

State University of New York at Buffalo

Interim Progress Report for 2017

Instructions and Template

[November 29, 2017]

2. EXECUTIVE SUMMARY OF 2015 NAAB VISIT

CONDITIONS NOT MET

2015 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2015 VTR
B.1 Pre-Design

CAUSES OF CONCERN

2015 VTR
Advising
Learning Culture Policy
Information Resources

3. TEMPLATE

Interim Progress Report
State University of New York at Buffalo
School of Architecture & Planning
M. Arch. [Preprofessional degree + 57 credits]
Last APR submission:
Year of the previous visit: 2015

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Robert Shibley, Dean

Provost: Charles F. Zukowski

President of the institution: Satish Tripathi

Individual submitting the Interim Progress Report: Omar Khan, Chair

Name of individual(s) to whom questions should be directed: Omar Khan, Chair

Current term of accreditation: 8-year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

B.1 Pre-Design

2015 Visiting Team Assessment: The pre-design criterion was found to be **Not Met**. Although previously identified deficiencies regarding this criterion (including the building program aspect identified during the previous visit) have been addressed, the team did not find evidence in students' studio work of analysis and the application of zoning principles and constraints. This crucial part of the criterion, defined as "a review of the relevant laws and standards and assessment of existing buildings," is only partially addressed via the building code analysis in ARC 504 Comprehensive Design. However, the team found that this is inadequate in fulfilling this aspect of pre-design. This evidence is of particular concern, considering that the program situates sites within the City of Buffalo in many design assignments.

This criterion calls for **ability** to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

SUNY Buffalo, 2017 Response: In the 2014 NAAB Conditions for Accreditation, the ability for students to assess zoning and relevant laws and standards is addressed in both B.1 Pre-Design and now explicitly in B.3 Codes and Regulations. In adopting the new conditions we are now addressing these in studios ARC 502, ARC 503, ARC 504, and also in course ARC 541: Introduction to Building Technology, where a module on Site Planning includes zoning and relevant laws and standards.

b. Plans for/Progress in Addressing Causes of Concern

- **Advising**

2015 Visiting Team Comments: The team found concern among the student body regarding the lack of consistent availability of advising services. Students described a collegial relationship between accessible faculty and students, which allowed faculty to provide informal advising when the two formal advisors were not in a position to provide advisement on a particular topic or question. There was concern that the advising resources, while capable, were not adequate or sufficiently accessible to serve a student body of this size, particularly as the semester gets underway beyond the initial weeks.

SUNY Buffalo, 2017 Response: Since the visit, the following procedures have been implemented: 1) Using anonymous surveys of students to identify the perceived strengths and weaknesses of various facets of advising among the assistant deans and their graduate assistants, and to guide changes in staff responsibilities and advisement procedures. 2) Improving the training, continuity, and compensation of graduate advising assistants. 3) The Assistant Dean for Undergraduate Education working more closely with faculty members teaching first- and second-year courses, including studio drop-ins and impromptu meetings

with students. 4) Implementing (fall 2016) a university-wide undergraduate early-alert system. 5) Continuing to maintain high performance in the accuracy of undergraduate course/curriculum advisement. 6) Implementing mandatory academic advisement during the first two semesters of undergraduate enrollment. 7) Reaching out to all continuing students who have not registered for courses. 8) Reviewing the records of all undergraduate students who have applied for graduation to determine missing requirements and develop a graduation plan. 9) Developing block-schedule learning communities within the UB Curriculum and other coursework. 10) Better informing prospective graduate students during the admissions process about their paths, e.g., updates in Gradmit, admissions communications, etc. 11) Modifying the role of the Assistant Dean for Graduate Education to focus on advising students in the early years of the 3.5 program, as well as students in crisis. 12) Defining coordinators for each Graduate Research Group (GRG) and involving GRG faculty and the department chair in the advisement of 2-year and upper-level 3.5 students. Next Steps: The School of Architecture and Planning, in partnership with the Graduate School, will be implementing an academic advisement reporting system in HUB for graduate students. The background work will be done in spring 2018 and the reporting system will be effective in fall 2018. This will allow students to run reports themselves and will eliminate many paper forms, such as the Application to Candidacy. Future Needs: As the percentage of students entering college with anxiety, depression, ADHD, and other mental health conditions rises, the need for additional support and faculty training will grow. Clarification on the expectations of faculty in academic advisement at the undergraduate and graduate levels is also needed. Likewise, there is a perceived need to deepen the rapport between faculty and advisement staff, as well as informal advising.

- **Learning Culture Policy**

2015 Visiting Team Comments:

The team found that the student body has not played a role in the formulation of the program's learning culture policy. The policy was physically posted in the studios. Students are aware of this policy and are able to address issues, should they arise, on the basis of the policy. However, in the team's meetings with the student body and with student leaders, there was no indication that students have been involved in the evolution of the policy, either during the original phase of its development or during its periodic assessment and re-evaluation.

SUNY Buffalo, 2017 Response: The Department of Architecture's Student groups- Graduate Student Association (GSA), AIAS, NOMAS and Alpha Rho Chi (AXP) have been conscripted to review the Learning Culture Policy and provide comments to the Department Chair. These comments will be taken up by the Department's Curriculum Committee that is tasked with updating the learning Culture Policy.

- **Information Resources**

2015 Visiting Team Comments: The visiting team identified concerns regarding the Architecture and Planning Library. First, the declining budget for the purchase of books, journals, and databases has resulted in the inability to successfully meet the needs and demands of all faculty-submitted requests. Second, the space of the library does not provide adequate convenience for use by students, thereby maintaining an unwanted "temporary" feel. The use of the APL by health science students is seen as a deterrent for students of architecture and their ability to work in their designated spaces. While

future solutions to the location of the library have been discussed, there are, as yet, no definitive plans.

SUNY Buffalo, 2017 Response: The (APL) Architecture and Planning Library's monograph budget had a 65% increase from 2015-16 to 2016-17 and a 2% increase in journals when most other discipline's budgets were cut. In 2016, the space on the third floor of Abbott Hall where the Architecture and Planning Library is located was renovated to include individual and group study spaces with modular furniture. More computers were added to make a total of 12 workstations and a high resolution scanner was purchased. The first floor of Abbott Hall features a café. The Hayes Hall Reading Room, while it is not physically part of APL, showcases faculty authored books, a reference collection, and student's theses and master's projects. The librarian spends two hours in the Reading Room twice a week to provide reference help for the students and faculty.

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

SUNY Buffalo, 2017 Response: New Chair starting fall 2018: A new chair, selected through an internal search, will take over starting July 4, 2018. The review of candidates will take place over the spring semester with the new chair chosen by April 2018. Physical Resources: The renovation of Hayes Hall has been completed and we have occupied the building starting fall 2016. The renovation of Crosby Hall, which houses most of our studio spaces is scheduled to begin in fall 2018. We are very pleased with Hayes Hall's renovation and hope to replicate the same in Crosby Hall.

d. Summary of Activities in Response to Changes in the NAAB Conditions

[2015 NAAB Conditions](#)

SUNY Buffalo, 2017 Response: We will adopt the NAAB 2014 Conditions across the curriculum starting spring 2018. Our updated SPC matrices are attached.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

SUNY Buffalo, 2017 Response: New Faculty: Charles Davis PhD. Hired to teach History, Theory and Criticism of Architecture and Studio (CV attached).

Charles Davis, Ph.D.
 530 Pierson Drive
 Charlotte, NC 28205
 email: charles.davis@uncc.edu
 blog: <http://raceandarchitecture.wordpress.com>

Education

University of Pennsylvania, Doctorate of Philosophy in Architecture, 2009
 University of Pennsylvania, Master of Science in Architecture, 2005
 State University of New York at Buffalo, Master of Architecture, 2002
 State University of New York at Buffalo, Bachelor of Professional Studies in Architecture, 1999

Academic Positions

University of North Carolina at Charlotte, Assistant Professor of Arch. History, 2011-Present
 Ohio State University, Visiting Assistant Professor of Architecture, Lecturer, 2011 (spring)
 University of North Carolina at Chapel Hill, Postdoctoral Research Fellow, 2009-2011
 Parsons the New School for Design, Lecturer, 2008
 University of Pennsylvania, Lecturer, 2007-2008
 State University of New York at Buffalo, Undergraduate Studio (Teaching Assistant), 2000-2002

Books and Journal Articles in Progress

Constructing Whiteness: Race, Regionalism and Architectural Organicism in 19th-Century America (book-length manuscript)
 “Displaying Britain’s Organic Diversity: Representing Anglo-Saxon Heritage at Oxford University’s Natural History Museum” (article-length manuscript)
 “Paul Revere Williams and the White Domestic Interior: Marketing the Negro Architect in Jim Crow Era Architecture Magazines,” (article-length manuscript)

Book and Journal Articles, Peer Reviewed

Race and Modern Architecture, co-edited with Mabel Wilson and Irene Cheng (advance contract, University of Pittsburgh Press)
Building Character: The Racial Politics of Modern Architectural Style, 1860-1945 (forthcoming, University of Pittsburgh Press)
 “Louis Sullivan and the Physiognomic Translations of American Character,” *Journal of the Society of Architectural Historians*, vol.69, no.1 (spring 2017): 63-83
Diversity and Design: Understanding Hidden Consequences, co-edited by Beth Tauke, Korydon Smith and Charles Davis (New York: Routledge, 2015)
 “Book Review – *Sites Unseen: Architecture, Race and American Literature*, by William A. Gleason; *Little White Houses: How the Postwar Home Constructed Race in America*, by Dianne Harris; *Negro Building: Black Americans in the World of Fairs and Museums*, by Mabel O. Wilson,” *Journal of the Society of Architectural Historians*, vol.73, no.3 (2014): 417-435
 “Viollet-le-Duc and the Body: The Metaphorical Integrations of Race and Style in French Structural Rationalism,” *Architectural Research Quarterly*, vol.14, no.3 (winter 2010), pp.341-348
 “Prologue/Epilogue: The Ethical Reprieve of Ralph Ellison’s Invisible Man,” *VIA: Occupation*, vol.1 (2008), pp.157-159
 “Interpreting the Affect of ‘Practical Anthropology’ on Conrad Fiedler’s Neo-Kantian Criticism,” *APPX* special issue, vol.1 (2007), pp.6-23

