	IES International Merit Award, Park Residence
2013	Design Santa Fe, Life Support: Art <-> Design Sustenance
2013	Syrkett, A. "Top of the Hops." Architectural Record (Feb), ppl 96-99

**Professional Memberships:**

International Association of Lighting Designers - Professional  
Illuminating Engineering Society of North America - Member

**Joel Stoehr**

**Courses Taught:**

Spring 2015 PGAR 5902 - Independent Study/Design Workshop  
Fall 2014 PGAR 5902 - Independent Study/Design Workshop  
Summer 2014 PSCE 5910 - Design Workshop Construction  
Spring 2014 PGAR 5202 - Studio 4, Design Workshop  
Spring 2014 PGAR 5902 - Independent Study/Design Workshop  
Fall 2013 PGAR 5902 - Independent Study/Design Workshop

**Education:**

2001 Skowhegan School of Painting and Sculpture, Skowhegan, Maine  
1999-2001 Master of Fine Arts, Sculpture, Cranbrook Academy of Art, Bloomfield Hills, Michigan  
1994-1998 BFA Painting, Minor: Art History Maryland Institute College of Art, Baltimore, Maryland, *Summa Cum Laude*  
1997 Association of Independent Colleges of Art and Design, New York Studio Program

**Teaching Experience:**

2014-present Assistant Professor of Modeling Technology, School of Constructed Environments, Parsons School of Design, New York, NY  
2009-2014 Instructor of Modeling Technology, School of Constructed Environments, Parsons School of Design, New York, NY

**Professional Experience:**

2005-2008 Summer Construction Assistant, Parsons Design Workshop

**Selected Publications and Recent Research:**

2014 Pierogi XX: Twentieth Anniversary Exhibition  
2014 Saltz, Jerry. "The Saltz Cornucopia: 10 Fall Art Shows, Reviewed" Vulture.com  
2014 Pierogi XX, online exhibition review.  
2014 Schultz, Charlie. "September in New York: Maneuver the Mania" Artslant.com.  
2014 Pierogi XX, online exhibition review

**Ioanna Theocharopoulou Ph.D.**

**Courses Taught:**

Fall 2015 PSCE 5033 - Sustainable Design  
Fall 2014 PSCE 5033 - Sustainable Design  
Fall 2013 PSCE 5033 - Sustainable Design

**Educational Credentials:**

1997 M.Sc. in Advanced Architectural Design, Columbia University, Graduate School of Architecture, Planning and Preservation; Ph.D. in Architecture (History and Theory), Columbia University, Graduate School of Architecture, Planning and Preservation  
1991 AA Diploma (Architectural Association School of Architecture, London, UK);

**Teaching Experience:**

2009-present Assistant Professor, School of Constructed Environments, Parsons the New School for Design, New School University  
2008-2009 Adjunct Assistant Professor, Columbia University, Graduate School of Architecture, Planning and Preservation,  
2004-2007 Cooper Hewitt National Design Museum, Smithsonian Institution, Masters Program in the Decorative Arts and Design, Part-time Faculty. Graduate seminars in Design History/ Theory (2004-2007).

**Professional Experience:**

Practiced both in Athens and in New York for private clients in collaboration with other architects.

**Licenses/Registration:**

Licensed to practice as an Architect in Greece and other countries of the European Union.

**Selected Publications and Recent Research:**

"The Athenian *Polykatoikia*: A Social and Cultural Reading 1949-74", in *Middle-Class Housing in Perspective*, edited by Gaia Caramelino and Federico Zanfi, forthcoming, Peter Lang Academic Publishers, 2015;  
"Humanitarian Design: Notes for a Definition" co-written with Christian Hubert, in *Ground Rules for Humanitarian Design*, edited by Alice Min Chun and Irene Brisson, forthcoming, London: John Wiley & Sons Ltd., 2014;  
"Design, Sustainability, and the Global City," co-written with Christian Hubert, in *Urban Design Ecologies Reader*, edited by Brian McGrath, John Wiley & Sons, London, December 2013; "Improvising Urbanism in Postwar Athens. Techniques and Processes of an Other Development", in *Landscapes of Development: The Impact of Modernization on the Physical Environment of the Eastern Mediterranean*, edited by Pani Pyla, Harvard University Graduate School of Design, 2013. Lastly: I edited and contributed to the New York section of the Goethe-Institut's *Weltstadt* Project, published both online and in print form, March 2014

**Professional Memberships:**

Member of the Association of Greek Architects; Member of the Professional Association of Architects and Engineers of Greece (T.E.E.)

**Peter Wheelwright**

**Courses Taught:**

Fall 2015 PSCE 5051 - Poetics of Artifacts, PGAR 5403 - Thesis Preparation Seminar  
Spring 2015 PGAR 5402 - Studio 6, Thesis  
Fall 2014 PSCE 5051 - Poetics of Artifacts, PGAR 5403 - Thesis Preparation Seminar

**Educational Credentials:**

1975 Master of Architecture, Princeton University  
1972 BFA, Trinity College

**Teaching Experience:**

1983 Adjunct Faculty, Cooper Union  
1984-1998 Adjunct Faculty, Parsons, Dept. of Architecture  
1992-1994 Adjunct Faculty, Columbia University, Barnard College, Dept. of Architecture  
1998-2006 Chair, Parsons, Dept. of Architecture, Interior Design and Lighting (currently SCE)  
2006-Present Full-Time Faculty, Parsons, School for Constructed Environments

**Professional Experience:**

1982-present Principal, PMW Architects  
1978-1982 Associate, Tod Williams Architects

**Licenses/Registration:**

NY State

**Selected Publications and Recent Research:**

1997 Van Alen Institute, "River Projects", Exhibition  
2000 Architecture Magazine, "Modern Dollhouse is Sweet Home"  
2004 Journal of Architectural Education, "Why There Is No Such Thing As The Real World"  
2009 Brydcliffe Arts Colony, NY "Ahoy, Where Lies Henry Hudson: 16 architects", Moderator, Hemingway Society,  
2013 PEN/Hemingway Award, As It Is On Earth, a novel

**Professional Memberships:**

AIA

**David White**

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

Fall 2015	PSCE 5300 - Environmental Technology 1, PSCE 5310 - Environmental Technology 2
Fall 2014	PSCE 5300 - Environmental Technology 1, PSCE 5310 - Environmental Technology 2
Spring 2014	PGAR 5202 - Studio 4, Comprehensive
Fall 2013	PSCE 5300 - Environmental Technology 1, PSCE 5310 - Environmental Technology 2

**Educational Credentials:**

2003	UC Berkeley, Master of Architecture
1996	Yale College, BA, majors in Architecture and Engineering Sciences, Mechanical

**Teaching Experience:**

2010 – present	Assistant Professor in Environmental Technology, SCE, Parsons School of Design
2005 – 2010	Visiting instructor - City College of NY, Parsons SCE, Columbia GSAPP, and Stevens Institute of Technology
2000, 2001	Teaching assistant, Architecture 140, UC Berkeley CED

**Professional Experience:**

2009 – present	Principal, Right Environments
2004 – 2009	Project Engineer, Transsolar Climate Engineering

**Licenses/Registration:**

Certified Passive House Consultant (PHIUS)

**Selected Publications and Recent Research:**

2014	Cuddeback House, Huguenot NY (completed March 2014). New construction single family net-zero energy home (measured), using post frame construction to minimize cost.
2014	New Peak Cooling Load Calculation for the PHPP. Free peak cooling load calculation to be used with Passive House Planning Package software, adapted to humid climates.
2013	Barber E. and D. White, 2013, "Solar's Role in Domestic Water Heating", <i>Building Energy</i> , No 1, p 28-31, 42. Includes peer review.
2011	Insulation Climatic Impact Calculator. Free Microsoft Excel spreadsheet written for building designers wishing to minimize total global warming potential due to the manufacture energy and operational energy associated with type and amount of building insulation materials.
2010	Auer, T. and D. White, "Form Follows Daylight - The Atrium Concept", <i>Detail Green</i> , 01, p 34-35.

**Professional Memberships:**

New York Passive House, International Passive House Alliance

**Alfred Zollinger, Director - Design Workshop**

**Courses Taught:**

Summer 2015 PGAR 5202 - Studio 4 Design Workshop, Construction  
Spring 2015 PGAR 5202 - Studio 4, Design Workshop  
Summer 2015 PGAR 5202 - Studio 4 Design Workshop, Construction  
Spring 2014 PGAR 5202 - Studio 4, Design Workshop  
Fall 2013 PSCE 5100 - Design Build Practicum

**Educational Credentials:**

1990 Bachelor of Architecture and Fine Arts, Rhode Island School of Design  
1995 Master of Architecture, Cranbrook Academy of Art

**Teaching Experience:**

2003-2006 Adjunct Faculty, Rhode Island School of Design  
2007-present Parsons School of Design

**Professional Experience:**

2002-present Co- Director of Matter Practice, Brooklyn, NY

**Licenses/Registration:**

Registered Architect and Interior Designer, New York State

**Selected Publications and Recent Research:**

*Tolerance of Making*: Process, deviations and reconciliations. Ongoing research on design through making.  
*Peace & Quiet*, New York, design & build of temporary installation in Times Square to house veteran/civilian dialogues  
*In Pursuit of Freedom*, New York, design & build of permanent exhibition at the Brooklyn Historical Society on the abolitionist movement  
*Gowanus House*, New York, gut renovation of multifamily house  
*High Tea: Manifestations East West*, Norton Museum Palm Beach FLA, exhibition design

**Professional Memberships:** None













Our diverse faculty of practitioners distinguishes the program at SCE; many are at the forefront of architectural practice in New York. Practicing architects who are licensed in New York State are required to complete 36 hours in continuing education each three-year registration period, a mandatory requirement that ensures our current staff of practitioners are familiar with emergent technologies, best practices, and their legal and ethical responsibilities as licensed professionals. Faculty are reminded to remain current with their continuing education. SCE also actively collaborates with architectural institutes and groups within New York, including the Center for Architecture, the Architecture League of New York and the Van Alen Institute. Faculty (and students) with a Parsons' ID card are given free entry to the Museum of Modern Art/PS1 MoMA, and reduced entry to other New York City museums.

Parsons provides funding for faculty, both full-time and part-time, for the purposes of supporting research and creative practice, as well as for attending conferences, symposia, and other programs furthering their knowledge of trends in education and in practice. These financial opportunities are described in more detail in the following section.

The University and Parsons provide opportunities for full-time faculty to apply for funding to support their research, scholarship, and creative practice. In AY0910, Parsons established the school and cross-school funds. The Parsons school-based fund and cross-school support proposals from full-time faculty that generally advance the academic reputation and culture of the School by supporting faculty-driven research, curricular initiatives, public programs, scholarship, and creative practice. Parsons allocates over \$240,000 annually in this funding.

In Spring 2009, the university created a Faculty Research Support Initiatives. Full-time faculty eligible for this support this year are those with the following appointments: tenure, tenure-track, EE, EE-track, probationary, and term faculty.

General Research Fund resources have been allotted to supplement divisional funds to provide eligible faculty with up to \$2200/year for research and professional or academic development support. These funds can also be used to strengthen teaching practices and curriculum development. These funds must be expended within each fiscal year (July 1 – June 30) and can be used toward books, conferences, travel, and other such expenses.

A pool of Student Research Assistant funding was also been created to provide support for faculty research and projects through the hiring of student research assistants; eligible faculty members are invited to apply for this support. The student assistant component allow each eligible faculty member to apply for up to \$5100 annually in funding. These funds can be used to engage New School registered students as assistants for projects directly relevant to the faculty member's research, creative activity or professional development. Students may be engaged as traditional Research Assistants as well as in other ways, e.g., as designers, performers, or media artists. The work should provide experience of some academic value to the student. Review of proposals will take into account where the faculty member is with regard to their review cycle and the quality of the proposal.

The Office of the Provost provides funding for faculty activities in three categories: research, curricular innovation, and mentoring. Funding for projects in all three categories is available to principal members of the full-time faculty and, for some programs, part-time faculty members with post-probationary, annual, multi-year, or grandparented status as defined in the ACT-UAW contract or AFM Local 802 part-time faculty with a minimum of four semesters of classroom appointments. Awards are competitive. All applications are reviewed by a committee of faculty representing a range of fields.

The Faculty Research Fund supports faculty members in their work as scholars and creative practitioners. Grants of up to \$10,000 are awarded on a competitive basis to support new research-based, professional, or creative projects. Priority is given to 1) projects developed by junior members of the faculty that will provide opportunities to advance their research careers and 2) projects for which there is demonstrated effort and potential to secure external funding (in which case FRF funds can constitute seed money or a matching grant). The application deadline for the 2015-2016 cycle has passed. Guidelines and the application form are made available to all FTF online for reference on our Research Fund page at appropriate times. Prior application guidelines can be seen at <http://www.newschool.edu/parsons/subpage.aspx?id=32428>

Innovations in Education Fund supports members of the faculty in their work as innovators in the areas of curriculum and pedagogy. Grants of up to \$10,000 are awarded on a competitive basis for projects that develop or implement new courses and programs or innovative methods of teaching and student evaluation. The application deadline for the 2015-2016 cycle has passed. Guidelines and a link to the application form are available for reference on our Innovations in Education Fund page.

Mentorship Grants Fund: Full-time faculty members can apply for individual grants (up to \$1,200) or team grants (up to \$5,000) to support the development of mentoring relationships. This program aids faculty members in building a network of mentors who will support them in their professional growth and career advancement.

The New School Provost's Office also lists funding opportunities, these are made publicly available at <https://www.newschool.edu/provost/research-support/>

### **Past and Projected Faculty Research, Scholarship, and Creative Activities by Full-Time Instructional Faculty Since the Prior Visit**

#### List of Past and Projected Funded Faculty Research through School-Based and Cross-School Funding

#### **09-10**

Porter	Light-In Florence
McGrath	Designing Shanghai
Briggs	Architecture & Energy
Kirkbride	Curricular Development
Briggs	Curricular Development
Briggs/Baratloo	DADD Germany Solar Energy Study
Nagelberg	NCECA Conference
Kirkbride	ICFF & Senior Thesis Show
Leven	Uganda w/GPIA's International Field Program

#### **10-11**

Leven	MARch Thesis Studio: Sustainable Infrastructures for the City of Albany
Kirkbride	@the table event + the 24 hour Population SLAM
Ruth	My Desk is my Castle
Taneri	Daylighting in Latin America: Envisioning Daylight's Role in the Emergent Global City
Bernecker	"Lighting Poverty in the Developing World"
Rabinowicz	Crystal Convergence: Science and Design Intermingle in the "Growth"
Chorpash-Leven	Emerging Architecture and Product Design in China
McGrath	Adaptive Processes in Baltimore from the Sanitary to the Sustainable City
Lewis	Publication Image and Drawing Production Assistant

## 11-12

No School-Based Funds Applications

## 12-13

Nagelberg	Student Assistant Funding, Travel to Heath Ceramics
McGrath	Living Arts City
Lewis	Cross Laminated Timber in North America
Bernecker	Enhancement of Lighting Measurement Capabilities
Bernheimer/Leven	LARGE TURF: Publicly Owned Land Hiding in Plain Sight
Chun	Sustainable Design Networks
Kirkbride	Architecture's Appeal

## 12-13

Nagelberg	Student Assistant Funding, Travel to Heath Ceramics
McGrath	Living Arts City
Lewis	Cross Laminated Timber in North America
Bernecker	Enhancement of Lighting Measurement Capabilities
Bernheimer/Leven	LARGE TURF: Publicly Owned Land Hiding in Plain Sight
Chun	Sustainable Design Networks
Kirkbride	Architecture's Appeal, Zambonini Archive
Whitfield	Homonormativity and the American Ideal

## 13-14

Lewis	Cross Laminated Timber North America
Bernecker	Enhancement of Lighting Measurement Capabilities
Bernheimer/Leven	LARGE TURF: Publicly Owned Land Hiding in Plain Sight
Kirkbride	Zambonini/Scarpa Exhibit Board Digitization
Bernheimer/Leven	NYCHA REDUX
Bruton	Mediating the Biennale
Woodcock	Economic Futuring Workshops for Interior Design

## 14-15

Kirkbride	Architecture's Appeal
Chun	Sustainable Design Networks
Bernheimer/Leven	Housing Research: Conference and Precedent Documentation

## 15-16

Lewis	Manual of Section Images
Ruth	Kress Corner, Allentown Art Museum
Marin	Materials Lab Graphic Movement
Shrum/Bernecker	International Year of Light: Public Program
Porter	International Year of Light: Public Program
Theocharopoulou	Builders and Housewives

## School of Constructed Environment/SCE Cross School Fund Awards 2013-2015

**13-14**

Theocharopoulou	Inside (hi) Stories Part Two
Marin	Tool Video Tutorial Library/ Online Reservation System
Stoehr	SCE Public Program Development
McGrath	SCE Public Program Development

**15-16**

Theocharopoulou     Inside (hi) Stories

**Outside Research, Scholarship, and Creative Activities by Full-Time Faculty**

The following is an *abridged* list of projects undertaken by the full-time faculty teaching in the M.Arch program, related to outside practice and scholarship:

**Andrew Bernheimer**

As Individual:

Timber in the City, ORO Editions, 2015  
New American Housing, Princeton Architectural Press, 2013

with Bernheimer Architecture, as Principal:

NYCHA Van Dyke Houses RFP (with David Leven), 2015  
OneFlushing - Senior Supportive and Affordable Housing, 2014-present  
Quonochontaug Residence, 2012-2015  
BCD:A Mixed Use/Cultural Facility and Housing, Brooklyn NY 2013-present  
Home of the Future, New York, 2014  
Peloton, New York, 2014  
Fairy Tale Architecture (with Kate Bernheimer), Places Journal, 2009-present

**Yolande Daniels**

with Studio Sumo, as Principal:

American Academy of Arts and Letters, Prize in Architecture - 2015  
JIU International Student Dormitory, Togane, Japan - 2014  
Mizuta Museum of Art, Sakado, Japan - 2011

**Jean Gardner**

Cinemetrics: Embodying Architectural Representation in the Digital Age', co-author with Brian McGrath, Architectural Theory Review, Spring, Routledge, 2008

**Paul Goldberger**

Contributing Editor, Vanity Fair, 2012-present  
Building Art: The Life and Work of Frank Gehry, Knopf, 2015  
Building with History, Prestel, 2015

**Robert Kirkbride**

"The Reading Chamber," *Architecture's Appeal*, eds. M. Neveu, N. Djavaherian (London: Routledge, 2015).

(Editorial board reviewed)

The Morbid Anatomy Museum, Brooklyn, NY - Constructed 2014-2015

**Alexis Kraft**

Maggie's Centre in America: Developing design strategies and business policies for post-medical cancer care in the US (ongoing)

Monolithic Wood Construction: Vernacular Construction techniques and their impact on Contemporary Building Practices (ongoing)

with LOT-EK, miscellaneous projects, Project Architect

with Bernheimer Architecture - Mecox Residence, Project Architect

**David Leven**

with LEVENBETTS, as Partner:

NYCHA Van Dyke Houses RFP, 2015 (with Andrew Bernheimer), 2015

Heliocity: East Lansing 2030 - Broad Art Museum, Michigan State University 2014-2015

36SML Beach House, Easthampton, NY, 2014

Sibley Hall Renovation, Cornell University, 2014

Helsinki Guggenheim Competition, 2014

Princeton House 02, 2013

TAYSTEE Building, NYC - Mixed Use Office, Harlem. 2013

**David Lewis**

with Lewis-Tsurumaki-Lewis Architects, as Partner:

Upson Hall, Cornell University, Ithaca, NY, 2014-2017

NYU Steinhardt, multi-storey renovation, 2015

Columbia University School of Journalism, Brown Institute for Media Innovation, 2014

ParkingPLUS Train Terraces, Westbury NY, 2014

Steeplechase Pier, NYC Department of Design and Construction, Brooklyn, NY, 2013

Gallaudet University Living and Learning Residence Hall 6, Washington DC, 2012

Arthouse, Austin, Texas, 2010

**Victoria Marshall**

"Mega Delta" (Applied Research and Design: Hong Kong, in preparation)., d., "Living Arts City," (Create Space: New York, 2015).

"Aesthetic Resilience," in *Resilience in Urban Ecology And Design: Linking Theory And Practice For Sustainable Cities*, eds. S. T.A Pickett, M.L. Cadenasso, Brian McGrath (Future Cities Springer: Dordrecht, 2013).

Sharon Haar and Victoria Marshall, "Mega Urban Ecologies," in *Urban Design Ecologies Reader*, ed. Brian McGrath (Wiley: London, 2013).

Victoria Marshall and Timon McPhearson, "micro-Urban: The Ecological and Social Potential of Small-Scale Urban Spaces" January 3<sup>rd</sup>, 2015.

**Brian McGrath**



Baltimore Ecosystem Study, National Science Foundation, Co-Principal Investigator, 2004-2016  
Urban Design Ecologies , Editor of Anthology AD Reader series, John Wiley & Sons, 2013  
Resilience in Ecology and Urban Design, Co-editor, Springer Verlag, 2013  
Architectural Theory Handbook, Section editor and chapter author. Sage Publications, 2012

### **Derek Porter**

with Derek Porter Studio, as Principal:

Wichita Art Museum, Bollard, 2015  
Pulse Field Installation, Wichita Art Museum, 2015  
Artery Residence, 2015  
University of Central Missouri Recreation Facility, Warrensburg, MO, 2012  
Joplin Residence, Joplin, Missouri  
Kaufman Center for the Performing Arts, Kansas City, MO, 2012  
Nerman Museum of Contemporary Art, Overland Park, Kansas, 2010

### **Joel Stoehr**

Pierogi XX: Twentieth Anniversary Exhibition, 2014

### **Ioanna Theocharopoulou**

"The Athenian *Polykatoikia*: A Social and Cultural Reading 1949-74", in *Middle-Class Housing in Perspective*, edited by Gaia Caramelino and Federico Zanfi, forthcoming, Peter Lang Academic Publishers, 2015;  
"Humanitarian Design: Notes for a Definition" co-written with Christian Hubert, in *Ground Rules for Humanitarian Design*, edited by Alice Min Chun and Irene Brisson, forthcoming, London: John Wiley & Sons Ltd., 2014;  
"Design, Sustainability, and the Global City," co-written with Christian Hubert, in *Urban Design Ecologies Reader*, edited by Brian McGrath, John Wiley & Sons, London, December 2013

### **Peter Wheelwright**

"As it is on Earth", Novel, 2013, Fomite Publishers

### **David White**

Cuddeback House, Huguenot NY (completed March 2014). New construction single family net-zero energy home (measured), 2014  
New Peak Cooling Load Calculation for the PHPP. Free peak cooling load calculation to be used with Passive House Planning Package software, adapted to humid climates, 2014  
Barber E. and D. White, 2013, "Solar's Role in Domestic Water Heating", *Building Energy*, No 1, p 28-31, 42. Includes peer review, 2013

### **Alfred Zollinger**

with Matter Architecture Practice, as Partner:

Parsons End-of-Year Show, Industry City, Brooklyn, 2015  
2096 - Photo-Roman Proposal for Inhabitation of Submerged Shores, Queens, NY, 2013  
Peace and Quiet Dialogue Station, Times Square NY, 2012

MOMA PS1 - Young Architects Program - Finalist, 2011  
Single Thread, Sukka Competition Winner, New York City, 2010

Resources are also dedicated to part-time faculty, which include:

#### *Paid Academic Leave*

Paid academic leaves are provided so that eligible part-time faculty can pursue professional or academic research projects. Part-time assistant and part-time associate teaching professors with annual, multi year, or grandparented status who have not received a paid academic leave during a six year period prior to applying for a paid academic leave are eligible for paid academic leave, which is for one semester.

A maximum of 50 faculty members will be given paid academic leaves per academic year. Of these, not more than 50 percent will be granted to part-time assistant professors (part-time faculty). The salary for a paid leave is the same pay that the faculty received from the university in the same semester during the previous academic year plus any applicable across-the-board increase. For the 2015/2016 academic year, Parsons is funding \$300,000 worth of paid academic leave to eligible part-time faculty.

#### *Part-time Faculty Professional Development Fund*

The Part-time Faculty Professional Development Fund was created to cushion the economic burden of professional development and to support part-time faculty development via professional conferences, workshops and memberships to professional organizations, journals or archives. All part-time faculty are welcome to apply. The maximum individual award for professional development is \$1000. Every academic year Parsons awards \$40,000 to Part-time Faculty across the divisions for professional development.

#### *Tuition Waiver Benefit*

The tuition waiver benefit is available to any part-time faculty member who applies. For new part-time faculty members, courses can be taken in the same semester/session as the first class taught on a space available basis. Part-time faculty members and their eligible dependents are eligible for a tuition waiver on the basis of one course for every class taught. The tuition waiver benefit applies to tuition and mandatory fees.

### **Student Support Services**

In addition to regular meetings with faculty regarding academic-related issues, graduate students in the M.Arch program have access to the Director and the Dean of the School of Constructed Environments during weekly office hours and informally through direct contact within the studio and critique spaces. Both the Director and the Chair maintain an open-door policy in regards to meeting with students. Academic advisors in the Center for Student Success also provide additional support for all academic-related issues including: course planning, registration, explanation of University policies, and by serving as a point of contact to all University Student Services offices.

#### *Advising*

<http://www.newschool.edu/center-for-student-success/advising/>

#### *Advising Resources*

Advising is a core component of students' academic experience. In addition to the mentoring provided by the M.Arch faculty and program director, students are encouraged to seek support from professional advising staff in the Center for Student Success. Advisors provide general academic support services and advising to degree

students. Advisors are available to answer questions about academic policies and general requirements; about registration procedures; about degree requirements, course offerings, writing support, and about university offices and resources. They support students through decision-making processes; assist with the development of good study habits; provide guidance on time and stress management; and, when necessary, make referrals to appropriate healthcare professionals. The advising staff facilitates interaction between students, faculty, and the larger university campus. The advisors have extensive knowledge of the programs across the University, act as liaisons between students and school personnel, and collaborate with program directors, advisors, and faculty to help students succeed. The advisors are available through walk-in hours and by appointment.

### *Advising and the Registration Process*

Students must register for classes online during a period set by the University Registrar. Registration dates are posted on the Academic Calendar, and the University Registrar informs students about their specific registration period. Prior to registering, M.Arch students consult with faculty and may schedule individual appointments with an advisor to discuss course selections for the next semester. The registration process consists of three essential steps:

1. Advising regarding M.Arch courses
2. Registration
3. Payment of Tuition

### *Add, Drop, and Withdrawal*

Add, drop, and withdrawal deadlines are determined by the University Registrar and are posted on the Academic Calendar in advance of the start of the semester. Students who wish to make changes to their course schedule may do so online during the posted add, drop, and withdrawal periods.

### *Tutoring*

The University Learning Center provides free tutoring for students who need help structuring papers, improving reading comprehension, and developing other skills necessary for completing liberal arts and studio assignments. Students should contact the University Learning Center to schedule a tutoring appointment. The M.Arch program can arrange for tutoring for students enrolled in required studio coursework. Students in need of assistance should contact the program Director to request tutoring. Such tutoring may be free, or students may bear the cost of upper-level studio tutoring.

### *Office of Student Support and Crisis Management*

The Office of Student Support and Crisis Management works with New School students who are struggling with nonacademic challenges, distressing experiences, and crisis situations by providing support and advocacy to students navigating challenges that may affect university life; connecting students to supportive resources on and off campus; taking student reports of incidents of sexual violence, domestic/intimate partner violence, sexual harassment, and stalking; responding to and managing critical incidents involving students; managing the health leave process to ensure that students receive personalized support and information that allows them to successfully return to the university; and training faculty and staff to recognize and respond to students in distress.

### *Student Health Services*

The New School's Student Health Services promotes lifelong, optimal health for its diverse student community. Through consistently delivering excellent medical care, psychological services, and preventive education, Student Health Services enables students to become responsible agents of their own health. By providing

individualized and accessible services, Student Health Services supports students in their pursuit of educational opportunities and personal development. It also serves as a key information source on health, disease and prevention. Medical Services offers medical consultation and treatment for illness and injury, gynecological consultation and treatment, prescriptions, medications and immunizations, and prevention services. All services are strictly confidential and are not part of a student's academic record. Counseling Services offers short-term individual counseling, group counseling, psychiatric consultations, crisis intervention, referrals, and workshops. All services are free to students who have paid the Student Health Services Fee. All services are confidential (<http://www.newschool.edu/studentservices/health/confidentiality.aspx>) and any contact with this program will not be part of a student's academic record.

#### *Office of Student Disability Services*

The New School seeks to foster an environment that encourages all students to reach their highest level of achievement. Through our various student services and programs, we emphasize the importance of recognizing and embracing individual differences. In keeping with this philosophy, we are committed to helping students with disabilities obtain equal access to academic and programmatic services. Student Disability Services (SDS) is designed to assist students with disabilities in need of academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973.

A person with a disability is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, learning, hearing, speaking, or breathing. A person is also protected under the ADA if he or she has a record of a disability or is regarded as having a disability and is thus discriminated against. It is important to know that disabilities can be both visible and hidden; that is, many disabilities may not be obvious to an observer. These can include epilepsy, diabetes, and certain vision-based disabilities. People can also have multiple disabilities, such as being both legally blind and hard-of-hearing.

Students must self identify as having a disability. They will be asked to provide medical documentation to the Director of Student Disability Services. Students must check in with the Office of Student Disability Services at the beginning of each semester to request accommodation.

Self-Identification Forms and medical documentation are kept on file in the office of Student Disability Services. Access to these files is strictly limited. Specific information on a student's disability will only be shared with the student's written permission and/or on a need-to-know basis. This information does not become part of a student's transcript or permanent record.

#### *The Office of Student Ombuds Services*

The Office of Student Ombuds Services is a place where New School students can go for assistance in resolving conflicts, disputes, or complaints on an informal basis. In order to afford students the greatest freedom in using the services that the ombuds office provides, this office is independent, neutral, and confidential. The ombuds facilitates communication when conflict arises and provides the opportunity for informal dispute resolution. The ombuds does not arbitrate, adjudicate, or participate in any internal or external formal process. To ensure objectivity, the office operates independently of administrative employees. The ombuds will not take sides in any conflict, dispute, or issue, but considers the interests and concerns of all parties involved with the aim of achieving a fair and equitable outcome.

To the extent practicable, the ombuds will not share any information a student gives with anyone outside the student ombuds office without the student's permission. An exception to maintaining any such confidentiality would be if the ombuds had a reasonable concern about possible violence or physical harm. In addition, the student ombuds office will not keep any records about the student or the information she shares.

### *International Student and Scholar Services*

International Student and Scholar Services (ISSS) fosters international education exchange and works to enhance the intellectual, artistic, cultural, and social development of international students, scholars, exchange visitors, faculty, and administrative staff as part of the wider mission of Student Services and the university. International Student and Scholar Services provides expertise and support throughout the U.S. visa application process and offers advisement on the maintenance of legal immigration status, employment, reinstatement, changes of status, program changes, and other immigration-related matters. ISSS advises incoming students and scholars regarding higher education practices in the U.S. and other cultural adjustment issues. In addition, International Student and Scholar Services supports U.S. students seeking to study abroad through Fulbright programs and provides international student programs at The New School.

### *Center for Student Success - Career Services*

Information for the Center for Student Success can be accessed at <http://www.newschool.edu/center-for-student-success/>

Information on Career Services can be accessed at <http://www.newschool.edu/careerservices>

Career Services assists students to translate a Parsons education into professional work. Many programs and services are offered to degree students, beginning in the first year and continuing through graduation and beyond. Students learn how to present their creative talents and skills to further their career goals. Career Services provides an accessible environment where students can explore career-related questions while developing their life plans.

Services include:

An online job board, Career SuccessLink, <https://newschool-csm.symplicity.com/students> that lists thousands of job opportunities permitting students and alumni to connect with prospective employers. Career SuccessLink is available to students currently registered in one of the following degree programs: AAS, BBA, BFA, BA/BFA, MFA, MA or M.Arch., as well as to Parsons graduates. Eligible participants will be issued a login ID to register online following resume approval from Career Services.

Career workshops are scheduled each semester at the request of the major departments and ahead of specific career-related events such as career fairs and other networking opportunities. They are tailored to the specific professional interests and needs related to the major. Workshops include resume and cover letter writing, portfolio development, interviewing techniques, and job search strategies.

Career Advising also enables students to explore their career options in private one-on-one sessions with a Career Advisor at the Center for Student Success -- Career Services. Topics such as major choice, career paths, resume and cover letter construction, job search strategies, and transitioning careers may be discussed.

Career Services provides advice to students seeking paid and unpaid career-related internships in leading companies and firms.

### *Student Financial Services*

The New School maintains an active Office of Student Financial Services with Director of Graduate Financial Aid who works in concert with the Director of the M.Arch program to counsel and advise students on their financial options, including loans, fellowships, scholarships, and other sources of financial support for the duration of their study at Parsons.

Information on SFS can be viewed at <https://www.newschool.edu/student-financial-services/>

*Master of Architecture Program Awards and Prizes*

Specific to SCE and the Master of Architecture program and at the end of each academic year, graduating students are eligible for a number of honors and awards recognizing their academic and civic accomplishments while members of the School of Constructed Environments and the M.Arch program. The Director of the Program, in consultation with teaching faculty, determine the recipients of several of these awards. They include:

Academic Honors - given annually to a student for outstanding academic performance

AIA Henry Adams Certificate - awarded annually to the second ranking student for overall achievement

AIA Henry Adams Medal - awarded annually to the top ranking student for overall achievement

Alpha Rho Chi Medal - awarded to the student who has shown an ability for leadership, performed willing service for the School of Constructed Environments, and gives promise of real professional merit through his/her attitude and personality

Eileen Gray Thesis Prize - awarded annually to the student for outstanding design thesis in the School of Constructed Environments of Architecture, Interior Design, and Lighting, Master of Architecture Program

Golden Portfolio Award, given to the student with the best portfolio at the commencement of the final semester

SCE Honors - given annually to a student for outstanding contributions to the School of Constructed Environments

## **SCE Architecture Licensing Advisor**

### Mark L. Gardner, AIA, NCARB

The SCE Architect Licensing Advisor, Mark Gardner AIA NCARB, facilitates the flow of information to our architecture students about the path to licensure and a professional career. SCE hosted a spring semester informational meeting by NCARB in Feb. 2015. A panel discussed the changes to the Intern Development Program, passing the ARE, NCARB Certification and New York State licensing requirements. Throughout the semester, the Architect Licensing Advisor provided information from NCARB and answered questions from students.

Gardner has professional involvements with The American Institute of Architects, New York Chapter (AIANY) and The National Organization of Minority Architects New York Chapter (NYCOBA/NOMA), and he has been involved with programming for students and young professionals. He currently serves as co-chair of the AIANY Diversity & Inclusion Committee and undertakes events to bring underrepresented groups into the profession. This committee has co-hosted events with Women in Architecture and the Professional Practice Committees, including "First Day on the Job" and the "Grow" Symposium. "Grow" is a Professional development program that is supported by AIA National Professional KnowledgeNet. Serving in a number of officer roles for NYCOBA/NOMA, Gardner has put together initiatives such as "Crafting the Interview"- a program to help young architects to network and learn more about the profession and "Project Pipeline" with Archforkids- a program that teaches elementary aged students more about being an architect. These programs are supported not just by the New York architectural community but by the Parsons community.

### **I.2.2 Physical Resources**

*(Due to the size and number of images and drawings all plans and photos of all spaces used by the Program are contained in Section 4 - Supplemental Material, link is provided to Dropbox)*

The School of Constructed Environments occupies a series of spaces within the diverse urban campus of The New School. These spaces primarily include the second floor and the third floor in a converted loft building at 25 East 13th Street in Greenwich Village, a series of spaces at 2 East 13th Street, rooms within 6 East 16th Street and studios within the University Center at 63 Fifth Avenue. The graduate and undergraduate architecture programs are primarily housed on the 16,000 square-foot second floor of 25 East 13th Street along with the MFA lighting and MFA interior design programs. The School's BFA programs in product design, interior design, and architectural design maintains the 16,000 square-foot third floor as well as supplemental spaces in other buildings throughout the campus. The AAS in Interior Design is primarily located at 6 East 16th Street.

The heart of the M.Arch facility is the Design Studio, a 8,500 square-foot space with fifteen-foot ceilings located at 25 East 13th Street. This large common area encourages interaction among Parson's 91 Master of Architecture students while at the same time giving each of them an approximately fifty-square foot work area (consisting of adjustable table, locker, bookshelves, and model storage area) to call their own. Common areas within the Studio include meeting tables, pin-up walls, and worktables for model-making. While the main studio space on the 2nd floor is the heart of the life of students, and the focus of the studios, students in the Master of Architecture program can take advantage of the resources of the entire School of Constructed Environments with facilities throughout The New School.

Within 25 East 13th Street, there are a series of shared shop and support facilities available to the M.Arch students including. On the second floor is a CNC facility. The Donghia Material Library provides a critical material resource for all students of SCE. This resource provides a place for locating and researching materials, and an invaluable source of information for a school dedicated to the material production of architecture and design. The fourth floor houses a making space composed of an expanded woodshop, a laser cutter/fabrication space with nine industrial laser cutters open to student use for extended hours, 3D printers, a metal shop, and wet making facilities. These resources are supplemented by the advance fabrication facilities at 66 Fifth Avenue, 4th floor.

Parsons is launching phase one of a Making Center in Spring 2016. The over 25,000sf facility located in the SJDC complex will be located primarily on second and third floors as well as the cellar level. The facility will support a range of making from exploratory to advance prototyping. New equipment being added for Fall 2015 in preparation for the launch include a HAAS Mini-mill, one 4x6 ShopBot and four desktop ShopBots.

Also on the 3rd floor is the Light and Energy Lab. This room is a dedicated space for the testing, understanding and manipulation of electric and daylight systems. While primarily serving the MFA in Lighting Design program, the light lab is a critical space for understanding the impact of light on architecture. In addition to a wide array of the latest fixtures and lamps for understanding and experimenting with electric light systems, the facilities of this room include a heliodon to study direct sunlight conditions, a diffuse sky simulator and energy performance monitoring equipment.

On the 2nd and 3rd floors of 25 East 13th are 3 medium-sized classrooms (205, 206, and 302) and two seminar rooms (204 and 307). All seminar and classrooms have smart technology rooms with integrated sound, video, and computer capabilities.

The administrative offices of the School of Constructed Environments are directly accessible from the studio and classrooms and located on the 2nd floor. This main administrative office houses the support staff offices, and individual offices for the Dean, Associate Dean, and directors of the program. On the 3rd floor are additional offices for directors, advisors, and administrators of the school. Shared faculty offices provide



touch-down space for adjunct and full-time faculty to use on an informal basis, matching the urban complexity of The New School Campus.

The School also maintains two galleries, located immediately upon entering the second floor and third floor, featuring an ongoing series of student, faculty, and special exhibitions throughout the year. In addition, our students also have access to more formal exhibition spaces—one at 2 West 13th Street and the other at 66 Fifth Avenue—that are shared by the Parsons and New School communities at large.

Students have immediate access to two computer labs located within the studio spaces on the second and third floor. These labs providing PC and Mac computers, large format scanners, and black and white, color, and 42" full color plot printers are run and managed by the University's Academic Technology division. All computers are equipped with a complete suite of software and are a necessary supplement to each M.Arch student's own personal laptop to expand their technology and printing options. These two in-house labs located at 25 East 13th Street are connected to the main University key-server and networks for software license access.

M.Arch students have access to Parsons' making facilities across the campus - including, but not limited to: metal, wood, printmaking, advanced prototyping, wet studios.

The New School provides its faculty and students with computer and technology facilities throughout the campus with general use technology labs found at 6 East 16th Street in the Innovation Center, in the University Center at 63 Fifth Avenue, and specialized labs at Parsons supporting a range of practices including interior design, architecture, product design, lighting, fashion, and animation. A University Web Portal and wireless access on campus are also available to the University community. The university provides Adobe Creative Cloud access to all students, faculty, and staff. All facilities and resources are supported with both onsite and online help, backed by a service-oriented staff.

The University Computing Center (UCC, 55 W 13th Street 8th floor) has a large open lab, hands-on classrooms and presentation classrooms. Approximately 105 Macintosh and Windows stations are available with research, writing, and statistical applications, as well as software for Web, print, multimedia, and other design.

The Innovation Center (6 E 16th Street, 6th Floor) includes a smaller open lab with 18 Macintosh workstations, as well as 40 dual boot Macintosh laptops that can be checked out for use within the center.

The Print Center, located at the University Center (63 5th Avenue, 4th floor) is equipped to meet the print needs of degree students. This includes plotter printing and color and black/white print technology. Wireless printing to printers within the Print Center and throughout the buildings is also available.

The university offers advanced media labs including 2D and 3D modeling and animation facilities, digital video and audio stations and suites, a transfer room, and a recording studio. The Equipment Center houses DV Cameras, digital photo cameras, digital audio recorders, microphones, and lighting gear available for checkout. These technology spaces serve advanced needs of degree students who are designers and media producers. These main facilities have extensive equipment and software resources and are available to all M.Arch students.

The Interior Design (ID) Lab, located at 79 5th Avenue consists of A/V and computer equipped presentation and hands-on classrooms. Classrooms include more than 50 Windows workstations with advanced CAD software, as well as scanners and both color and black and white printers. With specialized furniture for both drafting by hand and computing, the location serves as a studio for Interior design students and classes.

The School of Constructed Environments (SCE) Lab, located at 25 East 13th Street, includes two "open labs" which complement student studios and instructional spaces. The facility has Mac and Windows workstations

with advanced CAD and design software, as well as large- format plotters and both color and black and white printers.

MyNewSchool is the single sign-on University Web Portal of The New School. It is customized for each user. Inside the portal are personal records & academic information, electronic library resources, the online learning environment, targeted announcements, and more. Also included inside MyNewSchool are university email and information about personal WebSpace for students. The University Portal allows access to course materials, discussion features, file sharing, and rosters, too.

The University offers free and secure wireless Internet access campus-wide, as well as express e-mail and Internet stations outside the computing facilities. Express email stations are located throughout campus.

The University also maintains A/V equipped presentation classrooms, each of which has LCD projector and computer workstation for instruction. Virtually all classrooms and studios are technology enabled.

<http://www.newschool.edu/information-technology/?trigger=staff>

Resources help all members of the University community use facilities and services effectively. Information Technology has a strong focus on customer service for students, faculty, and staff. A robust website as well as a centralized physical location on campus provide extensive support for a range of technology needs.

The University has partnered with leading software and hardware manufacturers to offer special deals and incredible savings. Partners include Apple, Rhino Dell, and Microsoft. The partnerships allow the University community to attain powerful tools at affordable prices.

<http://www.newschool.edu/information-technology/deals/>

### **Changes to Physical Resources Either Under Construction or Proposed**

Parsons engaged in a space planning process working with the New York architecture firm Marble Fairbanks, with a final report presented in January 2013 (contained in Section 4 - Supplemental Materials). One focus of the planning was considering the highest and best use of our existing buildings in the Greenwich Village area as well as optimizing space for studios, school hubs, and shared resources. A feature of the plan includes the consolidation of our five school hubs in the 2 West 13th Street building along the narrow section of the building referred to as the 'stick' which is ideal for office environments. Additionally, the hubs create adjacencies between the administrative, academic leadership, and faculty between schools vertically, while also expanding studio spaces.

Plans for the SCE Hub are contained in Section 4 - Supplemental Materials.

### **Problems and Challenges Related to Physical Resources**

Adequate space in New York City for a small architecture program is a constant challenge. Various projects as well as an expansion of access to resources around the University have been implemented to maximize the utility of spaces at 25 East 13th Street and at other buildings on campus. New making laboratories with current technologies such as MakerBots, laser cutters, and CNC fabrication equipment has greatly assisted the student body and faculty's research and pedagogy. Technology for teaching, such as projection equipment, rolling LCD carts, and other classroom resources are current and modernized on a regular basis. As our programs expand (the implementation of a MFA in Industrial Design is one such example, the growth of our Dual Degree program in Architecture and Lighting Design is another) our student body has correspondingly grown and requires more technological resources. Architectural education and presentation is heavy on visual and physical representation (as are all of the non-architectural programs at SCE), and thus capacity on equipment (laser cutters, 3D printers, plotting) can be taxed significantly during certain times of the school year. While the

technology is adequate, as the population of SCE has grown over the past three years these resources more often reach their maximum use and, in an ideal scenario, there would be an expansion of the resources to account for necessary redundancy. The program would thus benefit from additional technology of this type. Plans for the University's expanded Making Center will greatly assist our program, and newly constructed facilities on campus are also helpful.

Regarding spaces for teaching and advising, the SCE shared resources committee has investigated different planning strategies for our studios, pin-up space, and faculty advising. The newly constructed University Center, in conjunction with the aforementioned plans for the SCE school hub, will be instrumental in satisfying program needs. The University has been active in addressing program needs on this front.

### **Physical Resources: Teaching, Scholarship, Service, and Advising**

The university provides a range of facilities and access to offices to fulfill all aspects of a faculty member's role in the program. In addition, faculty are encouraged to utilize the vast wealth of resources available within New York City itself, to supplement those provided by the University, in particular related to scholarship and service. Many faculty are practicing architects with vibrant firms and therefore have physical resources available to them on a day-to-day basis outside the institution. This alleviates, quite measurably, the burden on the physical resources of the school. In many cases the space provided by an outside practice is significant, thus allowing faculty to fulfill their roles related to teaching, scholarship, service, and advising in a more robust manner than might be expected based on the space constraints of the program.

Most faculty at Parsons participate in either a hotseat or shared office space designed to more closely align with the realities of practice in an urban environment. Hotseat locations exist near studios as well as around the university in general with proximity to library, seminar and making spaces. Within the School of Constructed Environments, the program director and any full-time faculty who opts to may have a private office.

All faculty have access to a start-of-the-art faculty resource center in the newly opened University Center (on the same block as the primary location of the Master of Architecture program). The Faculty Resource Center provides faculty with four reservable technology enabled conference rooms of various sizes; phone booths for skype and phone conversations; a work space/bar with email/work computer stations; print output; as well as an area to meet for lunch.

### **Physical Resources: Off-Campus Settings**

Parsons Design Workshop, a major urban design-build program in North America working in collaboration with a public agency, is engaged in projects with positive social values and design work expressive of contemporary ideologies of built form. Each year a diverse student team provides pro-bono design and construction services to ameliorate existing facilities in underserved neighborhoods. The students interface with the client and representatives of all city agencies in order to gain necessary approvals for the project and are involved in all aspects of the process including the delivery method and practices critical to execution. Studios are held during the spring semester and within New School facilities, while summer construction venues around New York City vary in their location from year to year; students who have participated in the Design Workshop Studio work throughout the summer following their studio on a daily bases at such sites to execute the designs completed as part of their studio. The summer session typically runs from June 1st through the middle of August. There is limited impact on the on-campus physical resources as only summer courses are in session with a significantly reduced population. Students involved in the summer construction may therefore use University resources without any undue burden on the active student population.

### **I.2.3 Financial Resources**

The University's fiscal year runs from July 1 to June 30. In the fall, each School presents requests for budget priorities for the next fiscal year. Requests are review by the Parsons Dean's Council and the final budget request is presented to the Provost's Office for review. Final decision on budget allocations are made by the University Budget Committee.

The operating budget covers costs related to the operation of each of the School's programs, faculty salaries, administrative salaries, benefits, academic and office supplies, curricular support materials, exhibitions, student teaching assistants and technicians, and general day-to-day expenses.

Because of the large degree of shared resources and the inter-programmatic curricular exchange between the programs in the School, it is difficult to precisely determine either per capita costs or a specific budget number exclusively in support of the M.Arch program.

#### **Fiscal Year 2014-15**

Operating costs for the School of Constructed Environments increased to cover the addition of faculty salaries, both full and part-time, as well as the increased cost related to the shop facilities. The total operating budget for the School of Constructed Environments in Fiscal Year 2014-2015 was \$6,431,581 compared with \$5,685,289 in FY 2008-2009.

In addition, the School maintains a consolidated of discretionary accounts. These accounts are the result of grants or donations either raised by the development opportunities or received as gifts. For the Fiscal Year 2014-2015 fiscal year, the School's restricted accounts totaled approximately \$103,616.

Funds are available for student and faculty use, and include:

The Kalil Endowment – \$86,148. This endowment in the name of the late designer Michael Kalil was given to the department to support initiatives in sustainable design and technology.

Each year the profitable interest is used to award grants to students and faculty for their proposals in areas of sustainable design. In addition this money supports the annual Michael Kalil Lecture on Natural and Technological Systems.

In Spring 2015, Parsons Dean's Council established a [Graduate Student Travel](#) fund of \$50,000. The Graduate Student Travel Fund was created to cushion the economic burden of travel to support graduate students' pursuit of development opportunities.

Faculty are eligible to receive or apply for funding to support their research, scholarship, and creative (RSCP) practice via:

**Faculty Research Support Initiative** established by the Provost's Office in Spring 2010, provides all eligible full-time faculty with \$2,200 in general research funding (over \$350,000 annually at Parsons) and the opportunity to apply for up to \$5,100 in student research assistant funding (over \$550,000 awarded annually to Parsons full-time faculty).

**Parsons School-Based Funds** - reviewed and awarded by the SCE RSCP committee. SCE receives over \$20,000 in funding to distribute annually.

**Parsons Cross-School Funds** - reviewed and awarded by a committee composed of the five School Deans at Parsons. Over \$40,000 is awarded annually from that fund.

**Provost's Office Funding** - a series of funding opportunities for full-time faculty provided annually. Total award amounts vary.

There are no current plans to reduce or increase enrollment compared to current population.

### **Development Campaigns**

In Fall 2015, Parsons will be embarking on focused fundraising for all of our Making Center facilities as well as our school hubs. With a target of fifteen million dollars to support both the construction of and long term support of the the Making Center, the efforts will focus on naming opportunities for a range of spaces. Additionally, efforts will be targeted on a suite of full-floor renovations and also school hubs.

Types of asks related to specific projects:

The Making Center / L0, L2, N2, L3                      \$15 million

Students will engage in peer-to-peer learning across disciplines in this 30,000sf facility dedicated to a range of practices from exploratory making to state-of-the art advanced fabrication, from casting to printmaking. Well lit workspaces with flexible programming capability and access to a tool library, materials shop and green supply center to support students' needs.

### **School Hubs**

Through a robust master space planning process, Parsons has focused attention on the highest and best use of our spaces. The SJDC complex provides unique opportunities to situation our five school hubs in the narrow part of 2 West 13th Street, while creating optimized and flexible studio spaces on the 6 West 13th Street end of the building. School hubs will create dynamic connections for faculty and students between schools and in proximity to studios, making, and learning environments.

SCE Hub and related spaces / L12                      \$4.2 million

The SCE community is composed of over 800 students, faculty, and staff - making the hub a key destination for the community and where external visitors will regularly be welcomed. Additional spaces on this floor will include a critique/presentation space and three large studios to support students in areas including architecture, interior design, product design, industrial design, and the future landscape design program. This full floor renovation is over 10,000sf.

### **I.2.4 Information Resources**

The New School Libraries and Archives provides resources and services for the entire New School community and has four physical branches: The Arnhold Forum Library on the 6th and 7th floors of the University Center, List Center Library on the 8th floor of the Vera List Center, Scherman Music Library on the 4th floor of the Mannes Building, and Archives & Special Collections off the lobby in the Sheila C. Johnson Design Center. The libraries and archives provide a variety of seating options, including bookable group workspaces and quiet study areas; computer workstations and printing, scanning and copying services; on-site collections of highly-used materials; and self-checkout kiosks.

The Research and Instructional Services Department within the Libraries and Archives offers faculty and students assistance with and instruction in research methodologies and information literacy through: one-on-one appointments, in-class sessions, workshops, a 24-hour virtual reference by e-mail service (Ask Us), online subject or course-related research guides, designing research assignments. The New School Libraries and Archives has a robust e-reserves system through which materials can be posted in Canvas. Library staff are available to work with faculty to secure copyright clearance when necessary.

The New School Libraries and Archives collections cover all facets of design, including architecture, interior and lighting design, communications design, product design, fashion design, digital design, fine and decorative arts, humanities and social sciences, and music. The charge of collection development is to support the curriculum.

The breadth of the architectural collections has been continuously augmented by collecting to support subjects in architectural history, contemporary practice, and theory, criticism and technology, with sufficient depth to support the curriculum. The library is strong in monographs on architects and building types and materials relating to New York City architecture. The current monograph collection is continuously enlarged through monograph purchases of both print and electronic books.

The Libraries and Archives currently subscribes to 43 architecture-related periodicals in print and over 150 additional periodicals in print in related fields of art and design, and maintains back-runs of many of these titles. Additionally, The New School Libraries and Archives has access to full-text and indexing of over 100 additional architecture-related periodicals through online and database subscriptions. We review and add new subscriptions, usually at faculty request, and while some journals have ceased publication, we have added others. Currently we subscribe to 23 of the 53 (43%) core journals and 9 of the 42 (21%) supplementary journals included in the "Core List of Periodical Titles for a "First Professional Degree in Architecture" (revised 2009) prepared by the Association of Architecture School Librarians (AASL).

In addition to the subscriptions listed above, The New School Libraries and Archives subscribes to many electronic resources and databases. The most applicable architecture online index and abstract is the *Avery Index to Architectural Periodicals*; others that include architecture are *Art Source*, *ArtBibliographies Modern*, *Arts and Humanities Full Text*, *Bibliography of the History of Art (BHA)*, and *Design and Applied Arts Index*.

We subscribe to several online reference sources, including *Oxford Art Online* and *Building Green Suite*. Many other web-based interdisciplinary databases are also available for use by our students and, increasingly, more databases provide online access to full-text articles.

The New School Libraries and Archives houses and oversees a strong video collection. There are over 100 VHS tapes and DVDs on architectural subjects and many more art and design-related titles. In addition to our physical holdings, there are 246 architecture related videos available for streaming through our online video database subscriptions. All videos are available for classroom presentation and can also be uploaded digitally into our course management system for reserves. Teaching faculty can request new items to purchase for instructional purposes.

The Visual Resources Collection of The New School Libraries and Archives contains approximately 20,000 architectural images. These images are available to all faculty and guest lecturers and graduate students and seniors with the permission of an instructor.

Students and faculty have additional access to digital images through a selection of image databases. The New School Libraries and Archives subscribe to multiple image databases including *ARTstor*, which includes over one million images with significant resources in architecture and design. The New School Digital Media Collection is an extensive image collection with its own presentation software, offering online access to over 170,000 high-resolution digital images of art, architecture, design and maps. The DMC includes images from Scholars Resource and the Art Museum Image Gallery will wide representation of architectural images.

The Special Collections and Archives houses rare and valuable materials pertaining to the study of architecture. The Archives documents the history of The New School including all of the schools encompassed within (Eugene Lang College of Liberal Arts, Mannes School of Music, The New School for Social Research, Parsons Paris, Parsons School of Design, School of Drama, School of Jazz, and Schools of Public Engagement) through primary materials created by and related to its students, faculty, alumni, staff and associates. The architecture-related holdings include Joseph Urban's original design drawings and plans for The New School's landmark building on 12<sup>th</sup> Street, as well as a number of collections by prominent 20<sup>th</sup>-century interior designers, and the papers of former Architecture Department faculty member, Michael Kalil.

In addition to our own materials and spaces, as a member of the Research Library Association of South Manhattan, New School faculty and degree-seeking students are also able to check-out physical books at NYU's Bobst Library and the Cooper Union library, and are able to read books on-site at other libraries such as New York School of Interior Design and Cardozo libraries.

Members of The New School community are encouraged to take advantage of the many other library and archival collections located throughout the metropolitan area, including those at the Brooklyn and Queens Borough Public Libraries, the 82 branches and four research libraries of The New York Public Library system, and the numerous other research and specialized library and archival collections in the METRO Library Consortium including SIBL (Science, Industry and Business Library).

### **Information Resources: Challenges**

Over the past four years, the New School University Libraries & Archives department underwent a transition from three unique specialized libraries (and one design archive) to one library and archives unit divided into internal departments organized by function. This new structure has enabled the library to more readily adapt and serve the transdisciplinary nature of the evolving curricula across the school divisions. With it though have also come challenges in providing services that reach across a wide breadth of disciplines, locations, and both onsite and online academic offerings; the newly centralized structure would benefit from additional staff to serve the large and decentralized university campus.

The new structure has impelled the development of some new communication strategies, including:

- Updating our website and the reserves submission process;
- Working with faculty on new program proposals;
- Offering a chat service;
- Developing library instructional materials for faculty to use in their classes.

There are also space and budget limitations, which are currently being addressed in the following ways:

- Allocating resources to our Demand-Driven Acquisition Program;

- Continuing to increase our online resource offerings;
- Becoming a member of the PALCI consortium; and
- Improving our delivery services.



### **I.2.5 Administrative Structure & Governance**

#### *University Governance*

When David Van Zandt became president in 2011, the Board of Trustees charged him with undertaking strategic planning to ensure that The New School's reputation, academic quality, and financial structure would remain strong. A key goal of the current administration has been the creation of broader and deeper data systems to inform strategic planning. A wide range of institutionalized and iterative data collection initiatives, many centered in a revamped institutional research office (now called the Office of Institutional Research and Effectiveness) are underway, including a Data Warehouse and an effort to measure the cost of education by program. The president and provost, in partnership with the deans, developed the university's first formal (university-wide) mission and vision statement, which was approved by the Board of Trustees in May 2013. Academic and administrative leadership have worked together in a strategic planning process in close consultation with the Board of Trustees and with a range of university constituencies. The strategic plan focuses especially on student success, academic quality and distinctiveness, globalization, right-sizing the distribution of students across programs, the development of new programs with new streams of students, and the diversification of revenue sources. Fostering more collaboration across the divisions to create new programs and synergies is now seen as key to both realizing an academic mission focused on innovation and civic engagement and in meeting the economic challenges with new markets and existing curricula made available to students across the university.

Since 2010, the administration has grown increasingly accessible to students and faculty, addressing community-wide concerns through discussions with students and faculty, regular meetings with the University Student Senate (USS) and University Faculty Senate (UFS), attendance at many university programs and events, and semiannual university-wide Town Halls. These Town Hall forums feature remarks from the UFS and USS co-chairs; reports by the president and provost on broader university issues, including finances; and an open Q&A segment.

In addition to the reorganization of the central administration, two senior leadership groups were created (Leadership Council and Strategic Group); they meet regularly to share information, advise the president and provost on key institutional issues, and collaboratively make decisions. In 2012-2013, representatives from the UFS were invited to participate in the financial discussions that occurred in Leadership Council meetings. The president also joins regular meetings that occur between the deans and directors of the academic divisions and the provost and his senior staff.

Prior to 2011, all deans and vice presidents, except the vice president responsible for Design, Construction, and Facilities Management and vice president for Communications and External Affairs, reported directly to the president. The former group met monthly in what was called the Deans and Officers group, and separately in regular meetings led by the executive vice president. In 2007, the provost also began to hold regular meetings with the deans. This group continues to meet bi-weekly, often joined by the president and/or one or more of the vice presidents. The senior administrative structure was significantly revamped in recent years, with some hierarchy introduced within the reporting structure.

The monthly meetings of deans and officers have been replaced by two other groupings of senior leadership. The Leadership Council comprises the president, provost, the vice presidents and chief administrators who report directly to the president, and the deans of Eugene Lang College The New School for Liberal Arts (Lang), NSPE, The New School for Social Research (NSSR), Parsons, and Mannes College The New School for Music (Mannes); this council meets bi-weekly. The larger Strategic Group comprises all vice presidents and associate vice presidents, divisional deans and directors, and the deputy provost and vice provost for academic planning and administration; this group meets monthly.

Significant change has also occurred in the Provost's Office. In 2009, when Tim Marshall became interim provost, the office had only two senior positions. Over the next three years, the staff grew to include a deputy provost and senior staff in the following areas: academic services, faculty affairs, curriculum and learning, distributed and global education, research support, institutional research and effectiveness, and planning and administration. In recent years, the Provost's Office has incorporated oversight in the areas of social justice, sustainability programs, and online programs.

The university currently employs 1,325 full-time administrative staff and 66 part-time staff. The roles and functions of the key individuals (and when appropriate, the administrative units that they inhabit) are identified in organizational charts and are discussed below.<sup>45</sup> While administrative staff numbers have increased over time, especially in response to the growth of student enrollments, full-time faculty hiring has been the larger priority. For example, between 2007 and 2010, total staff increased by about 7.5 percent while total FTE increased by approximately 25 percent.

Many administrative functions and positions were transferred in the mid-2000s from the divisions to the central administrative office. The most significant of these reorganizations are detailed in the following section.

Communications and external affairs, development and alumni relations, and admissions reporting shifted from the deans to the vice presidents, albeit sometimes with a dotted line report back to the appropriate division. In theory, the benefits of centralization were clear; it would be easier to avoid duplication, develop and implement university-wide policies and priorities, offer consistent service to students and faculty, and facilitate collaboration. In practice, centralization became part of the growing antagonism between the divisions and the central administration, and more generally between academic structures and administrative offices.

Currently, there is strong recognition that central administrative capacity, in coordination and communication with locally based colleagues, is critical for efficient human resource allocation in a tight economic climate, especially for the planning and the implementation of the 2013 strategic plan. Administrators and academics now regularly collaborate as part of joint management bodies and committees. Additionally, the relatively recent move in oversight of the academic budget to the Provost's Office, and the increased staff to manage it, has deepened working relationships between the central office and divisional deans' offices.

Given the importance of meeting enrollment targets under what had been an ambitious growth plan, admissions and recruitment have received considerable attention. In 2005, all admissions and recruitment efforts were centralized and an Assistant Vice President of Admissions position was created. The assistant vice president of University Admission, Student Financial Services, and Registrar's Office was therefore consolidated under the senior vice president for Student Services. In 2007, the university appointed a vice president for Enrollment Management under which all admissions and recruitment functions reported. All student service functions remained under the senior vice president for Student Services.

To improve academic and administrative communication, the university has reorganized the reporting structure of the university's central administration. The position of executive vice president (EVP) and the office of the Secretary of the Corporation have been eliminated. Some of the officers and functions previously reporting to the EVP now report as follows:

- The Senior Vice President for Human Resources and the Chief Information Officer report to the Chief Operating Officer.
- The Vice President for Design and Construction and all of Facilities and Security report to the Chief Legal Officer, and Secretary of the Corporation. This position took on many of the responsibilities of the Secretary of the Corporation when the office was dissolved. The position remains, while the remainder of office has been redistributed.

The following positions report directly to the President:

- Provost
- Chief Legal Officer, and Secretary of the Corporation
- Chief Operating Officer
- Senior Vice President for Enrollment and Career Services
- Senior Vice President for Student Services
- Chief Development Officer
- Chief Marketing Officer

### *Master of Architecture Program and School Governance*

The Chief Academic Officer of Parsons is the Executive Dean of Parsons. The ED oversees all Parsons Schools and represents Parsons at the University level, working collaboratively with the Provost, the President, and academic leadership from all other colleges to support the mission and direction of the entire university.

The Master of Architecture Program is located within the School of Constructed Environments (SCE) at Parsons, and is directly administered by the SCE *School Dean*, the *Associate School Dean*, and the *Director of the Graduate Program in Architecture*. Other schools within Parsons School of Design have a similar administrative organization, with a Dean and a Program Head (Director) working together to administer the program, oversee course development and faculty instruction.

The Dean of SCE represents *all* programs within the School and the School as a whole to the University through weekly interaction with the Parsons Dean's Council. The School Dean also oversees the coordination and direction of each of the School's academic programs. The School Dean has overall responsibility for faculty evaluation, curriculum design, implementation, academic policy, budget, and development for special projects within the School.

The Director of the Graduate Program oversees the day-to-day operation of the Master of Architecture program in close collaboration with the School Dean. The Director works directly with students as an advisor and faculty member, as well as coordinating curriculum and faculty development.

Parsons is one of 5 colleges within the larger New School. These 5 colleges are:

- Parsons School of Design
- Schools of Public Engagement
- The New School for Social Research
- Eugene Lang College of Liberal Arts
- College of Performing Arts (Mannes School for Music, School of Drama, School of Jazz)

The organization of each of these academic units is similar to Parsons in that a Dean oversees Program Directors within each unit.

The faculty of the School of Constructed Environments (SCE) are involved in governance through holding rotating academic leadership roles, acting as representatives for the SCE on the Parsons Faculty Council and University Faculty Senate, participating as members on school committees, attending Parsons Assembly (full-time faculty) meetings, attending university- and Parsons-wide all-faculty meetings, and participating at SCE full-time and all-faculty meetings that include workshops to collectively address curriculum, planning, and school culture. Rotating academic leadership positions related to the governance and curriculum development of the Master of Architecture include the Dean of the School of Constructed Environments, Associate Dean of the School of Constructed Environments, Director of the Graduate Program in Architecture, and Chair of the School of Constructed Environments Curriculum Committee.

The faculty of the School of Constructed Environments are involved in governance through membership on standing school committees and as SCE representatives for Parsons-wide committees. These committees focus on operations and administrative support for academic planning. One such example is SCE's Coordinator of Course Planning, who acts as the SCE representative for the Implementation Working Group (chaired by the Parsons' Associate Dean for Academic Planning) and also acts as a member on the SCE Curriculum committee and SCE Leadership Council.

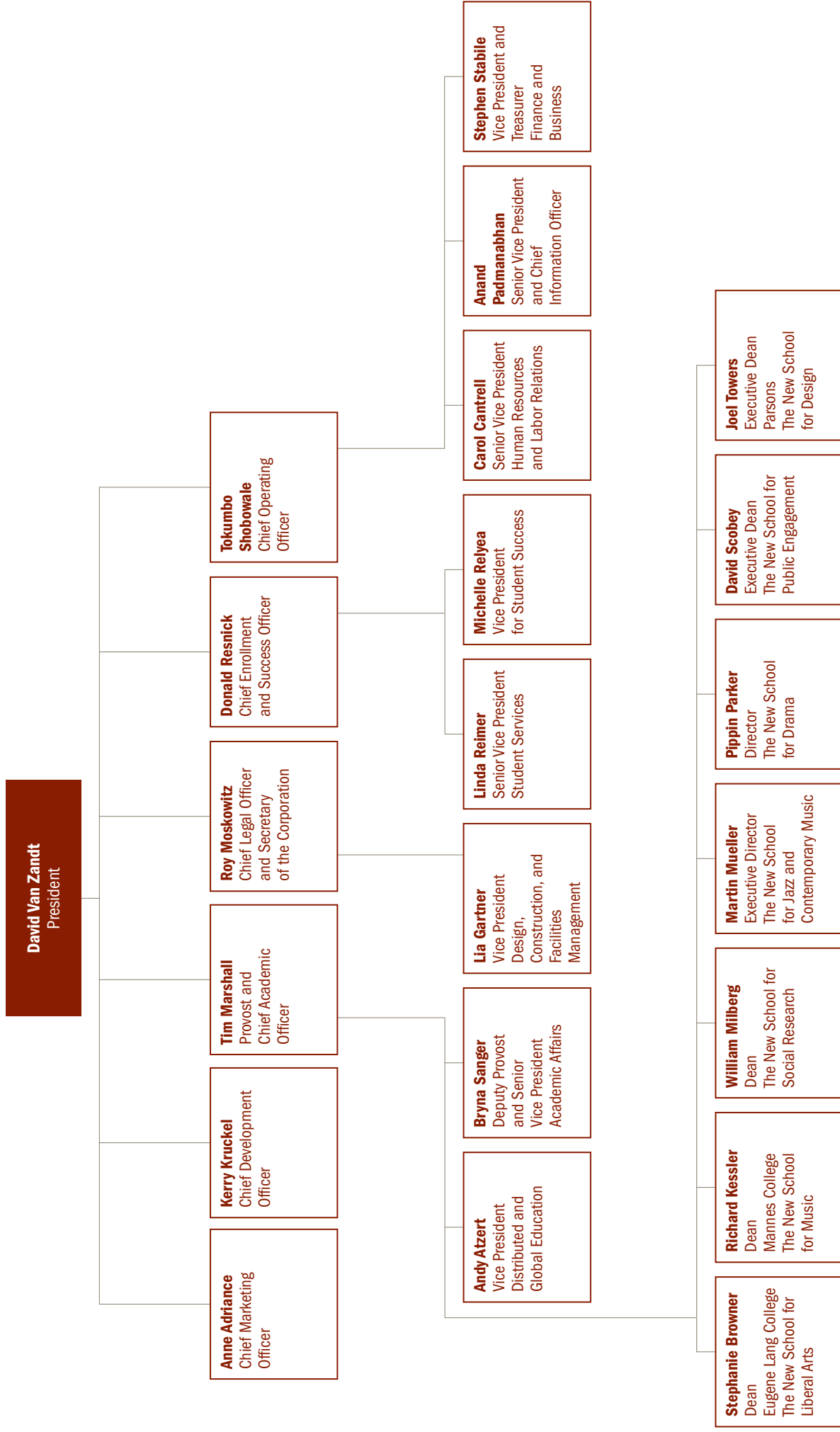
Committee memberships are strategically aligned to sustain communication across school and divisional committee structures.

### *Student Governance*

The students in the M. Arch program participate in the SCE Student Council, which consists of student-elected representatives from each year of each SCE program, graduate and undergraduate. The number of representatives is proportionate, for larger programs (BFA Product Design and AAS Interior Design) there are two representatives for each year. For Academic Year 2014-15, there were 25 representatives for the 7 existing programs. The representatives elect a President, Vice President, Treasurer and Secretary, and populate subcommittees centered on Events, Facilities, Publishing, Constitution/Elections, and the end of year Parsons Festival. Committees may carry over from one year to the next, or by consensus (majority vote) a new committee may be created or another terminated, as needed. The SCE Student Council meets bi-weekly to discuss current and upcoming activities, and to receive reports from its standing committees. An agenda is distributed prior to each meeting and minutes are recorded and shared among SC members and SCE leadership. SCE's Dean and Associate Dean of the SCE may request time on the agenda to bring matters to discussion and/or respond to SC concerns. Additionally, at the invitation of students or the Dean or Associate Dean, SCE standing committee chairs for the Curriculum committee or Facilities and Shared Resources committee, or additional guests, may attend meetings as needed to address specific topics.

# THE NEW SCHOOL

## Senior Leadership Organizational Structure, as of January 2014



**Academic Divisions**  
Lang, Stephanie Browner  
Parsons, Joel Towers  
Parsons Paris, Susan Leduc  
Performance, Richard Kessler  
NSPE, Mary Watson  
NSSR, Will Milberg

**Social Justice Initiatives**  
Director Social Justice  
Gail Drakes

**Support**  
Executive Assistant &  
Communication Manager  
Heather O'Brien

**Vice President Strategic  
Enrollment Management**  
Carol Kim

**Integrated Planning  
Systems and Analytics  
(IPSA)**  
Assistant Vice President  
Raymond Barclay (75%)  
  
Academic Planning  
Data Systems Analyst  
Ilona Kaim (90%)  
  
Director Academic  
Systems & Information  
Ely Kaplan (80%)

**Provost**  
Tim Marshall

**Curriculum &  
Learning**  
Vice Provost  
Lisa DeBenedittis  
  
Associate Provost,  
Assessment  
Michaela Rome  
  
Assistant Provost  
Adrienne Marcus  
  
Director, Educational  
Innovation &  
Opportunity  
Eddie Shiomi  
  
Administrative  
Coordinator  
Meghan Hefferan

Deputy Provost Bryna Sanger	
<b>Libraries</b> University Librarian Edward Scarcelle Admin. Assistant Stephen Serwin  Library Directors: Kira Appel Allen Jones Wendy Scheir Andrew Toulas	<b>Faculty Affairs</b> Associate Provost Eleni Litt Coordinator Jaclyn Clark  Administrative Assistant Marcine Miller  Special Advisor Jim Miller
Director, University Learning Center Jeannie Kahaney Coordinator Alex Mahon	<b>Research Support</b> Associate Provost for Research Michael Schober
<b>Research Institutes</b> Director, PIIM Open  Associate Director, PIIM Jihoon Kang  Director, India China Institute Ashok Gurung Office Manager Grace Hou	Director Robert Gutierrez  Sponsored Projects & Research Manager Bernardica Sculac- Stern

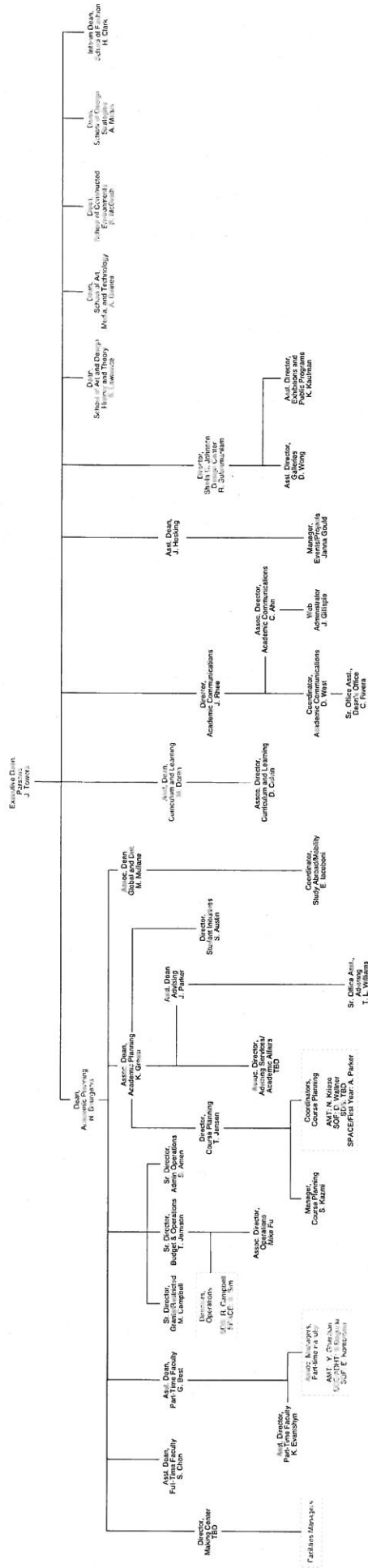
<b>Distributed &amp; Global Education</b> Vice President Andy Atzert  Director Finance & Operation Christine Chang  Executive Assistant Priscilla Yuen	
<b>Distance Education</b> Associate Provost Cynthia Lawson  Director James O'Connor Associate Director James Acevedo Assistant Director of Distributed Education Shira Richman	<b>Continuing Education</b> Senior Director, Center for Executive Education Barbara Gyde  Director of Marketing, Continuing Education Sephora Markson Hartz  Marketing Operations Manager Morgan Ersery

<b>Academic Planning &amp; Administration</b> Vice Provost Pat Baxter	
<b>Institutional Research &amp; Effectiveness</b> Associate Provost Paula Maas  Associate Director Tet Lopez-Rabson  Director Academic Systems & Information Ely Kaplan (20%)  Business Intelligence Research Analyst Dmitry Lomako  Research Analyst Open	<b>Academic Budget &amp; Planning /Administration</b> Associate Provost Raymond Barclay (25%)  Academic Planning Data Systems Analyst Ilona Kaim (10%)  Assistant Director Academic Systems Jed Crocker  <b>Art Collection</b> Curators Silvia Rocciolo Eric Stark

# PARSONS

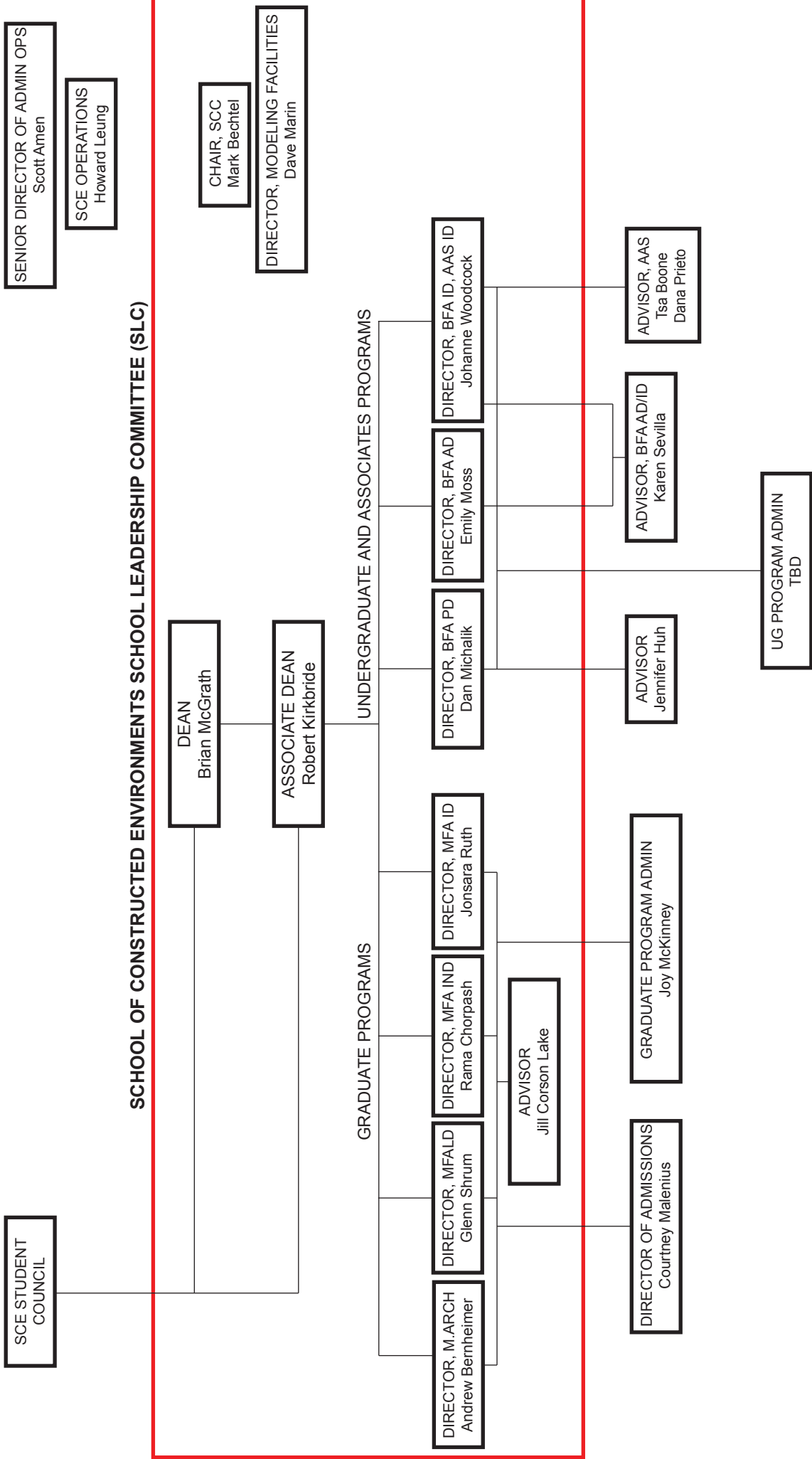
## Office of the Dean

UPDATED 01/23/2015



- Individuals in red have full-time faculty standing.
- Individuals in gray are primarily affiliated with another school or office in the division.
- Solid lines indicate supervisor-supervisee relationships.
- Dotted lines indicate other functional, day-to-day working relationships.





**Standing SCE Committees**

1. School Curriculum Committee
2. Facilities and Shared Resources
3. Research, Scholarship, and Creative Practice

2014 NAAB CONDITIONS: PARSONS M ARCH SPC MATRIX		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
SPC Expected to have been met in preparatory education																											
SPC Met in PARSONS NAAB-accredited M.Arch program																											
PGAR 5001 - Design Studio I							X	X	X	X										X			X				
PGAR 5002 - Design Studio II			X			X				X		X															
PGAR 5201 - Design Studio III				X							X																
PGAR 5202 - Design Studio IV		X	X			X			X			X	X	X	X		X	X	X			X	X	X	X	X	X
PGAR 5401 - Design Studio V		X			X	X					X									X	X	X					
PGAR 5402 - Design Studio VI		X	X	X	X			X	X	X	X																
PGAR 5403 - Thesis Seminar							X																				
PGAR 5013 - Representation and Spatial Analysis 1																											
PGAR 5015 - Representation and Spatial Reasoning 2					X																						
PGAR 5040 - Modern and Postmodern Architecture																											
PGAR 5123 - Theory of Architectural Form																											
PGAR 5513 - Theory of Urban Form							X	X																			
PGAR 5023 - Construction Technology I																											
PGAR 5224 - Construction Technology II													X			X	X										
PGAR 5213 - Structural Technology I																											
PGAR 5214 - Structural Technology II																											
PGAR 5300 - Environmental Technology I															X	X											
PGAR 5310 - Environmental Technology II															X			X									
PGAR 5523 - Professional Practice																			X				X	X	X	X	X

## Realm C

Embedded in how we address the five defining perspectives is a clear sense of the interconnectedness of architecture with other aspects of society, from politics to economics to culture to technology to aesthetics. The program, as part of a design school with a mission to connect disciplines with each other productively, and which has at an institutional core a goal to broaden and integrate design with wider societal imperatives, follows thusly.

At a macro level this is illustrated by the early exposure to environmental and technological pursuits, courses run coincident and with complement to design studios focusing on current social issues within our region. At the micro level these values are reflected in internal courses and the teachings which occur on a day-to-day basis and across the duration of a semester. In particular,

Regarding SPC C1, research-based design is best evidenced in PGAR 5201 - Studio 3 (Natural Systems Studio), PGAR 5403 - Thesis Preparation Seminar, and PGAR 5402 Studio 6 (Thesis).

PGAR 5201, in the second year of the Master of Architecture sequence, present architecture in the context of natural systems and prompts students to explore design and form relative to air, light, and/or water. In this way, and while students may be somewhat familiar with the phenomenological effects of these materials, their scientific knowledge must be broadened in the context of their relevance and impact on architecture specifically. This studio demands that students learn, through empirical research, precedent research, and design research, the impact on architecture in situational terms. Students looking at light must learn to measure levels scientifically, and they utilize the Light and Energy Lab's tools such that their architecture is measured, yet also imaginative. Students also may work with other graduate degree candidates in the MFA Lighting Design and MFA Interior Design programs in collaborative fashion, working with expert faculty from these disciplines, researching topics complementary to architecture yet following other methodologies to discover relationships between the disciplines. Such research and methodological diversity thus expands their creative vocabulary in the first half of their degree sequence, simultaneously intertwining with the first three courses in the building technology area.

The syllabus for PGAR 5403 - Thesis Preparation Seminar states explicitly that "the mission of the thesis is to advance the field of architecture through the experimental investigation of modes of analysis, operation, and representation of specific spatialized cultural scenarios. This course catalyzes individual study of precedent, program, and site, and brings students to a conclusion whereby their final studio, PGAR 5402 - Thesis, can be engaged with critical intensity

PGAR 5402 - Thesis Studio, gives students the broadest opportunity for research-based design, and builds on the foundation they have instigated in the prior preparatory semester by prompting a fuller architectural design project borne out of this research. The syllabus for this course states that "a design thesis seeks to test...its proposition in and through a specific design project, as a tool of investigation and articulation within the cultural material of architecture."

Regarding SPC C2 and SPC C3, Integrated Evaluations and Decision-Making Design Processes/Integrative Design, are principles that are difficult to extract in a single course. Rather, an architectural education that best serves emerging professionals is one that fully values integrative thinking from the first moment one begins a graduate education. Nonetheless, as students build knowledge and skill-sets their coursework asks for increasingly sophisticated response. Core principles in PGAR 5202 Studio 4 - Comprehensive/Design Workshop exemplify these expanded abilities. This second year, second semester demands that students design a smaller piece of architecture and consider this architecture as a group of interconnected systems, technologies, and spaces. Working with outside experts such as community organizers, city administrators, landscape architects, planners, structural engineers, and mechanical engineers, students are made keenly

aware that any one decision of theirs may first necessitate outside expertise, but also certainly relies on others to be executed with precision. This studio is placed in the second half of the second year so that foundational courses in Environmental Technology, Structural Technology, and Construction Technology, all vital to instilling considerate, sophisticated decision-making processes, have been completed.

The final year of studios allow candidates to explore architecture at the scale of the city as well as in their own terms, the integrative design techniques utilized for the thorough design of a small-scale piece must now be deployed at multiple scales.

### **Student Work Assessment**

M.Arch students are continually evaluated during their tenure in the program. Instructors notify students of their current academic standing in a class by issuing mid-semester evaluations. Copies of the evaluations are kept in students' files, but the evaluations do not become part of the students' permanent academic record. Additionally, students present their work in a formal mid-term review and receive verbal feedback from faculty. Final grades are typically accompanied by written or verbal evaluations. All Design Studios conclude with a public review of midterm and final reviews which are attended by visiting critics, in house faculty and other professionals.

All matriculated graduate students must earn a 3.0 term grade point average (GPA) and a 3.0 cumulative GPA to remain in Good Academic Standing. Students with less than a 3.0 term GPA or cumulative GPA will be placed on Academic Probation.

In addition, graduate students are responsible for meeting requirements in order to remain in Good Academic Standing. Students who do not complete one half of accumulated attempted credits after two consecutive semesters will be subject to Academic Probation. These students may not be permitted to enroll in more courses and/or equivalency credits in the following semester.

Finally, graduate students are expected to earn a satisfactory grade B in each required course. Students who do not satisfactorily complete a required or sequential course, but who are otherwise in Good Academic Standing, may be placed on Curricular Probation. Students on Curricular Probation may be ineligible to continue in portions of their academic programs until the deficiency is resolved.

The following graduate students will be dismissed:

- those who earn less than a 3.0 term GPA or cumulative GPA for two consecutive semesters
- those who earn less than a 2.5 term GPA
- those on Academic Probation who do not pass all courses
- those admitted on Academic Probation who earn less than a 3.0 term GPA and who do not pass all courses
- those on Curricular Probation who fail to make satisfactory progress
- those who twice fail the master's exam or thesis

Students on Academic Warning, Academic Probation, or Curricular Probation are required to meet with their advisor prior to registering and may be required to reduce their course load. Students are notified of their academic standing by the Assistant Dean of Advising through an official letter. Should a student in the M.Arch program be dismissed from Parsons, he or she may petition the Academic Status Review Committee to reverse the decision by filing a formal appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of Academic Dismissal. Students can expect to hear the results of an appeal within two to four weeks of its submission. The decision of the Academic Status Review Committee is final.

Appeals must contain the following information:

- an explanation of poor performance and/or failure to complete required coursework

- a description of plans to improve academic performance and/or to complete outstanding work
- any other relevant information pertaining to academic history or potential

Students dismissed based on fall term grades must be notified before spring semester classes begin. If the Dismissal status is determined after classes begin, the student will be allowed to attend classes and will be placed on Probation for the spring term.

A through C-, F is the grading structure for graduate students. Students must maintain a 3.0 cumulative and term GPA (equal to "B" grade) in order to stay in Good Academic Standing. Students with less than a 3.0 term or cumulative GPA will be placed on Academic Probation. Students will receive a midterm evaluation noting current standing if their work is falling below the academic standards set up for the class.

## **F**

Failing grades are given for required work that is not submitted, for incomplete final projects or for examinations that are not taken (without prior notification and approval). Make-up work or completion of missed examinations may be permitted only with the approval of the instructor and the program director.

## **C/C+**

This is an average project. The work will demonstrate some success in engaging with the assigned readings or material. The work will show that the student can identify and work with key design ideas and apply them to their own design work in a synthetic manner. Additionally, the work will demonstrate effort in the areas of analysis and critical thinking by creating a thesis about a problem or question integral to the design problem. Typical of "C/C+" work, however, is that the original problem or question, once asked, does not move the work forward. Often, there is no real solution given, or there are a variety of possible solutions put forward without a clear sense of where the student's commitment lies. "C/C+" work may also have significant organizational and resolution problems. These weaknesses inhibit the legibility of the design concept and diminish the design resolution of the project.

## **B/B+**

These are very good projects. The "B/B+" work does everything "C/C+" work does, but offers a sustained and meaningful structure to a critical endeavor that is more complex than work at the "C/C+" level. What also distinguishes a "B/B+" project is the designer's ability to offer a unique insight, into a design problem. The designer's point of view is clear and an argument is sustained fairly consistently throughout the design. "B/B+" projects are logically organized, and also respond to the assignment in thoughtful and distinctive ways. Although minor organizational and design resolutions may be present, they are under control and do not impede the meaning or clarity of the work.

## **A**

These are exceptionally good projects that go above and beyond the expectations and requirements set forth in the assignment. They demonstrate substantial effort and achievement in the areas of critical thinking and design resolution. They also demonstrate considerable interpretive connections between concrete ideas of architecture and the concept being investigated in the design. The concept that is offered in the project is consistent throughout and governs the design resolution throughout the presentation of the work. "A" projects are very well organized relative to their concepts and well resolved.

## **I**

A grade of I (Incomplete), signifying a temporary deferment of a regular grade, may be assigned when coursework has been delayed at the end of the semester for unavoidable and legitimate reasons. Incomplete

grades are given only with the written approval of the instructor and the program director. The Request for an Incomplete Grade form must be filled out by the student and instructor prior to the end of the semester.

For graduate students, the maximum deadline for completion of an incomplete is one year though a shorter period may be imposed at the discretion of the instructor.

### **Attendance Guidelines**

Parsons' attendance guidelines were developed to encourage students' success in all aspects of their academic programs. Full participation is essential to the successful completion of coursework and enhances the quality of the educational experience for all, particularly in courses where group work is integral; thus, Parsons promotes high levels of attendance. Students are expected to attend classes regularly and promptly and in compliance with the standards stated in the course syllabus.

While attendance is just one aspect of active participation, absence from a significant portion of class time may prevent the successful attainment of course objectives. A significant portion of class time is generally defined as the equivalent of three weeks, or 20%, of class time. Lateness or early departure from class may be recorded by the instructor as one full absence. Students may be asked to withdraw from a course if habitual absenteeism or tardiness has a negative impact on the class environment. Members of the faculty are expected to provide syllabi in which course objectives and assessment criteria are described, in writing, at the beginning of the term. The syllabus should also articulate how attendance is assessed with respect to active participation.

At Parsons, attendance and lateness are assessed as of the first day of classes. Students who register after a class has begun are responsible for any missed assignments and coursework. Students who must miss a class session should notify the instructor and arrange to make up any missed work as soon as possible. A student who anticipates an extended absence should immediately inform the faculty and his or her program advisor. Advance approval for an extended absence is required to ensure successful completion of the course. Withdrawal from the course may be recommended if the proposed absence would compromise a student's ability to meet course objectives.

Finally, faculty are asked to notify the student's advisor for any student who misses two consecutive class sessions without explanation or who otherwise miss a significant portion of class time. Following two absences, students may be asked to speak with their advisor to review any impediments to their successful performance in class and, if so, to provide confirmation to the faculty member that such a conversation took place.

## II.2.1 Institutional Accreditation

6/29/2015

Statement of Accreditation Status



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

### STATEMENT OF ACCREDITATION STATUS

**THE NEW SCHOOL**  
**66 West 12th Street**  
**New York, NY 10011**  
**Phone: (212) 229-5600; Fax: (212) 229-5330**  
**[www.newschool.edu](http://www.newschool.edu)**

**Chief Executive Officer:** Dr. David Van Zandt, President

#### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 7128 Undergraduate; 3560 Graduate

**Control:** Private (Non-Profit)

**Affiliation:** None

**Carnegie Classification:** Doctoral/Research

**Approved Degree Levels:** Associate's, Postsecondary Award/Cert/Diploma ( $\geq 2$  years,  $< 4$  years),

Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's

Award/Cert/Diploma, Doctor's - Research/Scholarship;

**Distance Education Programs:** Fully Approved

**Accreditors Recognized by U.S. Secretary of Education:** American Psychological Association, Commission on Accreditation ; National Association of Schools of Art and Design, Commission on Accreditation; New York State Board of Regents, and the Commissioner of Education

**Other Accreditors:** National Architectural Accrediting Board; National Association of Schools of Public Affairs and Administration

#### Instructional Locations

**Branch Campuses:** The New School - Paris, Paris, France

**Additional Locations:** None

**Other Instructional Sites:** None

#### ACCREDITATION INFORMATION

**Status:** Member since 1960

**Last Reaffirmed:** June 26, 2014

#### Most Recent Commission Action:

June 26, 2014: To reaffirm accreditation. To request a monitoring report, due April 1, 2016

<http://www.msche.org/Documents/SAS/326/Statement%20of%20Accreditation%20Status.htm>

1/5

6/29/2015

## Statement of Accreditation Status

documenting (1) the continued development and implementation of an organized and sustainable assessment process, including the development of specific metrics, with evidence that assessment information is used to improve programs, services, and processes, inform decision-making about institutional planning and resource allocation, and is shared and discussed with appropriate constituents (Standard 7); and (2) the continued development and implementation of a documented, organized, and sustained process to assess student learning that has the support and collaboration of faculty and administration, and uses assessment results to improve teaching and learning. (Standard 14) The Periodic Review Report is due June 1, 2019.

June 26, 2014: To note the visit by the Commission's representative and to note the receipt of approval by the French ministry. To affirm the inclusion of the branch campus at 45, Rue Saint Roch, Paris, France 75001 within the scope of the institution's accreditation.

**Brief History Since Last Comprehensive Evaluation:**

November 20, 2008: To accept the Periodic Review Report, to commend the institution for the quality of its Periodic Review Report, and to reaffirm accreditation. The next evaluation visit is scheduled for 2012-13.

September 26, 2011: To acknowledge receipt of the institution's request to postpone the evaluation visit for one year and to grant the postponement. The next evaluation visit is now scheduled for 2013-2014.

November 1, 2011: To acknowledge receipt of the substantive change request, to note the institution's decision to close its additional location at Parsons Paris, 14 rue Letellier, 75016 Paris, France and remove the location from the scope of the institution's accreditation, and to approve the institution's teach-out plan. The next evaluation visit is scheduled for 2013-14.

January 3, 2012: To acknowledge the substantive change request and to note the institution's decision to close the following additional locations: Balston Spa/Malta/Saratoga, 368 Broadway Suite 13 Saratoga Springs NY 12866; Castle Point VA Medical Center at Beacon, Route 9D, Castle Point, NY 12511; Middletown Psychiatric Center, 90 North Street, Middletown, NY 10940; Hutchings Psychiatric Center, 620 Madison Street, Syracuse NY, 13210; Pilgrim Psychiatric Center, 998 Crooked Hill Road, West Brentwood, NY, 11717; and to close the instructional site at Montefiore Medical Center, 111 E. 210 St., Bronx, NY, 10467. The next evaluation visit is scheduled for 2013-14.

October 31, 2012: To acknowledge receipt of the substantive change request and to include the branch campus at 45, Rue Saint Roch, Paris, France 75001 provisionally within the scope of the institution's accreditation pending receipt of approval by the French ministry of education and a site visit within six months of commencing operations at the site. The Commission requires written notification within thirty days of the commencement of operations at this branch campus. In the event that operations at the branch campus do not commence within one calendar year from the approval of this action, approval will lapse. The next evaluation visit is scheduled for 2013-2014.

**Next Self-Study Evaluation: 2023 - 2024**

**Next Periodic Review Report: 2019**

<http://www.msche.org/Documents/SAS/326/Statement%20of%20Accreditation%20Status.htm>

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Statement of Accreditation Status

**Date Printed:** June 29, 2015

## DEFINITIONS

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

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

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

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

## EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

### Types of Follow-Up Reports:

**Accreditation Readiness Report (ARR):** The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

**Progress Report:** The Commission needs assurance that the institution is carrying out activities that were planned or

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were being implemented at the time of a report or on-site visit.

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

**Supplemental Information Report:** This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

#### Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

#### Affirming Actions

Grant Candidate for Accreditation Status: This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as "Pre-accreditation" and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self-study.

Grant Accreditation: The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

Grant Accreditation and request a Progress Report or Monitoring Report: The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

#### Administrative Actions

Continue Accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

#### Procedural Actions

<http://www.msche.org/Documents/SAS/326/Statement%20of%20Accreditation%20Status.htm>

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## Statement of Accreditation Status

Defer a decision on initial accreditation: The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

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

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

### Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

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

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

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

### Adverse Actions

Withdrawal of Accreditation: An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Denial of Accreditation: An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

Appeal: The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

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

## **II.2.2 Professional Degrees and Curriculum**

The Master of Architecture in the School of Constructed Environments at Parsons is an NAAB accredited professional. Almost all of our students enter Parsons with a four-year undergraduate degree and enroll in the three-year first professional degree, which requires 90 credits to complete. Students who have met a rigorous set of criteria in their undergraduate BA or BS in architecture undergraduate courses of study can apply for Advanced Standing in the program and complete their Master of Architecture degree in 2 years (4 semesters), with a total of 60 credits completed while at Parsons. The undergraduate degree in architecture is a BFA in Architecture and is not NAAB-accredited.

To educate architects who will be both technically competent as well as critical thinkers, Parson's Master of Architecture program, following NAAB guidelines, offers courses in three areas: general studies, professional studies, and electives. Within the professional studies area there are further course types. These areas are: Design and Research, History and Theory, Professional Practice, Technology, and Electives. All courses within the first four types are required studies; electives are required insofar as they provide necessary credits towards the completion of one's degree.

Before enrolling in the program, most of our students have already fulfilled their general studies requirements by taking a full complement of arts and sciences courses as undergraduates at liberal arts institutions or a part of a BS or BA in architecture. After enrolling at Parsons students may take graduate-level liberal arts electives in other divisions of Parsons and/or the New School. Students who come from BS or BA degrees in Architecture and who demonstrate equivalence in technical courses but who have not met the criteria required to gain advanced placement within a two year sequence may apply for waivers for such courses and, if waivers are granted, must replace them with graduate-level electives. The waiver process is described within and the waiver application form is included as well.

Taking into consideration any liberal arts courses taken by our students (both prior to and after they have arrived at Parsons), no more than 60% of all required post-secondary course work is devoted to professional studies. M. Arch students must complete all credits in the required and elective courses while at Parsons and in the program. In this regard, a three-year length of stay is required to receive the degree or a two-year stay for AP students.

In 2007, a dual-degree program, Master of Architecture/Master of Fine Arts Lighting Design Dual Degree, was established with the two-year Master of Fine Arts Lighting Design program, also in the School of Constructed Environments. This allows M.Arch students to obtain two degrees with an additional year of study. M.Arch students in this program fulfill the same requirements for the M.Arch degree, in their required courses as well as take an additional year of study to complete their degree. Typical candidates in this program would apply for entrance into both the M.Arch program and the MFA Lighting Design program. Program Directors and faculty from both the MFA Lighting Design and Master of Architecture program review application materials and determine whether candidates are suitably qualified for neither, one, or both of the degree tracks. If both programs determine that the candidate is qualified then they are granted entry to the Dual Degree program. The first year of the Dual Degree is spent exclusively in the M.Arch program's curriculum sequence.

All graduate programs also review candidates prior to entry for potential inclusion in the Summer in Constructed Environments course held each year. During admissions review, if the committee deems that a student requires additional design and representational skills then these students are required to attend the Summer Studies in Architecture program, with successful completion a prerequisite to fall matriculation within the graduate program.

The School of Constructed Environments also houses the following non-NAAB-accredited programs:

Associate of Applied Science, Interior Design  
Bachelor of Fine Arts, Architectural Design  
Bachelor of Fine Arts, Interior Design  
Bachelor of Fine Arts, Product Design  
Master of Fine Arts, Industrial Design  
Master of Fine Arts, Interior Design  
Master of Fine Arts, Lighting Design

### **Minors and Concentrations**

Parsons' M.Arch program is relatively small. While the program does not accommodate institutionalized minors and concentrations, our small size affords us the luxury of allowing students to design individual courses of study. Students may consult with the Director of the Graduate Program to arrange supervised independent study projects with full-time faculty related to personal interests.

### **Off-Campus Programs, Facilities, Resources, Course Requirements, Length of Stay**

At the present time, there are no formalized off-campus programs within the Master of Architecture program. Often, individual studio instructors will plan field trips or even long one-to-two week off-site trips that integrate with the studio. Currently, the only studios and programs where students leave the studio for instruction is the Design Workshop.

## M.Arch Three Year Curriculum

### First Year, Fall

Design Studio I	6
Representation and Spatial Reasoning	3
Modern and Postmodern Architecture	3
Environmental Technology I	3
Semester Total	15

### First Year, Spring

Design Studio II (Housing)	6
Representation and Spatial Reasoning II	3
Theory of Architectural Form	3
Construction Technology I	3
Semester Total	15

### Second Year, Fall

Design Studio III (Nat/Allied)	6
Structural Technology I	3
Environmental Technology 2	3
Theory of Urban Form	3
Semester Total	15

### Second Year, Spring

Design Studio IV (DWS or Comp.)	6
Structural Technology II	3
Construction Technology II	3
Elective	3
Semester Total	15

### Third Year, Fall

Design Studio V (Urban Architecture)	6
Thesis Seminar	3
Elective	3
Elective	3
Semester Total	15

### Third Year, Spring

Thesis Studio	6
Professional Practice	3
Elective	3
Elective	3
Semester Total	15

<b>OVERALL Total</b>	<b>90</b>
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**M.Arch Two Year Advanced Placement Curriculum**

First Year, Fall

Design Studio III (Nat/Allied)	6
Environmental Technology 2	3
Theory of Urban Form	3
Elective	3
Semester Total	15

First Year, Spring

Design Studio IV (DWS or Comp.)	6
Construction Technology II	3
Elective	3
Elective	3
Semester Total	15

Second Year, Fall

Design Studio V (Urban Architecture)	6
Thesis Seminar	3
Elective	3
Elective	3
Semester Total	15

Second Year, Spring

Thesis Studio	6
Professional Practice	3
Elective	3
Elective	3
Semester Total	15

<b>OVERALL Total</b>	<b>60</b>
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**Dual Degree - M.Arch and Master of Fine Arts in Lighting Design Four Year Curriculum**

First Year, Fall

Design Studio I	6
Representation and Spatial Reasoning	3
Modern and Postmodern Architecture	3
Environmental Technology I	3
Semester Total	15

First Year, Spring

Design Studio II (Housing)	6
Representation and Spatial Reasoning II	3
Theory of Architectural Form	3
Construction Technology I	3
Semester Total	15

Second Year, Fall

Lighting Studio I: Light, Vision, and Rep.	6
Principles of Light I	3
Light: Critical Issues	3
Structural Technology I	3
Total	15

Second Year, Spring

Lighting Studio II: Natural/Technical Light	6
Principles of Light II	3
Daylight Methodologies	3
Structural Technology II	3
Total	15

Third Year, Fall

Design Studio III (Nat/Allied)	6
Environmental Technology 2	3
Theory of Urban Form	3
Systems Technology	2
Semester Total	15

Third Year, Spring

Design Studio IV (DWS or Comp.)	6
Construction Technology II	3
Light, Perception, Culture	3
Elective	3
Semester Total	15

Fourth Year, Fall



Design Studio V (Urban Architecture)	6
Thesis Seminar	3
Elective	3
Elective	3
Semester Total	15

Fourth Year, Spring

Thesis Studio	6
Professional Practice - Architecture	3
Professional Practice - Lighting	3
Elective	3
Semester Total	15

<b>OVERALL Total</b>	<b>120</b>
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**Dual Degree - M.Arch with Advanced Placement and Master of Fine Arts in Lighting Design Three Year Curriculum**

First Year, Fall

Lighting Studio I: Light, Vision, and Rep.	6
Principles of Light I	3
Light: Critical Issues	3
Elective	3
Total	15

First Year, Spring

Lighting Studio II: Natural/Technical Light	6
Principles of Light II	3
Daylight Methodologies	3
Elective	3
Total	15

Second Year, Fall

Design Studio III (Nat/Allied)	6
Environmental Technology 2	3
Theory of Urban Form	3
Systems Technology	2
Semester Total	15

Second Year, Spring

Design Studio IV (DWS or Comp.)	6
Construction Technology II	3
Light, Perception, Culture	3
Elective	3
Semester Total	15

Third Year, Fall

Design Studio V (Urban Architecture)	6
Thesis Seminar	3
Elective	3
Elective	3
Semester Total	15

Third Year, Spring

Thesis Studio	6
Professional Practice - Architecture	3
Professional Practice - Lighting	3
Elective	3
Semester Total	15

<b>OVERALL Total</b>	<b>90</b>
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## Design and Research

PGAR 5001 Design Studio I	6	
PGAR 5002 Design Studio II (Housing)	6	
PGAR 5201 Design Studio III	6	
PGAR 5202 Design Studio IV	6	
PGAR 5401 Design Studio V	6	
PGAR 5403 Thesis Seminar	3	
PGAR 5402 Thesis Studio	6	
PGAR 5013 Representation and Spatial Analysis		3
PGAR 5015 Representation and Spatial Reasoning	3	

PGAR 5040 Modern and Postmodern Architecture	3
PGAR 5123 Theory of Architectural Form	3
PGAR 5513 Theory of Urban Form	3

PSCE 5300 Environmental Technology I	3	
PSCE 5310 Environmental Technology 2		3
PGAR 5023 Construction Technology I	3	
PGAR 5224 Construction Technology II	3	
PGAR 5213 Structural Technology I	3	
PGAR 5214 Structural Technology II	3	

## PGAR 5523 Professional Practice 3

**Total, Professional Studies** **75**

Elective	3
Elective	3
Elective	3
Elective	3
Elective	3

**Total, General Studies** **15**

## **PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION**

Full admissions standards and requirements are listed at:

<http://www.newschool.edu/parsons/m-arch-architecture-admission-requirements/> and also summarized below.

At the University level the Parsons Graduate Admissions Office does a preliminary review of all transcripts prior to sending the applications to the faculty review committee. The GAO evaluates all credentials (international and domestic) to make sure the student is eligible for graduate studies, provides a GPA conversion for international credentials, and reserves the right to request a transcript evaluation from World Education Services (WES) or another NACES approved evaluation agency if assistance is needed in evaluating a credential. Proof of a Bachelor's Degree is required for entry to the M.Arch program. US citizens and eligible permanent residents must submit a FAFSA (free application for federal student aid) to determine what federal financial aid they qualify for. All students who apply before the January 1st priority application deadline are considered by the faculty review committee for merit-based scholarships and all students, both domestic and international, can be considered for merit-based scholarships from The New School.

At the school level a faculty-led admissions committee, comprised of both full-time and part-time teaching faculty in the Master of Architecture Program, evaluates applications digitally and ranks these applicants based on their prior educational accomplishment, required test scores, essays of interest, recommendations, and portfolio (submitted digitally via the portal Slideroom). Reviewing faculty are asked to rank based on potential for achievement and expressed interest in the social and environmental mission of Parsons, along with review of prior education and transcripts for further confirmation of the GAO's assessment of fulfillment of preparatory education at the undergraduate level. The committee also meets as a group to discuss ranked candidates, with decisions made by consensus of the committee. The committee also reviews candidates for potential Advanced Placement status, which policy is stated below.

The M.Arch program does not accept transfer credit from other graduate schools on a one-to-one basis and students who enter the M.Arch program must complete all 90 credit hours in residency at Parsons unless they have been granted Advanced Placement.

International students are assessed relative to guidance from Parsons' Admissions as to the North American equivalent of their prior institutions' degree type.

### **Evaluation for Summer in Constructed Environments**

The Master of Architecture Admissions Committee also reviews candidates prior to entry for potential inclusion in the Summer in Constructed Environments course held each year. Students with no prior experience in any form of architectural education may require basic communication and visual skills as well as some understanding of the studio environment, and in the case that the committee deems that a student requires such additional design and representational skills these students are required to attend the Summer Studies in Architecture program at Parsons. This five week immersive program is held in the summer prior to matriculation, and for these students successful completion (as determined by their faculty in consultation with the program director) is a prerequisite to fall enrollment within the M.Arch program.

### **Advanced Placement Policy**

Applicants are reviewed for potential advanced placement within the Master of Architecture program during admissions review by both Program Director and by the Admissions Committee. Students are given consideration for advanced Placement in the Master of Architecture Program if they have a 4 year Bachelor of Arts or Bachelor of Science degree in Architecture from a recognized four year undergraduate program and their design studio work is considered by the admissions committee to be equivalent to two semesters of

graduate design work at Parsons School of Constructed Environments. Possible qualification for Advanced Placement is determined by the admissions committee at the admissions review and/or upon formal request by candidates following admissions review. If granted Advanced Placement, students qualify for a degree from Parsons SCE, students upon the completion of a minimum of two years of study in residence and have fulfilled of all the three-year course requirements.

To be considered for Advanced Placement, the admissions committee is advised to review transcripts for prior coursework. Basic guidance is given such that the admissions committee assesses the quality of an applicant's portfolio as well as identifies the following courses as previously completed with a minimum grade of B in the course:

- *5 or 6 Semesters Studio*
- *2 Semesters History*
- *2 Semesters Structures*
- *1 Semester Theory*
- *1 Semester Environmental Technology or equivalent subject*
- *1 Semester Construction Technology or equivalent subject*

Students who have not been granted Advanced Standing status but who have completed courses that mirror Parsons graduate course, and can demonstrate that they have completed the SPC contained within equivalent courses offered as part of the M.Arch curriculum may receive waivers for these courses but must replace the course with a three-credit graduate elective that meets with the approval of advising and which meets curricular requirements for the purposes of graduation from the M.Arch program.

Course waivers are submitted to the Program Director and all materials required for submission are reviewed such that they contain fulfillment of required SPC satisfied within M.Arch program courses. The Program Director in consultation with appropriate teaching faculty verify, through the review of prior syllabi, individual student coursework, and grades, whether such SPC have been satisfied at a prior institution. Only upon this review and verification will such a waiver be granted. A waiver form, which contains procedural instructions as well as content requirements for any such request, is exhibited on the following page and distributed to all students upon matriculation or upon request.

As with the three year admissions review process, International students are assessed for Advanced Placement in a similar manner and also still relative to guidance from Parsons' Admissions as to the North American equivalent of their prior institutions' degree type.

### **Language Requirements**

Applicants who are not native English speakers are required to submit TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or PTE (Pearson Test of English) results. International students should register to take the exam on the earliest date possible.

Exemptions: The TOEFL/IELTS/PTE requirement may be waived for applicants who have earned a 4-year degree from a U.S. college or university, or for citizens of the following countries whose native language is also English: England, Scotland, Wales, Ireland, Australia, New Zealand, Canada, South Africa, or Common Wealth Caribbean (Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent and Grenadines, and Trinidad and Tobago).

The minimum TOEFL, IELTS, and PTE score requirements for degree programs at Parsons are as follows:

Bachelor's degree (BBA, BFA) applicants: TOEFL Internet-based test score of 92 / IELTS score of 7.0 / PTE score of 63

Dual-degree (BA/BFA) applicants: TOEFL Internet-based test score of 100 / IELTS score of 7.0 / PTE score of 68

Associate's degree (AAS) applicants: TOEFL Internet-based test score of 79 / IELTS score of 6.5 / PTE score of 53

Master's degree (MA, MArch, MFA, MS) applicants: TOEFL Internet-based test score of 92 / IELTS score of 7.0 / PTE score of 63

Applicants who meet Parsons' undergraduate academic and portfolio requirements but do not meet English language proficiency requirements can receive conditional admittance. Students who have been conditionally admitted must either submit a new TOEFL, IELTS, or PTE score meeting the minimum requirement within two years or complete the required level of ESL certification at The New School (Level 5 for associate's degrees and Level 6 for bachelor's and master's degrees).

Parsons and The New School for Public Engagement together offer an ESL + Design certificate program that enables students to gain English language proficiency while taking courses in art and design. For more information, visit the ESL + Design program page.

Other ESL learning options at The New School can be found at [www.newschool.edu/esl](http://www.newschool.edu/esl)

## **SAMPLE SCE GRADUATE PROGRAM WAIVER REQUEST FORM (M.ARCH DEGREE)**

### **Criteria for Waiver**

A student may be granted a waiver for a class or classes if he/she demonstrates that the requirements of that class at Parsons have been sufficiently met at another institution. Waivers must be submitted at least one month prior to the course registration deadline, or at the discretion of the Director.

### **Process**

1. Student sends list of SCE M.Arch classes to be considered for waiver with a list of proposed corresponding classes from other institution, date of class, grade received.
2. Graduate program director cross checks list and responds to request
3. As part of the waiver review process, the student will submit the materials listed below for each course.
4. Graduate program director and faculty will review materials along with relevant teaching faculty and respond with approval or denial to waiver request.
5. Graduate Advisor along with Graduate Director will work with the student to tailor any curricular modifications to the student's needs, should a waiver be granted. This revised curriculum will subsequently be entered into student's file as requirements for graduation.

### **Required Materials**

Waiver requests with incomplete material submissions will not be considered.

1. Transcripts demonstrating that a grade of B or higher was achieved in the classes
2. Syllabi of classes
3. Sample Course Assignments
4. Homework samples
5. Project images in 8.5x11 format AND/OR copies of tests AND/OR written work/papers for the classes

## **PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

2009 and 2014 Conditions can be viewed online at the Parsons SCE Master of Architecture website at the following URLs:

[http://sce.parsons.edu/pdf/2014\\_conditions.pdf](http://sce.parsons.edu/pdf/2014_conditions.pdf)

[http://sce.parsons.edu/pdf/2009\\_conditions.pdf](http://sce.parsons.edu/pdf/2009_conditions.pdf)

2015 Procedures for Accreditation can be viewed online at the following URL:

[http://sce.parsons.edu/pdf/2015\\_procedures.pdf](http://sce.parsons.edu/pdf/2015_procedures.pdf)

Parsons' 2010 Visiting Team Letter and Report can be viewed online at the following URL:

[http://sce.parsons.edu/pdf/2010\\_vtr.pdf](http://sce.parsons.edu/pdf/2010_vtr.pdf)

Parsons' ARS and Program Response to the Prior VTR can be viewed online at the following URLs:

[http://sce.parsons.edu/pdf/2012\\_naab.pdf](http://sce.parsons.edu/pdf/2012_naab.pdf)

[http://sce.parsons.edu/pdf/2011\\_naab.pdf](http://sce.parsons.edu/pdf/2011_naab.pdf)

[http://sce.parsons.edu/pdf/2010\\_naab.pdf](http://sce.parsons.edu/pdf/2010_naab.pdf)

[http://sce.parsons.edu/pdf/2010\\_naab\\_responce.pdf](http://sce.parsons.edu/pdf/2010_naab_responce.pdf)

NCARB ARE Pass Rates are linked to at the Parsons SCE Master of Architecture website, where a hyperlink provides direct access to NCARB's site:

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



### III.1.1 Annual Statistical Reports

#### Statement of Statistical Accuracy



Provost's Office  
66 West 12<sup>th</sup> Street  
New York, NY 10011  
newschool.edu

**Paula Maas**  
Associate Provost  
Institutional Research and  
Effectiveness  
maasp@newschool.edu  
T 212.229.8947 x2358

August 28, 2015

The National Architectural Accrediting Board (NAAB), Inc.  
1735 New York Avenue NW  
Washington, DC 20006

As the Associate Provost for Institutional Research and Effectiveness at The New School, I certify that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Education Statistics.

Sincerely,

A handwritten signature in black ink, appearing to be "Paula Maas", written over a horizontal line.

Paula Maas

### **III.1.2 - Interim Program Reports**

*Provided by NAAB*

#### APR SECTION 4 - Supplemental Material

The following documents are all available via Dropbox:

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website.
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Information resources policies including collection development
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

In addition to the above-listed required files the following information is also provided:

- A list of all SCE Public Programs from 2010-2015
- Physical Resources plans and photos pertaining to Section 3 - I.2.2. Due to page limitations of the APR and the distributed nature of our learning environment this documentation is provided as supplementary material. This section also includes plans and images of the new Making Center and School Hub, in construction and planning phases, correspondingly.
- Parsons Planning Study completed in 2013 by the New York architecture firm Marble Fairbanks

Access to this Dropbox file is as follows:

Username: [bernheia@newschool.edu](mailto:bernheia@newschool.edu)

Password: NAABAPR2015!

Additionally, a comprehensive list of school policies for Students, Faculty, and Staff can be found at:

<http://www.newschool.edu/policies/>