2020 Conditions and Procedures

Plan to Correct
for Continuing Accreditation

New York City College of Technology
School of Technology and Design

B. Arch

Date: 12/15/2023

NAAB

Plan to Correct
(2020 Procedures)

Institution	New York City College of Technology
Name of Academic Unit	Department of Architectural Technology
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Year of Previous Visit	Initial Accreditation effective January 1, 2022,
Current Term of Accreditation *(refer to most recent decision letter)*	Select...
Program Administrator	Ting Chin, Department Chair Claudia Hernandez-Feiks and Jieun Yang, B. Arch Program Co-Directors
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Gerarda Shields, Dean of School of Technology and Design
Chief Academic Officer of the Institution	Pamela Brown PhD, Provost and Vice President
President of the Institution	Rusell K Russell K. PhD
Individual submitting the APR	Claudia Hernandez- Feiks and Jieun Yang, B. Arch Program Co-Directors
Name and Email Address of Individual to Whom Questions Should Be Directed	chernandez@citytech.cuny.edu jyang@citytech.cuny.edu tchin@citytech.cuny.edu

INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.

- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)

- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.

- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions
1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission
Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.

Plan to Correct Form

Conditions Not Met *List the number and title of each condition that must be addressed in the Plan to Correct.*	Corrective Actions *Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	Timeline *List the timeline for all corrective actions, including actual or planned start and completion dates.*
SC.5 Design Synthesis	**Program Narrative:** **Comments:** **VTR:** SC.5 **Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12) ☒ **Not Met** **2022 Team Analysis:** The team found a significant inconsistency in student work in terms of meeting this SC at the ability level, in both ARCH 3512 Architectural Design V and 3612 Architectural Design VI. The student work did not demonstrate the ability to synthesize all the aspects of design integration included in the SC description. In particular, accessible design (beyond ADA requirements for bathrooms) and the measurable environmental impacts of design decisions were not found in the vast majority of student projects **Initial Accreditation Letter:** *This criterion is not met. The program did not provide sufficient information to meet the requirements of this criterion. The program provided evidence of student ability in user requirements and site conditions but needs to provide consistent evidence of design synthesis at the level of ability across all projects integrating all parts of this criterion, including regulatory requirements, accessible design beyond ADA compliant bathroom and the measurable impacts of design decisions.* **Plan to Correct:** Guided by the comments provided in both the VTR and Initial Accreditation Letter, we have outlined the following steps and strategies to meet the criteria of SC.5 Design Synthesis. In our curriculum, SC.5 Design Synthesis is addressed at the "ability" level during the 5th and 6th semesters in Architectural Design Studios, specifically ARCH 3512 and ARCH 3612. To address the comments, we have taken the actions listed below and developed the following plan for correction: In April 2023, upon receiving the Initial Accreditation Letter, the full-time faculty convened to review the comments. At that time, we decided to further develop the curriculum of ARCH 3612 to better address the SC.5 criteria highlighted in the comments. Following the full-time faculty meeting, the Department Chair, B. Arch Co-Directors, and ARCH 3612 Course Coordinator met to discuss the criteria and develop a plan to address the comments. It was decided that each criterion would be defined more clearly within the context of the course, and a series of exercises would be created to specifically address each one. The exercises were developed during the summer of 2023 and are currently being implemented in all ARCH 3612 sections in Fall 2023. It's important to note	• May 2023 – review of the Initial Accreditation Letter comments during the full-time faculty meeting. • May 2023 Develop next steps for Plan to Correct

Conditions Not Met *List the number and title of each condition that must be addressed in the Plan to Correct.*	Corrective Actions *Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	Timeline *List the timeline for all corrective actions, including actual or planned start and completion dates.*
	that the exercises were tailored to address regulatory requirements, accessible design beyond ADA-compliant bathrooms, and the measurable impacts of design decisions. To address concerns about the inconsistency in levels of design synthesis across all projects among students, the course coordinator adapted the course schedule and outline to dedicate the final two weeks of the semester to clearly documenting findings. At the end of the semester, student work will be archived and closely reviewed. During the winter recess, if necessary, the assignments will be further refined and be ready to be distributed in the Spring 2024 semester. As part of our long-range plan to strengthen and develop more robust strategies to meet the criteria of SC.5 Design Synthesis, we intend to invite course coordinators and faculty from other accredited institutions who have successfully met the criteria to present and discuss their approaches. The goal is to gain clarity and insight not only to meet the criteria but also to apply it in a way that supports our program's mission. We have already reached out to Cal Poly San Luis Obispo's Associate Department Head, Carmen Trudell, and have initiated conversations to coordinate a meeting during the Spring 2024 semester. **Supporting Evidence:** • **Revised Couse Schedule** • **Examples of additional modules developed to specifically address NAAB SC. 5 Criteria** – **Course Miro Board** • **Outline of final deliverables** • **Student Sample Submission**	• Summer 2023 ARCH 3612 course content development • Fall 2023 deploy new modules • January 2024 student outcomes review and evaluation. • January 2024 revisions • Spring 2024 revised assignments deployed • Spring 2024 Full time faculty to meet and discuss how to further support the SC.5 criteria • Summer 2024 student work assessment

SC.6 Building Integration	**Program Narrative:**	
	Comments:	
	VTR:	
	SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)	
	☒ **Not Met**	
	2022 Team Analysis: Also for this SC, the team found a significant inconsistency in student work in terms of meeting the criterion at the ability level in ARCH 4812 Architectural Design VIII. The building envelope systems and assemblies were found well developed across the examples, and the measurable outcomes of building performance were found in most projects. However, structural systems and life safety systems were superficially, and thus not sufficiently, addressed. In particular, most projects did not show a developed, analyzed, and integrated structural system. Furthermore, environmental control systems (beyond solar radiation and natural lighting control systems) were not considered as part of building design integration.	
	Initial Accreditation Letter:	
	This criterion is not met. The program did not provide sufficient information to meet the requirements of this criterion. The program provided evidence of the integration of building envelope and assemblies but needs to provide consistent evidence at the level of ability across all projects for integration of all parts of this criterion, including structural systems, environmental control systems (specifically HVAC), and life safety systems.	
	Plan to Correct:	
	Similarly, with respect to SC.5, we have developed specific steps and strategies guided by the comments in both the VTR and Initial Accreditation Letter to meet the criteria of SC.6 Building Integration.	
	In our curriculum, SC.6 Building Integration reaches the "ability" level during the 8th semester of the Architectural Design Studio, ARCH 4812, and the 5th semester Building Technology Course, ARCH 3531. To address the comments, we have undertaken the actions listed below and formulated a plan for correction:	
	In April 2023, upon receiving the Initial Accreditation Letter, the full-time faculty convened to review the comments. At that time, it was determined that the curriculum of ARCH 4812 would be further developed to better address the SC.6 criteria highlighted in the comments. Additionally, it was decided to include the student work of ARCH 3531 Building Technology IV as evidence, which was not part of the submission during the last visit. In this course, students collaborate in teams to design a mid-rise building and individually develop a set of design development-level construction drawings. This course represents the culmination of the Building Technology Studio sequence required in our curriculum. As noted by the Visiting Team in Appendix 1, the department excels in teaching the application of technical knowledge through the building technology sequence. We believe that the criteria for SC.6 are more comprehensively met between these two courses rather than solely in ARCH 4812 Architectural Design VIII.	• May 2023 – review of the Initial Accreditation Letter comments during the full-time faculty meeting. • May 2023 Develop next steps for Plan to Correct
	In addition to incorporating the student work from the Building Technology IV course, during the summer of 2023, the ARCH 4812 Architectural Design VIII course material was revised to further address the comments. Each criterion was defined further for clarification, assignments were developed, and a rubric was created addressing each item. The intention was to ensure coverage of all outlined criteria and address concerns related to inconsistency in meeting the criteria.	• Summer 2023 ARCH 4812 assignment development
	Throughout the fall of 2023, the revisions to ARCH 4812 are being implemented in all course sections.	

	At the end of the semester, student work will be archived, closely reviewed, and assessed. During the winter recess, if necessary, the assignments will be further refined and ready to be distributed during the following Spring 2024 semester. The long-range plan to further strengthen SC.6 involves considering the addition of a new required 3-credit course to be taught in conjunction with ARCH 4812. The course would focus on different building systems typologies and approaches, and discussing them as design opportunities within the context of the building design developed in ARCH 4812. We will formally present the idea and vote on it during our January 2024 full-time faculty meeting. If approved, the course will be developed over the next academic year. **Supporting Evidence:** **ARCH 4812 Architectural Design VIII** • **Revised Couse Syllabus** • **Revised and additional assignments developed to specifically address NAAB SC. 6 Criteria** • **Revised Project Rubric** **ARCH 3531 Building Technology IV** Student Work: ARCH 3531- Building Technology IV	• Fall 2023 deploy new assignments. • January 2024 student outcomes review and evaluation • January 2024 assignment revisions • Spring 2024 revised assignments deployed • Spring 2024 Full time faculty to meet and discuss how to further support the SC.6 criteria • Summer 2024 student work assessment • Academic year 24-25 Development of new course (if approved)
5.5 Social Equity, Diversity, and Inclusion	**Program Narrative:** **Comments Initial Accreditation Letter:** **5.5 Social Equity, Diversity, and Inclusion** The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must: 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources. 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant. 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant. 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level. 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities. *This Condition is not met. The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of compliance with 5.5.4 and 5.5.5 but needs to provide evidence of 5.5.1 commitment as demonstrated by distribution of human and financial resources; 5.5.2 plan for maintaining a diverse faculty; and 5.5.3 plan for maintaining or retaining diversity of students.* **Plan to Correct:** After reviewing the comments included in the Initial Accreditation Letter, we believe our department meets this criterion, but failed to include enough	

information to reflect its compliance. Below is a more detailed description of how we meet and support this criterion:

5.5.1

The Department of Architectural Technology at City Tech is invested in its diversity and inclusion through the distribution of its human, physical and financial resources.

We are a public institution and at the core of the [New York City College of Technology's Mission](#) is the commitment "to providing broad access to high quality technological and professional education for a diverse urban population." We see ourselves as an "engine of economic mobility". The college offers excellent educational opportunities. Due to its location, flexibility, and affordability, the students are composed of a very diverse socio-economic and race/ethnicity population, many of which are underrepresented in the architectural professional community. We are categorized as Hispanic Serving Institution. Additional general information about the college can be found in the link below.

https://www.citytech.cuny.edu/consumer-info/

It is important to note that when the Bachelor of Architecture Program was developed at the college, one of the main focuses was to support and sustain the diversity pool that already exists at the institution. The link and table below show that since its inception, the diversity of students in the B. Arch program aligns with the diverse population college-wide. [College Fact Sheet](#)

Fall 2023 Profile of Undergraduate Students at the College

UNDERGRADUATE PROFILE, FALL 2023

Enrollment	13,784 65% full-time 35% part-time **Among those in degree programs:** Bachelor (49%) Associate (51%)
By School	49% School of Technology & Design 39% School of Professional Studies 12% School of Arts & Sciences
Background	**Of those responding:** 43% born outside of U.S. (127 countries represented)
Residence	43.8% Brooklyn 9.0% Other NY State 23% Queens 2.7% Other U.S. State 5.4% Manhattan 4.0% International Students 9.6% Bronx 3% Staten Island

Race/Ethnicity*	34% Hispanic 2% Other 27% Black 4% Nonresident 21% Asian 11% White (non-Hispanic) ** 2021 IPEDS data*
Median Age	21

2018-2023 Profiles of Enrolled B. Arch Students

BArch Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
White	2	8.70%	6	13.64%	9	13.04%	11	12.79%	11	13.10%	8	10.81%
Hispanic	10	43.48%	20	45.45%	33	47.83%	40	46.51%	38	45.24%	33	44.59%
Asian	6	26.09%	8	18.18%	13	18.84%	18	20.93%	18	21.43%	15	20.27%
Black	3	13.04%	6	13.64%	10	14.49%	13	15.12%	11	13.10%	11	14.86%
Other	2	8.70%	4	9.09%	4	5.80%	4	4.65%	6	7.14%	7	9.46%
Male	10	43.48%	21	47.73%	34	49.28%	41	47.67%	36	42.86%	35	47.30%
Female	13	56.52%	23	52.27%	35	50.72%	45	52.33%	48	57.14%	39	52.70%

Specifically, the admissions process was designed with this agenda in mind. The Advance Standing Admissions entry point is one of the most important tools and investments the department has made to meet this goal. It provides a structure to support and nurture the talent of those students who otherwise would find it difficult to enter a B. Arch Program. These students enter the department as B. Tech students, an open enrollment program, and allows for the time, space, and support to help prepare them and mature to be successful under the B. Arch Program and its criteria. A large percentage of the students who enter our department are first generation graduates and many are unfamiliar with the architectural profession and what an architectural education entails. As a response to this, we have designed the curriculum in a manner that every course a student takes as a B. Tech student, during the first five semesters at the college, will seamlessly transfer to the B. Arch Program. This provides an entry point into the B. Arch program after they have gone through the first two formative years of the program and are more prepared for success. It is worth noting that we have had a 100% graduation rate for the first two cohorts of Advanced Standing Students we have admitted into the program.

To help maintain a socio-economically diverse, equitable and inclusive community, the college is committed to keeping tuition costs low and in most instances our students qualify for financial aid or subsidized tuition by the state. The college provides many programs to help students succeed such as ASAP and SEEK. Additionally, at the department level, we recognize that many of our students work or have familial responsibilities. In response to this, to provide flexibility in enrolling for courses, the department schedules multiple sections of design studio and building technology courses offered at different times. Below is an example of ARCH Design III schedule options for the fall 2023.

▽ ARCH 2312 - Architectural Design III

CLASS	SECTION	DAYS & TIMES	ROOM	INSTRUCTOR
35798	D021-LAB Regular	MoWe 8:30AM - 11:50AM	Voorhees V-812	Paul Coughlin
35811	D022-LAB Regular	MoWe 1:00PM - 4:20PM	Voorhees V-812	Joseph Vidich
21452	D023-LAB Regular	MoWe 1:00PM - 4:20PM	Voorhees V-812	William Fryer
41308	D024-LEC Regular	We 5:00PM - 5:50PM We 5:00PM - 5:50PM We 5:00PM - 5:50PM We 5:00PM - 5:50PM We 5:00PM - 5:50PM	Namm N-402 Namm N-402 Namm N-402 Namm N-402 Namm N-402	Yan Wang Joseph Vidich Paul Coughlin Eugene Park William Fryer
55989	D025-LAB Regular	MoWe 8:30AM - 11:50AM	Voorhees V-812	Eugene Park
21451	E007-LAB Regular	MoWe 6:00PM - 9:20PM	Voorhees V-812	Yan Wang

We also acknowledge that an important path to supporting diversity, equity and inclusion is by providing resources outside of class for students to supplement their education. Academically, our department invests in supporting our students by offering a myriad of workshops, one on one student help and mentor programs. All adjunct faculty are given one (1) paid office hour per week per every three (3) teaching hours. A typical studio is 9 hr/wk which means that that faculty member is paid an additional 3 hours each week to offer academic support to the students.

Evidence:
Workshops Schedule
One on one Student help
Adjunct office hour schedule

From a faculty and staff perspective, as stated in the Reaffirmation Statement issued in September 2023, linked below, both the department and college are committed and invested in supporting equity, diversity, and inclusion in its faculty and staff.

2023 [Reaffirmation Statement](#)

The Department's Appointments Committee (DAC) has been charged with the task of, and is dedicated to, pursuing the spirit and goals of diversity and equal opportunity through recruitment, retention, and development of a diverse workforce.

We would like to note that active participation in this initiative is particularly reflected in the last four (4) full-time faculty positions that have been filled. All are highly qualified candidates who also contribute to the diversity pool of the full-time faculty and help inch closer to reflecting the demographics of our student population. They include four females: two Asian, one Hispanic and one Black. All of them have proven to be excellent additions and their contributions are encouraged, respected, and supported by the department. Three out of the four currently hold leadership positions as the Department Chair and B. Arch Program Co-Directors. The table below only reflects the last two since only two full-time positions have been available since 2018.

Full-Time Faculty	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
White	13	65%	13	61.90%	13	61.90%	13	65%	12	60%	12	57.14%
Hispanic	3	15%	3	14.29%	3	14.29%	2	10%	2	10%	2	9.52%
Asian	3	15%	4	19.05%	4	19.05%	4	20%	5	25%	5	23.81%
Black	1	5%	1	4.76%	1	4.76%	1	5%	1	5%	2	9.52%
Other	0		0		0		0		0		0	
Male	13	65%	14	66.67%	14	66.67%	13	65%	12	60%	12	57.14%
Female	7	35%	7	33.33%	7	33.33%	7	35%	8	40%	9	42.86%

Part-Time Faculty	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
White	48	71.64%	53	75.71%	47	73.44%	51	73.91%	53	63.86%	52	67.53%
Hispanic	7	10.45%	3	4.29%	4	6.25%	5	7.25%	7	8.43%	8	10.39%
Asian	11	16.42%	13	18.57%	11	17.19%	10	14.49%	16	19.28%	14	18.18%
Black	1	1.49%	1	1.43%	1	1.56%	2	2.90%	4	4.82%	2	2.60%
Other	0		0		1	1.56%	1	1.45%	3	3.61%	1	1.30%
Male	46	68.66%	47	67.14%	44	68.75%	45	65.22%	51	61.45%	54	70.13%
Female	21	31.34%	21	30%	19	29.69%	22	31.88%	31	37.35%	21	27.27%
Other			2	2.86%	1	1.56%	2	2.90%	1	1.20%	2	2.60%

The demographic analysis of our staff also reflects the department's commitment to diversity and inclusion. Please refer to chart below

Staff	2023-2024	
White	5	14%
Hispanic	16	46%
Asian	3	9%
Black	9	26%
Other	2	6%
Total	35	
Male		66%
Female		34%

As part of this initiative, the department understands and values the knowledge of our own students, and are constantly investing in them. Most of our support staff running the fabrication labs and software workshops, and providing classroom digital assistance, is comprised of current students and/or department graduates. 69% of our current staff are City Tech current students or alumni. The department also supports their growth, and often provides teaching opportunities.

Our department is not only committed to having an ethnically and socio-economically diverse community, but we are also dedicated to being inclusive from an accessibility stance. One example of this is that we have recently promoted an Adjunct CLT, who requires accessibility accommodations, to manage the IT team for the department.

As a college and department, we continue to strive toward a more equitable, diverse, and inclusive community. We are actively engaged in this effort and the college offers and financially supports many ongoing initiatives to support it.

1. General Policies on the College Policies page
2. Faculty Commons Monthly archive to show regular events supporting various affinity groups
3. Events: Campus Climate, LGBTQIA+, Mother Language Day, Black History Month, Black & Latinx Transgender Solidarity, Latinas in Higher Ed, Americans and the Holocaust

4. CUNY Campus Climate Grants
5. Implementation of the college HSI Committee and related activities
6. Series of initiatives launched as a result of the COACHE surveys

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

The department recognizes that the population of the staff and students reflects the diverse student body of the college, but that there is a disparity in this diversity when it comes to faculty. Although we are actively working towards reducing the disproportion, we do want to acknowledge that the disparity is directly related to the candidates available. When comparing the demographics of the profession, outlined in the AIA Demographics Report to those of our faculty, our faculty reflects a more diverse pool than the one that currently exists in the profession.

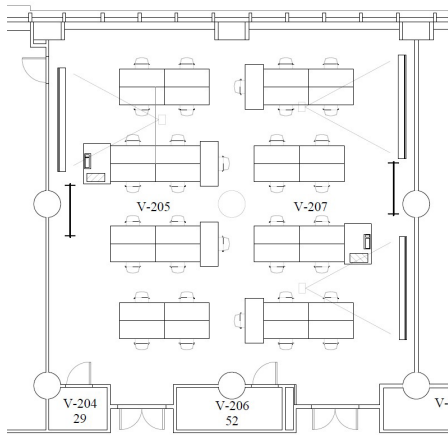|	AIA Numbers	Full-Time Faculty	Part-Time Faculty	Department Staff	BArch Students
White	64.00%	57.14%	63.86%	14.29%	10.81%
Hispanic	5.50%	9.52%	8.43%	45.71%	44.59%
Asian	7.00%	23.81%	19.28%	8.57%	20.27%
Black	2.00%	9.52%	4.82%	25.71%	14.86%
Other	21.50%		3.61%	5.71%	9.46%

The department recognizes that it must still do more to increase the diversity of our faculty to be in alignment with the students we serve. In response, the DAC has been tasked with pursuing more robust recruitment strategies to support this

- Fall 2023 DAC plan to increases diversity of adjunct faculty

| agenda with a focus on the adjunct faculty pool. The DAC is currently in discussions to establish a strategy to promote teaching opportunities to these communities. It has identified NOMA, Latinos in Design, and our own alumni as three potential groups the department can connect with to advertise and disseminate information about teaching opportunities. The next milestone is to design, produce and disseminate promotional material during the Spring 2024 semester in preparation for assigning teaching assignments for Fall 2024. The department DAC will make a concerted effort to increase these number by the next accreditation visit. | • Spring 2024 design, produce, disseminate recruitment materials
• Summer 2024 Review statistical information and plan next steps |

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

To support and maintain this initiative the Co- Directors of the B. Arch Program and the Department Chair actively monitor these numbers, and have the following plan in place to help sustain and potentially grow them:

- **Maintaining and further grow the Advanced Standing pool of applicants.** As described above this group focuses on students who start their career at the department in the Bachelor of Technology Program. The B. Arch Co-directors hold multiple public information sessions throughout the academic year. They also visit all Architectural Design III and IV sections and present information on the different academic programs, and review B. Arch eligibility and application requirements with the students. They also offer two sessions per semester specifically to unpack and demystify the application requirements and process. Since the last accreditation visit the number of students admitted as Advanced Standing students increased by 33%.
- **B. Arch Admissions Committee Guidelines.** The B. Arch Admissions Committee, in addition to being responsible for reviewing applications for admissions, is responsible for tracking demographic statistical information to ensure both the pool of applicants and admitted students reflect the high diversity trends reported by the college. If the B. Arch diversity admissions trend diminishes, the committee is charged with developing additional tools, strategies, and rules to help sustain and grow it.
- **College Now and more**
  Looking forward, the department is working on creating more ties with public high schools in the metropolitan area to connect and share information with perspective students and continue to encourage a diverse pool of candidates. ***COLLEGE NOW*** is one of these initiatives. It is a comprehensive collaborative program between the City University of New York (CUNY) and the New York City Department of Education (DOE) designed to improve the academic achievement of NYC Public High School students, while preparing them for the demands of college. The course is offered at City Tech and taught by our faculty. It is important to note that students who participate in the program receive college credit-bearing courses free of cost. Additionally, we have an articulation agreement with City Polytechnic High School of Engineering, Architecture, and Technology, another public New York City high school, which allows qualified high school students to earn college credit in our department while still in high school. If they continue in our program, they can apply those credits towards a degree from our program.

• 5.6 Physical Resources	**Program Narrative:**
	
	Comments Initial Accreditation Letter:
	5.6 Physical Resources
	The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:
	
	    5.6.1 Space to support and encourage studio-based learning.
	    5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
	    5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
	    5.6.4 Resources to support all learning formats and pedagogies in use by the program.
	
	If the program's pedagogy does not require some or all of the above physical resources, the program must *describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.*
	
	This Condition is not met. The program did not provide sufficient information to meet the requirements of this Condition. The program provided evidence of future plans for moving forward to meet compliance but needs to provide evidence of how it safely and equitably supports the program's pedagogical approach and student and faculty achievement.
	
	Plan to Correct:
	
	The 2022 VTR noted the following areas of concern:
	    - Hours of Operation
	    - Equipment Maintenance Issues
	    - Lack of Studio Space
	    - Lack of Space to Accommodate Program Growth
	    - Accessibility
	
	The department has implemented structural initiatives and changes that target immediate outcomes and long-range planning to address these areas of concern. The continued work of the Facilities Committee (Prof. Paul King, chair) assesses current and future classroom layout, furniture, and equipment needs. The committee's recent survey aimed to identify outmoded classroom settings while maintaining equitable access to adequate technology and resources for all instructors and students.
	
		Facilities Committee study, ongoing
		
		Facilities Committee classroom survey, completed November 2023

Questions for the professor: How do you to pinup review and presentations? (Select all that apply)
22 responses

The department has formed a new Technology Committee (Prof. Esteban Beita, chair) to focus on the current and future needs of all technology-related topics, including software and emerging technology access (e.g., VR equipment). The committee's goal is to identify and implement the latest relevant technologies necessary to assist learning and teaching, determine the order of magnitude for ongoing equipment maintenance, and find cost-effective and efficient maintenance and purchase options.

In December 2022, the department successfully hosted its first-ever fundraising campaign event, "Building Blocks". The event opened the school's doors to members of the AEC industry with a keynote speaker, Katie Swenson of MASS Design Group, student-led facility tours, and student work showcases. Led by the department's Steering Committee (Prof. Illya Azaroff, chair), the event raised over $45K to support the department's program and facility's needs. The event also formed a long-lasting partnership with the AIA Brooklyn chapter that co-hosted and planned the event. This forged relationship has since led to the hosting an AIA Brooklyn-sponsored public lecture series in Spring 2023 and Spring 2024.

5.6.1 Space to support and encourage studio-based learning

To encourage a more studio-based environment, the department has changed how it schedules classes. Sections of the same level design studios are now scheduled in the same classrooms when possible so that students feel a sense of ownership and camaraderie in the classrooms. Additionally, new storage units are being purchased so that students can leave their supplies and models in the classrooms.

Technology Committee study, ongoing

Building Blocks Fundraiser, December 2022

Reconfigured classrooms (V-205, 207), August 2023

The second-floor classrooms (V-205 and V-207) were reconfigured at the beginning of Fall 2023 with movable desks to provide flexible forms of learning for the first-year students that can accommodate individual and group learning and encourage model making. This classroom configuration has proven effective, and the department plans to implement lessons learned from this adaptation.

"Double" classroom configuration (V-812, V-814), August 2023

New furniture for V-812 & V-814, January 2024
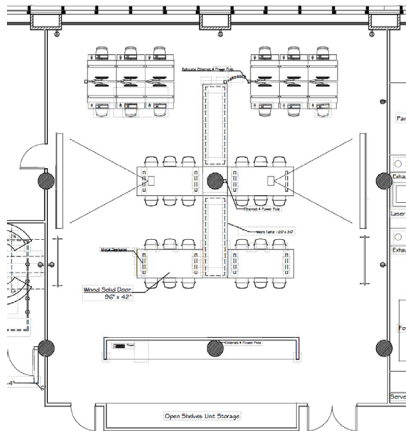
(Proposed furniture plan and current set up for V-812)
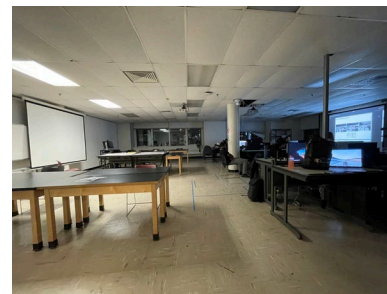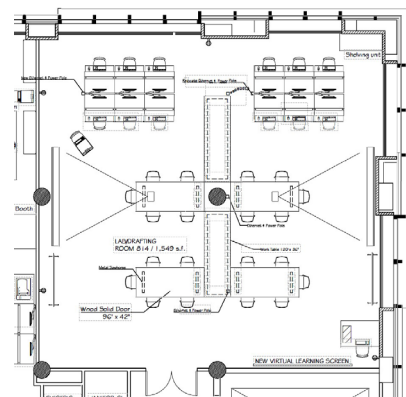
(Proposed furniture plan and current set up for V-814)

The department created additional "double" classrooms on the eighth floor (V-812 and V-814), where two studio sections share a larger classroom. This new configuration increased exposure to peer-based learning and feedback and

encouraged the exchange of teaching pedagogy between instructors, including joint pin-ups and reviews. This "double" classroom configuration is further supported by large format lectures for design studios, where all sections meet together to engage with all instructors who serve as roving lecturers throughout the semester.

The recent Facilities Committee survey revealed that most students work on their laptops and prefer flexibility. The department plans to move away from fixed workstation layouts by providing movable desks and chairs similar to those on the second-floor classrooms, working closely with the IT department to ensure adequate outlets and internet connections. The department also recognizes the need to maintain a handful of desktop computers to accommodate students who may be in-between laptops, unable to secure a laptop, or restricted from carrying a laptop due to their daily schedule, jobs, and commute. Based on the survey information, each "double" classroom will maintain eight to sixteen permanent workstations.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment
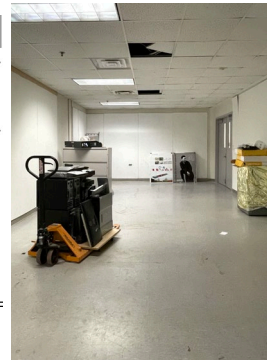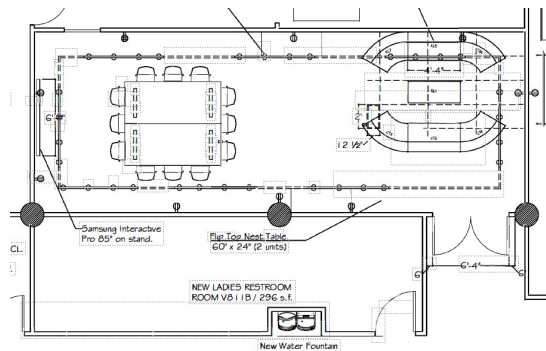
As a result of the recent renovation, the department has gained a flex space (V-811), and is in the process of turning it into a student lounge with a few workstations, new tables and chairs currently being purchased. Students will be able to access it whenever the building is open. The room is designed to allow students to congregate and collaborate.
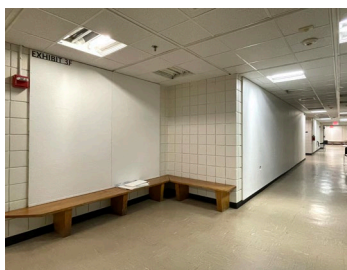
Newly expanded pin-up spaces on the third floor are open for informal pin-ups to structured final reviews. As most first-year classes occur on the second and third floors, this addition will help foster studio culture and interactive learning early in the student's education.

The department has also identified several other opportunities in the existing spaces that can double as informal meeting and seminar spaces, including a round table in the open faculty office and the old women's bathroom space, which it plans to transform into a centralized check-out kiosk for borrowed materials and equipment (including laptop loan – see 5.6.4).

New student lounge, January 2024

New third-floor pin-up spaces, September 2023

New check-out kiosk, January 2024

Digital booking, September 2023
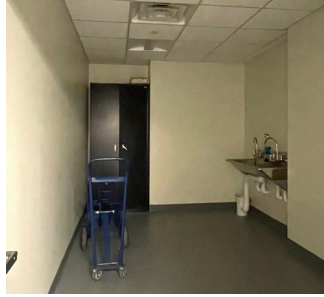
The department has implemented a digital room/ pin-up wall booking interface to facilitate the needs of the class and students.

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

In addition to dedicated desks for the full-time faculty, the department's open-plan faculty office continues to provide hot desks and conference tables for all instructors. Workstations and a printing station help support the adjunct faculty. In-person coordination and meetings between colleagues and with the students occur in this space. A few private offices in V-818 serve the needs of private conferencing and meetings.

The Facilities Committee is looking into technology specs for the instructor station in each classroom to ensure appropriate and effective access to teaching tools. The department also recognizes the move towards laptop use for faculty and facilities access to educational software licenses to all faculty members.

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

The completion of the new ADA-compliant men's and women's restrooms on the eighth floor provides much-improved accessibility for the necessary amenities.

Instructor station study, Spring 2024

ADA restrooms, Summer 2023

Laptop loan program, Fall 2023

Dedicated IT personnel, increased CLT support, September 2023

The department continues supporting the laptop loan program for students who cannot secure their own laptops. Each laptop has all necessary software, and the students can check it out from the admin desk (soon to be moved to the dedicated check-out counter; see 5.6.2). This initiative alleviates the issue of access to the required equipment all students need despite any financial barriers and helps students to stay virtually connected through various online collaboration platforms, including Slack and Miro (virtual whiteboard).

The department successfully secured dedicated IT personnel and allocated more financial and physical resources to keep the Fabrication Lab open to pre-pandemic levels. With more CLT (College Lab Technician) time, the student support for model making and printing increased. Laser cutters and 3D printers have been consistently up and running throughout the Fall 2023 semester. A recently acquired plotter contributed to bringing back the pre-pandemic studio culture of in-person reviews and showcases with printed boards. The department plans to look into LCD monitors on wheels to provide flexible digital-based presentations.

The department continues to look for grants, donations, and fundraising opportunities. A recent material donation from AIA Brooklyn restocked the free and scrap model-making materials bin available to all students. The department is in the process of strategic planning to assess the best ways to distribute funds from the fundraising effort. However, it also recognizes the limitations of self-initiated programs and continues to ask for more support from the college that determines the budget. A recent letter to the Provost signed by all full-time faculty stresses the importance of the college's support in maintaining and updating the Fabrication Lab to serve our students' education and support the department's pedagogy.

Letter to the Provost, Spring 2023