Architecture Program Report

University at Buffalo – The State University of New York

06 September 2023

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University at Buffalo – The State University of New York**
Name of Academic Unit	Department of Architecture, School of Architecture and Planning
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 ☒ Master of Architecture 3.5-year Program: undergraduate degree in any major + 112 graduate credit hours 2-year Synthesis and Integration Track: undergraduate degree in architecture from a regionally or nationally accredited institution with a minimum of five studios and 44 or more credits of core NAAB criteria already met + 64 graduate credit hours 4+2 Research Studio Track: undergraduate degree in architecture from a regionally or nationally accredited institution with a minimum of seven studios and 44 or more credits of core NAAB criteria already met + 64 graduate credit hours ☐ Doctor of Architecture
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2015
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Korydon Smith, Professor and Chair, Department of Architecture; Joyce Hwang, Associate Professor and Director of Graduate Studies, Department of Architecture; Jin Young Song, Associate Professor and Director of Undergraduate Studies, Department of Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Robert Shibley (January 2011 – September 2023)/Julia Czerniak (September 2023–), Dean, School of Architecture and Planning
Chief Academic Officer of the Institution	A. Scott Weber, Provost, University at Buffalo
President of the Institution	Satish Tripathi, President, University at Buffalo
Individual submitting the APR	Korydon Smith, Professor and Chair, Department of Architecture
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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Prior to outlining progress since the program's 2015 reaccreditation, some context is important.

The University at Buffalo (UB) is uniquely situated in the Great Lakes region at the busiest international border between the United States and Canada, and, with more than 450 undergraduate, graduate, and professional programs, is the most comprehensive public research university in the northeastern US. UB is also a flagship institution in the 64-campus State University of New York (SUNY) system, the largest system in the country; is a member of the prestigious Association of American Universities (AAU); and is ranked among the top 40 public universities in the nation. Commensurately, the Department of Architecture excels in faculty research, ranking in the top five nationally according to Academic Analytics, while delivering a top-tier architectural education. Though New York State has the highest number of architecture programs per capita, UB is the only accredited M.Arch program in the SUNY system. As such, UB is a leading destination for both upstate and downstate residents. The Department of Architecture maintains pride as a pathway to the profession and the above-average ARE pass rates of alumni. UB students also succeed in nationally competitive scholarships, fellowships, and competitions. For instance, of the 19 students nationwide highlighted in the Metropolis Future 100 in 2022, five were M.Arch students from UB, the most by any institution (tied with the University of Pennsylvania). This is particularly notable as the department serves one of the most racially diverse student bodies in the country, hosts a large number first-generation and international students, and has the highest percentage of Pell-eligible students among all AAU architecture programs.

In addition to a pre-professional B.S. in Architecture program, the Department of Architecture at UB offers an accredited M.Arch with three curricular tracks:

- 3.5-year M.Arch program for students with an undergraduate degree in a non-architecture major
- 2-year M.Arch synthesis and integration track for students with substantive undergraduate architecture coursework, but who are missing core NAAB requirements such as design synthesis and integration
- 4+2 M.Arch research studio track for students who have met a majority of NAAB requirements, including design synthesis and integration

The department oversees a rigorous recruitment and admissions process, articulated in section 4.3.1, to ensure that each student is placed in the correct track. The department also offers three dual-degree programs (M.Arch-MUP, M.Arch-MBA, and M.Arch-MFA), which interface with the aforementioned tracks.

The NAAB last reviewed the UB architecture program in 2015 (using the 2009 Conditions for Accreditation). The program received the maximum, eight-year continuing accreditation. This included three student performance criteria "met with distinction" – A.11 (Applied Research), B.6 (Comprehensive Design), and C.1 (Collaboration). The visiting team cited outstanding academic leadership, diverse and engaged students, a committed and pluralistic faculty, robust and impactful research, a rich context (Buffalo), and a "justifiably proud culture of making."

The program met all criteria in sections 1-4 of Part I and all elements of sections 2-4 in Part II. Regarding student performance criteria, the program met A1-11, B2-12, and C1-9. Only one criterion was not met: B.1 (Pre-Design).

Following the publication of the 2014 Conditions for Accreditation and in the context of the accreditation report, the UB Department of Architecture made curricular modifications. Criterion B.1 was subsequently situated in a series of studios – ARC 502, ARC 503, and ARC 504 – as well as ARC 541, which included a module on site planning, zoning, and building standards. This criterion is most closely aligned, in the newest accreditation standards, with SC.3 (Regulatory Context) – met in ARC 403 (in the 4+2 track), ARC 502 (in the 3.5-year M.Arch track), ARC 575 (in all tracks), and ARC 482/582 (in all tracks) – as well as SC.5 (Design Synthesis), met in ARC 301 and ARC 503/603.

In 2015, the visiting team identified three “causes of concern.” These included advising, learning culture policy, and information resources. The visiting team report stated the following:

> *Advising: 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.*
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> *Learning Culture Policy: 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.*
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> *Information Resources: 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.*

Based on the initiatives outlined below, these aspects of the program are now clear strengths.

Advising. Since 2015, six core actions have been taken. First, following a workforce review, the Department of Architecture went from one full-time undergraduate advisor (who transitioned out of the unit) to two full-time advisors, Eric Streeter and Christy Krawczyk – the first with an undergraduate degree in architecture, master’s degree in higher education, and 20+ years of employment in higher education, and a second with a bachelor’s degree in sociology, master’s degree in higher education administration, and nearly 10 years in higher education. They were recruited specifically to advance student success and retention. Commensurately, the department went from a 0.5 FTE (full-time equivalent) graduate advisor to a full-time advisor, Stacey Komendat, with two accredited master’s degrees in counseling and experience in advising both

engineering and medical students at two AAU institutions. Second, the department appointed a director of graduate studies (DGS), Joyce Hwang (2018-), and director of undergraduate studies (DUS), Erkin Özay (2021-2023)/Jin Young Song (2023-), to provide curricular leadership, address student issues, coordinate teaching assignments, and liaise with academic advisors. Third, the School of Architecture and Planning developed routine assessments of academic advising, along with professional development plans for all advisors. Fourth, the department deepened coordination among leadership, faculty, and academic advisors – along with university counseling, financial, tutoring, and other services – to improve both proactive and responsive interventions and problem solving. Fifth, the department implemented a multi-pronged approach to advising, including automated communications, proactive outreach to at-risk students, in-class drop ins, and small- and large-group advisement, all of which are continuous from recruitment to admission, to orientation, through persistence to graduation. Finally, all web-based and other communication materials have been updated to clarify the tracks and curricula of each degree program, improve the admissions process, and better articulate the educational experience, thereby, increasing the preparedness and suitability of applicants.

Learning Culture. In addition to issues cited in the 2015 report, the 2020 pandemic impacted student culture in a variety of ways – including an increase in various mental-health issues such as anxiety, a reduced participation in extra-curricular activities like student clubs, and the erosion of formal and informal, faculty and peer support. Nevertheless, four primary initiatives enabled resilience during that time and have shown further progress since. First, the department established a group of student representatives in 2018. This group of around 20 students, elected by their peers, includes representatives from all levels and specializations of the bachelor's and master's programs. The department chair, DGS, and DUS meet with this group monthly. The students set each meeting agenda, which includes both short- and long-term, both simple and complex challenges that are solved collaboratively. A standing agenda item is about the culture we collectively seek to cultivate. Second, and allied with the first, the DGS and DUS, along with the academic advisors and associate dean for inclusive excellence, regularly meet with student populations who benefit from additional outreach. This includes international students, under-represented minority students, first-year undergraduates, and first-year students in the 3.5-year master's program, among others. Third, the department has formalized faculty mentorship of the student organizations and added staff support. The department also dedicates funds to support activities of these organizations and facilitates coordination among the groups. Current goals include regrowing the size of the organizations (following the pandemic) and gaining philanthropic support for membership fees, events, travel, and professional development. Lastly, the department, in collaboration with the Diversity Committee of the Buffalo/WNY Chapter of the AIA, established a unique mentoring program (in complement to other career services and professional development opportunities discussed later) in 2022. Leveraging a comprehensive ("mosaic") mentoring model, 10 upper-level students, selected through a rigorous application process, serve a dual role. They provide peer mentoring to first-year undergraduate students in the B.S. program, formalized through their integration in the required first-year seminar course; simultaneously, the peer mentors liaise with the local chapter of the AIA – both receiving professional mentorship and communicating student challenges and needs. The new NOMAS advisor is building on this concept, developing a network of alumni mentors for 2023/24.

Information Resources. In the 2015 report, the visiting team raised concerns specifically about access to information resources in the library. This was at a time that the Architecture and Planning Library (APL) was displaced due to renovations and the library's budget was being cut. However, from 2015/16 to 2016/17, the APL's monograph budget increased 65% and is higher still in 2022/23. There has been a similar increase to the periodicals budget. Moreover, major renovations of both Hayes Hall, the primary academic building for the School of Architecture and Planning, and Abbott Hall, the main library for the South Campus (one of UB's three campuses and home to the Department of Architecture), have improved access to information and the quality of the learning environment. This includes a reading room with a small collection of faculty publications and curated selections on the ground floor of Hayes Hall, plus a full collection in

Abbott Hall with added computing capacity, individual and small-group reading and study areas, a café, and a full-time librarian, Rose Orcutt. The APL collection currently exceeds 31,000 volumes and maintains more than 130 journal subscriptions. This is within the overall University Libraries, which contain over four million volumes, 600 databases, and 270,000 journals, plus various media and special collections – making it one of the 35 largest public-university libraries in the country. UB also has one of the largest poetry and literature collections in the world, including the renowned James Joyce Collection. Architecture students have access to all these resources and, through the university's interlibrary-loan program and Delivery+ system, students can have almost any published work in the world delivered electronically or physically to their residence (or library of their choice).

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The grand challenge of architectural education is how to promote students' critical and creative, analytical and integrative, confident and flexible thinking for uncertain futures. As the next generation of architects, designers, researchers, and civic participants, today's students must be prepared for climatic and economic volatility, social and technological revolutions, and unforeseen legal and professional changes. For the UB Department of Architecture, the challenge is especially salient: how to facilitate the transition of high-school students from highly diverse backgrounds into design education, on to the profession, and with a value in life-long learning.

Longstanding racial and gender inequities, the growing exigency to address climate change, and the recent COVID-19 pandemic have made this grand educational challenge more important and more urgent – and more complex. Recent and planned changes have underscored the need to address this broad range of issues.

The B.S. and M.Arch curricula at UB, therefore, strive to balance a broad and pluralistic approach to architectural education with advanced, specialized coursework. This curriculum emphasizes design and general education at the undergraduate level, and specialized, research-based design at the graduate level. Coursework at both levels includes a focus on various systems: ecological systems, technological systems, cultural systems, computational systems, and philosophical systems. Collectively, the aspiration strives to advance students' critical thinking abilities and capacities for life-long learning, or what might be described as "dynamic competency."

As a higher-order process, dynamic competency parallels other cognitive functions important in architectural design – such as causal reasoning, brainstorming, analogical reasoning, systematic decision making, and visual communication – and it yields benefits to other, lower-order thinking like observation and memorization. Architectural educators, however, have the difficult task of ensuring the acquisition of fundamental knowledge – principles of heat flow, for example – with higher-level thinking, such as integrative design. The educational challenge is also a developmental one: (a) facilitating positive identity development, self-actualization, and autonomy, and (b) enabling architecture students' movement from "ordinary thinking…[like] guessing, believing, and supposing" (Behar-Horenstein and Niu, 2011, 27), common among beginning design students, toward spatial and critical design thinking.

Achieving this ambition requires not only curricular and pedagogical innovation, but a comprehensive review of the educational system, including the diverse backgrounds and experiences that students bring, the physical and digital spaces in which they learn, the constellation of services that support them, the roles of co- and extra-curricular initiatives, and

faculty and staff with whom the students interact. As such, UB's forward-thinking approach to architectural education has included several programmatic and contextual changes since 2015:

Student Support Services. The school and department have restructured and expanded all forms of student support – recruitment and admissions, academic advisement and student success, diversity and inclusion, and career advisement. Since 2018, the school/department has: (a) hired a new director of graduate recruitment, Kevin Donovan, (b) hired two new undergraduate advisors, Eric Streeter and Christy Krawczyk, (c) hired a new graduate student advisor, Stacey Komendat, (d) hired two staff members to support the department chairs, faculty, and student organizations, Sidney Landis and Adam Janiszewski, (e) appointed an associate dean for inclusive excellence, Daniela Sandler, and (f) hired a full-time faculty member to serve as career advisement director, Elaine Chow. Gregory Delaney has remained director of undergraduate recruitment since 2014. These appointments have contributed to increases in enrollment, diversity, retention, external scholarships and fellowships, and employment preparedness.

Faculty Hiring and Development. Since 2018, the Department of Architecture has hired 14 new full-time faculty (nine tenure-stream and five clinical faculty). Accounting for attrition, this results in a net of nine full-time faculty members. The faculty is highly diverse in backgrounds and interests across art and design, history, the social sciences, and the building sciences. Among the 32 full-time faculty members, 15 are licensed architects in the US (11 in NYS), six hold international credentials, and, with some overlap in the previous categories, 10 hold doctoral degrees. The department also hires 15-20 part-time (adjunct) faculty members per semester. In complement to faculty hiring, the university, school, and department have expanded the number of faculty-development workshops and resources for both research and teaching. Since 2018, seven faculty members have earned tenure (a 100% success rate).

Community Engagement. As evidenced in section 1 of this report, the faculty have furthered deepened work with community and industry partners on impactful projects. In addition to the professional and scholarly work of faculty, approximately half of all undergraduate and graduate studio involve community and industry partners. This has included several design-build projects, such as the GRoW Home, which finished second in the 2015 Solar Decathlon and now serves as an education center on UB's North Campus.

Facilities Renovations. The University at Buffalo includes three campuses, totaling 1,170 acres – the Downtown Campus, home to the medical school; the North Campus, largely comprising undergraduate programs and large decanal units; and the South Campus, the oldest campus and home to various professional schools, including the School of Architecture and Planning. The State University Construction Fund supports and overseas all major capital projects, with the university funding smaller renovations (or new construction through philanthropic support). The Department of Architecture occupies three primary buildings: Hayes Hall, Crosby Hall, and Parker Hall. Hayes Hall, housing faculty and administrative offices and classrooms, is the only campus building on the National Register of Historic Places. A $45M renovation was completed in 2016, delivering a fully restored exterior and a modernized interior. Hayes Hall supports administrative operations, provides classrooms and labs in a variety of sizes, supports research centers, provides faculty and staff offices, and includes graduate studios. Crosby Hall, the principal studio building, underwent a $28M renovation completed in fall 2023. The renovation has significantly improved environmental performance, enhanced opportunities for informal learning and socialization, and transformed the learning environment, enabling pedagogical innovation in both studio and non-studio courses. Parker Hall, which houses the Fabrication Workshop and a small number of studios, is set to undergo a $105M dollar renovation in 2025. Following the completion of these renovations, including new furniture and equipment, faculty and students in the Department of Architecture at UB will have access to world-class facilities.

Curriculum Review and Revisions. The B.S. in Architecture and M.Arch curricula have been revised in the following ways since the last NAAB visit:

- The environmental systems course sequence was modified to provide increased instruction in application-based learning through a revision of content in Environmental Systems 3. This process involved shifting previous content from this course to Environmental Systems 1 and 2, and expanding the simulation and assessment concepts and tools in Environmental Systems 3 commensurate with PC.3, SC.1-4, and SC.6.
- Following a multi-year review, the faculty voted in 2018 to eliminate the “special project” as an option for the M.Arch capstone requirement, as it was both difficult to administer and deemed deficient in its outcomes. The M.Arch program now has two options for students’ culminating experience: a master's thesis or a capstone portfolio.
- The university launched a new general-education program, UB Curriculum (UBC), in 2016. The UBC integrates typical college foundation courses – e.g., math, science, communications, and diversity – within a 41-credit sequence, which includes 18 credits of flexible offerings in the “global” or “thematic” pathways. To address the credit load placed on B.S. in Architecture program, department leadership worked with the university to include ARC 352: Structures I as an approved scientific literacy course. In addition, ARC 121: Introduction to Architecture and ARC 211: American Diversity and Design were approved by the university as pathways courses. AED 199: UB Seminar was also added with the UBC, designed to introduce first-year students to the profession of architecture, to design collaboration, and to the teaching and learning culture.
- To improve student experience, student retention, and student success, the faculty voted and implemented in 2022 the integration of the first-year studio and media courses in the B.S. program. Additional changes to the first-year curriculum are forthcoming.

Since 2020, steered by the undergraduate and graduate curriculum committees, the department has undertaken a comprehensive curriculum review. The process has included six faculty focus groups (each focused on one stream of the curriculum, e.g., history), meetings with student focus groups, a survey of and discussions with alumni, a day-long faculty and staff retreat, research into peer programs and the state of the profession, and incremental discussions and decisions in monthly department meetings. The committees delivered final reports in spring 2022 for discussion and voting. With near-unanimous approval on proposed curricular changes, the department is currently working through the multi-phase process (described in section 5.3.1) needed to implement changes for fall 2024, following the spring 2024 accreditation visit.

NAAB

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Buffalo is a city of tenacity, grit, and invention, and reinvention. It is a place of industry, artistry, and making. All of these qualities shape the work of the faculty and the experiences of students in the Department of Architecture at UB.

The 1825 opening of the Erie Canal established Buffalo as a major transit hub between the population centers of the Northeast and the newly seeded fields and burgeoning towns of the Midwest. Industries flourished around the trans-shipment of grain and other goods, with the first steam-powered grain elevator in the world constructed on the bank of the Buffalo River in 1842.

By 1900, Buffalo was home to more millionaires per capita than any city in the United States. Industry, innovation, and idealism stimulated large investments, giving rise to some of the country's most influential urban and architectural works, such as the Frederick Law Olmsted-designed park system (1868–1898), Louis Sullivan's Guaranty Building (1893–1896), and Frank Lloyd Wright's Darwin D. Martin House (1902–1905). In 1931, Buffalo built its commanding City Hall, and, in 1940, opened the doors to Eliel and Eero Saarinen's Kleinhans Music Hall – enduring symbols of a time when Buffalo dreamed big and built boldly.

But Buffalo is also a city of high need and of contradictions.

During its ascension, and amidst the onset of World War I, the city mobilized around a slogan to imbue pride and confidence in its citizens. While coined to garner support for the war effort, the motto – "Buffalo Will See It Through" – was a prophetic sentiment for the second half of the twentieth century, when the city was beset by a dire loss of industry and the departure of more than half its residents. By contrast, in recent years, Buffalo has seen an economic and cultural resurgence, boosted by the state's Buffalo Billion investment program, which brought, among other things, the Tesla solar panel factory to the city, the largest in the Western Hemisphere. This renaissance evokes the optimism and vision of when, in 1901, Buffalo hosted the Pan-American Exposition. The six-month world's fair showcased numerous innovations, most notably the exuberant lighting of the grounds powered by hydroelectricity from nearby Niagara Falls, earning Buffalo the moniker "city of light."

By the end of the twentieth century, however, Buffalo had become (and remains) one of the most impoverished and segregated cities in the country. Health, education, and employment disparities persist. While violent crime rates are declining, they remain high, exacerbating psychological and political stressors. Particularly traumatizing, in May 2022, the East Side, with the city's highest percentage of minority residents and people living in poverty, was the target of a racially motivated mass shooting by a non-resident. Moreover, the state, city, and university continue to struggle in their relationships with local indigenous communities due to unethical land acquisition practices and prejudiced policy decisions.

Paradoxically, “the city of good neighbors” has a national reputation for welcoming immigrant and migrant communities – from Europeans in the 1800s, to African Americans from the southern United States in the 1900s, to Latin American and Caribbean populations in the latter twentieth century. This history has evolved with the resettlement of more than 14,000 refugees since 2000. In fact, the Buffalo region is the largest refugee resettlement area in New York State and one of the largest in the US. Far from powerless, refugees have furthered the cultural, spiritual, and intellectual diversity of Buffalo’s neighborhoods, reshaping everything from houses and storefronts to education, healthcare, and food systems.

Beyond the simple characterizations of Buffalo as a rust-belt or snow-belt city, other intriguing contradictions exist. For example:

- Bethlehem Steel, on the shores of Lake Erie, was once the largest steel mill in the world, employing over 20,000 people. Once among the region’s largest energy consumers, the former contaminated (“Superfund”) site now adjoins a nature preserve and produces 35 megawatts of power per year through 14 state-of-the-art wind turbines, plus nine megawatts from 13,000 solar panels.
- Changes in transportation systems led to the gradual abandonment of the grain silos; yet their construction make them impracticable to raze. They live on as monuments of American ingenuity, a ghostly “Concrete Atlantis.” What were once industrial lands have become sites for music, theatre, art, and sport, complementing Buffalo’s world-class collection of art and architecture, such as the AKG Art Museum (formerly Albright-Knox Art Gallery) with its recent $168M Gundlach expansion.
- The Buffalo-Niagara region and the extended context have some of the most striking natural features in the world, such as Niagara Falls and Letchworth State Park (the “Grand Canyon of the East”). Yet, not far from Niagara Falls was Love Canal, a toxic dump site in a residential neighborhood that led to an array of negative health outcomes, what the EPA called “one of the most appalling environmental tragedies in American history.” Love Canal was not the only contaminated site in the region, and much recent effort has gone toward remediation, including the Buffalo River and the waterfront.
- Beginning with the Olmsted Park System (1868–1896), then the grounds of the 1901 Pan-American Exposition, Buffalo’s “city-in-a-park” vision was catalyzed in the twentieth century by the launch of the forestry division and planting of over 300,000 street and park trees, making Buffalo one of the greenest cities per capita in the country. Recent major investments include the transformative $110M Ralph C. Wilson, Jr. Centennial Park (previously LaSalle Park), designed by Michael Van Valkenburgh Associates (2018–present). The territorial history, however, is more complex, including status as a multi-national battle ground during the War of 1812 and lands once stewarded by the Seneca Nation of the Haudenosaunee (Six Nations) Confederacy.

These and other intriguing issues have impacts on – and from – the work of the department’s faculty, students, and alumni, with strong synergies between the classroom and the community. Like others in the US, UB’s architecture programs and tracks include a series of core architecture design studios, architectural history and theory courses, structural and environmental systems courses, and general education and elective courses. Uniquely, however, much of the curricula in our master’s tracks are delivered through the Graduate Research Groups (GRGs), engaging both enduring and timely themes. The five GRGs – which focus on ecological issues, design for diversity and inclusion, material innovation, digital and embedded technologies, and urban design – align with the school’s and Buffalo’s history of experimentation, technological innovation, and social activism; dovetail with faculty members’ scholarly and professional work; and meet the employment needs and creative ambitions of both regional, specialized architecture firms and large, multi-national firms.

The GRGs include three types of courses – theory-oriented (intellectual domain) seminars, techniques-oriented (technical methods) seminars, and specialized research studios. Courses are often integrated with ongoing or exploratory faculty research. Each intellectual domain seminar

focuses on a specific theme connected to the history, theory, and intellectual traditions of the given GRG. Topical examples include evolving concepts of placemaking or the ethics of data management in smart cities. In parallel, each technical methods seminar explores techniques of data collection, decision making, design, and/or construction, such as methods of community engagement, techniques of parametric design, or the development and testing of new masonry materials.

While the GRGs represent faculty research clusters, the faculty is more aptly described as pluralistic. This receptiveness to pedagogical and scholarly experimentation and entrepreneurship, marked by a discernable integration of collegiality and critical discourse, is one reason that the department has been able to recruit and retain such an exceptional faculty. This ethos has also enabled faculty in the Department of Architecture to engage important, challenging, and risky topics, like those described above; pursue meaningful local, national, and international projects; and collaborate with students, faculty, and partners across a vast array of disciplines on issues like environmental justice, affordable housing, refugee health, disaster resilience, and curricular decolonization, among others.

Critical Note: The university and department provide a “place-based” (not virtual) education, and the GRGs are a unique curricular design within the department’s hands-on learning approach. The GRGs are referenced multiple times in this report as a mechanism for not only meeting NAAB criteria but also addressing imperatives of the 21st century.

The program’s role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
The School of Architecture and Planning was born of the social upheavals of the late 1960s. Under the leadership of University President Martin Meyerson, a trained city planner, and Dean John Eberhard, an experimental prefab architect, the university established one of the first environmental design programs in the nation, with the stated mission of creating students capable of “remaking the social landscape.” This publicly engaged model of practice has been institutionalized in the School of Architecture and Planning’s three continuing annual fellowships – the Will and Nan Clarkson Visiting Chair, the Peter Reyner Banham Fellowship, and the Jammal Fellow – and in the ongoing work of five research centers housed in the school, with topics ranging from inclusive design and regional planning, to global health equity and food systems planning, to advanced fabrication. Public programs, like the annual Louise Bethune Lecture (the country’s first registered woman architect), sponsored by the Buffalo/WNY Chapter of the AIA, further deepen the school’s emphasis on impactful, equity-minded research and practice.

The history, trajectory, and present ambitions of the school and department align with the university’s mission, vision, and goals, as well as the institution’s evolution. UB’s mission as “a diverse, inclusive scholarly community” is to bring “the benefits of our research, scholarship, creative activities, and educational excellence to local and global communities in ways that impact and positively change the world.” The president’s vision is to “build on the existing, strong foundation of academic excellence, knowledge, and understanding” to “advance into the nation's Top 25 public research universities, thereby, expanding the scope of our reach and strengthening UB's world-wide impact.” Allied goals are:

1. To “achieve greater societal impact locally and globally.”
2. To “provide students with transformative, innovative and research-grounded educational experiences.”
3. To “promote a university-wide culture of equity and inclusion.”

4. To “deepen engagement in the regional community.”

UB was founded in 1846 as a private medical college and merged with the SUNY system in 1962. With an enrollment of more than 30,000 students, today, UB is a flagship institution in the SUNY system, the state’s premier public center for graduate and professional education. UB’s enrollment is the largest and its range of academic programs the widest of any public institution in the northeast, one of only two public universities in the region to be admitted to the AAU.

UB holds other important rankings:

- #1 public university in NYS and #38 public university in the US
- #2 university in the US for climate action
- #3 university in the US for industry, innovation, and infrastructure
- #25 most affordable US university
- #25 US university for hosting international students

The School of Architecture and Planning is one of 13 decanal units at UB. While the school is relatively small, the Department of Architecture, with an enrollment of approximately 500 undergraduate and graduate students, is one of the 15 largest departments on campus with growing graduate enrollments since 2018 (summarized below).

Program	F18	F19	F20	F21	F22
2-year M.Arch	60	79	106	98	91
3.5-year M.Arch	35	36	33	46	52
Dual M.Arch/MUP	5	5	7	11	18
Dual M.Arch/MBA	0	0	1	1	1
Dual M.Arch/MFA	1	2	2	2	1
Total	**101**	**122**	**149**	**158**	**163**

The State University of New York Board of Trustees authorized the establishment of the School of Architecture and Planning at the University at Buffalo in 1967. Eberhard was appointed in 1968, with faculty and students commencing classes in the spring of 1969. Eberhard and his founding faculty engineered an innovative approach to the teaching and thinking about architecture and planning. They developed a pedagogy rooted in the idea that the design of the environment was dependent on processes, both systematic and humane, and emphasized technological and social issues. Dean Harold Cohen joined the school in 1974 and was a major architect of its growth. He recruited notable faculty and staff – e.g., Peter Reyner Banham, Magda McHale, and William Huff – nearly doubling in size, and orchestrated the move to Hayes Hall and the establishment of the school’s library.

Following Cohen’s retirement, Michael Brooks became dean (1984-87), followed by Interim Dean Judith Albino (1987-88), and Bruno Freschi, O.C., (1988-1999). The school then went through a period of rapid leadership transitions. Subsequently, Brian Carter served as dean from 2003 to 2010, and Robert G. Shibley, FAIA, has served as dean since 2011 (with Julia Czerniak, RLA, ASLA, assuming the deanship in September 2023). The university and department, likewise, have maintained stable leadership since 2011. Satish Tripathi has served as university president since that time, after having served as provost. The current provost, A. Scott Weber, has been in the position since 2020, having previously served as vice president for student life, senior vice provost for academic affairs, and chair of the Department of Civil, Structural, and Environmental Engineering. Commensurately, since 2000, the Department of Architecture has had a steady rotation of department chairs with six-year terms: Kent Kleinman from 1999 to 2005, Mehrdad Hadighi from 2005 to 2011, Omar Khan from 2011 to 2018 (with Despina Stratigakos serving a one-year interim role), and Korydon Smith since 2018, following four years of service as the school’s associate dean for academic affairs.

In 2004, when Tripathi was provost (under President John Simpson, 2004-2011), the university launched a comprehensive strategic plan: UB2020. Faculty, staff, and students across the university, including the Department of Architecture, participated in both the shaping of the plan and its implementation. The plan included the formalization of eight interdisciplinary "strategic strengths," already evident on campus. Architecture faculty have participated in five of them: Artistic Expression and Performing Arts, Civic Engagement and Public Policy, Extreme Events Mitigation and Response, Health and Wellness Across the Life Span, and Information and Computing Technology. As the plan evolved, "Realizing UB2020" led to several signature initiatives, where the Department of Architecture has played substantive, if not leadership, roles:

Communities of Excellence and Interdisciplinary Collaboration. In complement to the eight strategic strengths, the university launched a competitive call to form new interdisciplinary centers. The provost's office received over 100 applications from across campus. Following a rigorous, multi-phase review, four were selected. Of these, the Department of Architecture co-led two proposals – Sustainable Manufacturing and Advanced Robotic Technologies (SMART, co-led by former chair, Omar Khan) and the Community for Global Health Equity (CGHE, co-led by current chair, Korydon Smith), each receiving $4+ million in startup funding. In addition, the department has faculty affiliates, including Martha Bohm and Nicholas Rajkovich, on a third center – the Research and Education in eNergy, Environment, and Water (RENEW) Institute. Other faculty routinely collaborate with colleagues in engineering, the arts, the health sciences, the humanities, education, and the social sciences.

UB Curriculum. Following two years of work across multiple committees and stakeholders, the university launched a new undergraduate general education curriculum – the UB Curriculum (UBC) – in 2016. The UBC is an innovative, student-centered approach, striving to establish general education as a purposeful and integrative experience. The UBC includes a first-year seminar; a series of foundational quantitative-, scientific-, and communications-literacy courses; thematic "pathways"; courses that build diverse and global perspectives; and a capstone. Faculty in the Department of Architecture served on multiple committees who designed this curriculum and teach several courses offered university wide, such as ARC 121: Introduction to Architecture and ARC 211: Diversity and Design.

Experiential Learning. UB has several allied goals of increasing participation in study abroad, advancing active-learning pedagogies, and expanding opportunities for undergraduates to participate in faculty research. The Experiential Learning Network launched in 2017 as a means of organizing and facilitating this work. They oversee a Project Portal of faculty-posted undergraduate research opportunities, offer various digital badges, provide funding for student projects, and facilitate global collaboration opportunities. These efforts complement the work of other offices, such as Study Abroad, where architecture students have the highest rate of participation among any department at UB.

Enhanced Engagement. Along with major healthcare providers, banks, grocery stores, and industries, UB is among the largest employers in the Buffalo-Niagara region. UB has an annual economic impact of $1.7B, including nearly $350M in research spending. UB is also a major source of innovation and technology transfer, with additional economic and social impacts. Collaborations between regional partners – industry, community organizations, and municipal entities – and UB faculty exist across all disciplines. The downtown medical campus, where public-private collaborations deliver state-of-the-art clinical care and research, is one clear example. Building on the UB2020 plan and an ethos of community engagement and responsibility, university leadership has set "enhanced engagement" as one of UB's priorities. The objectives are to deepen trust, enlist new allies and resources, strengthen communication, and improve overall outcomes. Faculty in the Department of Architecture have longstanding community and industry partnerships, and have guided a wide array of research, planning, visioning, design, and construction projects in the Buffalo-Niagara region.

Heart of the Campus. The State University Construction Fund and UB have continued to make improvements to campus. RTKL – in collaboration with Dean Robert Shibley, serving as Campus Architect, and the Campus Planning office, directed by Kelly Hayes-McAlonie, FAIA, LEED AP, and NAAB treasurer (2022-23) – authored UB's 2013-2023 Campus Master Plan. During the past decade, UB, with the involvement of architecture faculty, has seen transformative upgrades to infrastructure, building renovations, and new projects. Examples include:

- the creation of one-stop, comprehensive student service centers on both North and South Campuses – 1 Capen and 1 Diefendorf, respectively
- investments in the "heart of the campus" to improve teaching and learning spaces, as well as learning landscapes
- the planning and building of the downtown medical campus
- the construction of One World Café, an internationally themed dining center at one of the busiest crossroads on North Campus, which integrates individual and group-learning spaces, entertainment, and public art

Faculty Participation in University Committees. Architecture faculty also contribute to the university through leadership and service on various committees, including: the President's Advisory Panel, the Faculty Senate, the Graduate and Undergraduate Associate Deans Councils, the Graduate School Executive Committee, the Honors College Advisory Board, the Student Retention Task Force, the President's Advisory Council on Race, various UB Curriculum Committees, the University Assessment Council, the Asia Research Institute Steering Committee, the Accessibility Resources Advisory Committee, the Taskforce on Transgender Inclusion, the Climate Action Plan Committee, the Instructional Facilities Steering Committee, and the RENEW Institute Steering Committee, among others. These engagements offer an opportunity for both influencing university initiatives and learning from them.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
The city of Buffalo constitutes an opportunity for hands-on learning for both students and faculty to reimagine the built environment in close partnership with industry, community organizations, and government entities. For example, Rigidized Metals, a family-run company spanning over 75 years and three generations, has become a global leader in the production and distribution of textured metals for architectural interiors. In collaboration with faculty, students, and alumni, the corporation is developing new forms of architectural expression and testing new structural capabilities, while significantly reducing the amount of material needed in construction. Similarly, Boston Valley Terra Cotta, one of the leading ceramic façade manufacturers in the world, began operations in 1889, making bricks and clay pots. In 1981, the company shifted to architectural ceramics. Their first project was the complete façade restoration of Louis Sullivan's Guaranty Building. Again, collaborations with faculty, students, and alumni have further transformed the work of the company, interweaving new digital-production methods with centuries-old techniques, evident in cohosting the annual Architectural Ceramics Assemblies Workshop (ACAW).

Beyond these examples, faculty and student engagement is exceedingly broad and deep. This ethos is established in the first semester of the undergraduate program, as students learn about and tour the city of Buffalo, including an annual Buffalo River tour of the city's industrial heritage. As students ascend into the sophomore year, their engagement widens, as they tour and design projects for Upstate New York parks and for neighborhoods in Pittsburgh, considered a sister city of Buffalo. In the junior year, students deepen their knowledge of the Buffalo waterfront, participating in a regatta competition, which leads into an architectural design project; as well as deepen their understanding of Buffalo neighborhoods and designing for resiliency amidst racial, economic, and social inequities. In the senior year, students work in teams to design a mixed-use

housing development, working in close partnership with municipal government and/or non-profit housing developers. A parallel experience of engagement occurs in the 3.5-year M.Arch program. Later, the GRGs provide an entrepreneurial platform for community engagement, culminating in built projects like the Trellis at Silo City and the Sydney Gross Memorial along the Erie Canal. In addition, approximately half of architecture students participate in one of the department's study-abroad programs, such as Ireland, Japan, Spain, Costa Rica (the university's longest-running program), and others.

Throughout the undergraduate and graduate programs, students also engage in student clubs, and receive strong support from the department's career advisement director, who facilitates firm tours in both the Buffalo and NYC areas. Again, engagement opportunities occur from the first semester, e.g., Living Learning Communities (architecture student housing), to the final year, e.g., study abroad. Moreover, approximately half of graduate and undergraduate studios, plus other courses, involve community or industry partners – a signature characteristic of the student learning experience. A clear example is the ARC 555: Structures 3 course, which partners with specialists at Lafarge (merged with Holcim in 2014), the world's largest cement producer, to enable students to investigate new concrete forms, "recipes," and reinforcement techniques.

Likewise, faculty members are engaged in an array of professional organizations and community-led initiatives. As previously stated, 21 of the department's full-time faculty are licensed architects in the US or hold international credentials, often active in local AIA chapters. Faculty members are also actively involved in many research bodies, such as the Architectural Research Centers Consortium (ARCC), the Environmental Design Research Association (EDRA), the Society of Architectural Historians (SAH), the Association for Computer Aided Design in Architecture (ACADIA), the Journal of Architectural Education (JAE), and others. Faculty also serve on non-profit advisory boards, offer consultative services, and lead installation and architectural projects regionally, nationally, and internationally. The Center for Inclusive Design and Environmental Access (IDEA Center) is exemplary in this regard – leading over $25M in sponsored research projects, guiding national and international accessibility codes, stewarding over 1,400 home modifications throughout NYS, delivering continuing education to architects across the US, providing consulting services to major organizations like the Smithsonian and United Nations Development Program, and partnering with multi-national companies like Google, Proctor and Gamble, and Nike.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The University at Buffalo (UB) is uniquely situated in the Great Lakes region at the busiest international border between the United States and Canada, and, with more than 450 undergraduate, graduate, and professional programs, is the most comprehensive public research university in the northeastern US. UB is a flagship institution in the 64-campus SUNY system, the largest system in the country; is a member of the prestigious AAU; and is ranked among the top 40 public universities in the nation. The Department of Architecture excels in faculty research, ranking in the top five nationally according to Academic Analytics, while delivering a top-tier architectural education. With above-average ARE pass rates of alumni, the department maintains pride as a pathway to architecture and allied professions. With an enrollment of approximately 500 undergraduate and graduate students, the department serves a racially diverse student body, hosts many first-generation and international students, and has the highest percentage of Pell-eligible students among all AAU architecture programs. Faculty are also deeply engaged in the city of Buffalo, both addressing the significant challenges that residents face and building on the region's legacy of social and technological innovation. The values of the department align with those of the institution, and architecture faculty have played a significant role in the leadership of university-wide initiatives. The department's research centers, faculty, and students have received significant national and international awards.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The department is committed to teaching design as a process that fosters intellectual growth, skill building, creativity, and reflective inquiry. While the undergraduate and graduate programs prepare students with foundational knowledge and skills, faculty help students to engage broader cultural, environmental, and technological questions about the conditions in which they do and will work and live. Faculty facilitate design pedagogy that inspires imagination and innovation, while instilling professional ethics and ecological, economic, and social responsibility. Across the studio sequence, students learn about and experience a variety of design methods – from rationalism and empiricism, to historicism, typology, surrealism, phenomenology, and other paradigms.

Context. As a public university in a post-industrial city, architecture faculty see urban, cultural, and ecological issues as drivers for design thinking. Studios and other courses frequently use Buffalo, as well as nearby cities, as educational sites and to explore new civic and spatial visions. Within the context of UB as a major public research university, faculty seek interdisciplinary collaboration and a diversity of approaches in research and design.

Faculty. Design practice and research is a priority for faculty in the department. Most of the full-time faculty teach at least one design studio per semester, and 66% of the faculty are registered architects in the US or abroad. A number of faculty are recipients of significant national and international design awards, such as the Architectural League Emerging Voices Award (Joyce Hwang and Georg Rafailidis), ACSA Faculty Design Award (Miguel Guitart); ACSA Housing Design Education Award (Erkin Özay); ACSA Collaborative Practice Award (Korydon Smith); ACSA New Faculty Teaching Award (Christopher Romano); the Forge Prize by the American Institute of Steel Construction and ACSA (Jin Young Song); Exhibit Columbus University Design Research Fellowship, and WOJR/Civitella Ranieri Architecture Prize (Hwang); awards from the Environmental Design Research Association (Jason Sowell, Kristine Stiphany, and Smith); multiple awards from both *Azure* and the *Architect's Newspaper* (Rafailidis); various AIA design awards (Elaine Chow, Kenneth MacKay, Romano, and Sowell); the Graham Foundation (Mark Shepard); the American Planning Association (Hiroaki Hata); and the Royal Architectural Institute of Canada (Brian Carter and Annette Lecuyer), among others. Faculty have also been invited to participate in international exhibitions, such as at the Venice Architecture Biennale (Gregory Delaney, Mark Shepard, Hwang, and Sowell) and the Seoul Biennale of Architecture and Urbanism (Song). Faculty have authored numerous design-focused books, such as Guitart's *Behind Architectural Filters: Phenomena of Interference*, Rafailidis' *Processes of Creating Space: An Architectural Design Workbook*, and multiple architectural monographs by Carter and Lecuyer.

Programs and Initiatives. The department supports, models, and mentors students toward achieving design excellence. The school's public programs also highlight innovative design in various capacities. Annual events, such as the Clarkson Chair, bring prominent design thinkers and practitioners to Buffalo for a period of sustained engagement with students and faculty. Likewise, the school's curation committee regularly updates shared spaces with displays of excellent design work. In addition, the Department of Architecture's career

advisement services support students by fostering connections and engagement with leading design practices. These efforts include online talks by alumni, interviews with firms, and office visits in New York City. Lastly, architecture student groups regularly engage in extra-curricular design-centered activities, such as the NOMAS design competitions, touring local offices, and portfolio reviews. Faculty also regularly coach students in the context of external design awards, scholarships, and other recognition. Students have recently won national awards such as Metropolis 100 and the Gensler Rising Black Designer Scholarship, as well as state-wide awards like the Allwork Scholarship from the Center for Architecture.

Curricular Aspects. From a curricular standpoint, 44% of graduate students' total credit hours are in design studios – 49 credits in the 3.5-year M.Arch program and 28 in the 2-year M.Arch tracks. The B.S. program includes 45 credits of studios (35% of the curriculum). Extending Buffalo's industrial history and capitalizing on extensive fabrication facilities, the department's approach to design emphasizes "learning through making." Faculty encourage exploration of spatial, structural, and tectonic understanding throughout the curriculum, beginning with an emphasis on model-making, material tutorials, and design-build in the first year. The GRGs, in complement, integrate specialized research topics and methods to address complex design issues. Core courses that address this value include:

- 4+2 M.Arch Research Studio Track: ARC 201, 202, 301, 302, 312, 403, 411, 412, and 605/606/607/608
- 2-year M.Arch Synthesis and Integrated Track: ARC 512, 603, 604, 605/606/607/608, 611, and a review during the admissions process of past design courses taken
- 3.5-year M.Arch Track: ARC 502, 503, 512, 605/606/607/608, and ARC 611

Facilities. The school offers generous studio spaces of various types, each with dedicated desks for students. Studios that emphasize processes of large-scale making and building are typically located near the Fabrication Workshop in Parker Hall. Studio spaces in Hayes Hall are recently renovated and are equipped with digital presentation technologies. Crosby Hall is currently under renovation and will include more open studio spaces as well as ample critique spaces. The Fabrication Workshop and Digital Fabrication Lab complement the studios, with ample space, full-time staff, and the ability to use a variety of materials and tools. In addition, the city of Buffalo and the surrounding region provide contexts and venues for design, fabrication, and installation. This includes local steel, concrete, ceramic, and wood industries with global footprints, who support design, testing, and construction in various courses.

Long-range Planning. The strategic plan of the School of Architecture and Planning launched in 2019 (prior to the current NAAB Conditions) and runs through 2024. The current plan emphasizes the founding ethos of the school and its relevance today – the intertwined role of design with "social, cultural, technological, and economic" factors. The plan also underscores the value in community-based design and design-as-research. The school's next strategic plan will commence in 2025 and the dean has agreed to integrate the NAAB values into the planning process.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
The department's programs emphasize environmental stewardship, sustainable practices, and public and planetary health throughout our courses and school-wide activities. The university, in general, and the Department of Architecture, specifically, are considered global leaders in this domain.

Context. Living and working in Buffalo provides opportunities for teaching and practicing in the Great Lakes ecosystem, with a challenged history and rich context for issues of ecology, hydrology, climate, landscape design, resilience, and international policy. The university's Office of Sustainability has implemented an aggressive university plan, including significant investments in renewable energy and recycling, and provides an array of resources to support research and teaching. The university's capital planning office has also stewarded several campus projects that highlight sustainable practice. Likewise, both the RENEW Institute and the Community for Global Health Equity include a number of architecture faculty. Further, the local Buffalo/WNY Chapter of the AIA actively hosts events and provide resources for students, young alumni, emerging architects, and local practitioners on sustainability and public health.

Faculty. Faculty regularly engage in research that focuses on climate resilience and adaptation, energy efficiency, net-zero buildings, adaptive reuse, inclusive design principles, design for non-human species, and similar topics. Faculty work is funded by grants from the National Science Foundation (Martha Bohm), the National Institute on Disability, Independent Living, and Rehabilitation Research (Edward Steinfeld), the US Department of State (Korydon Smith), the New York State Energy Research and Development Authority (Nicholas Rajkovich), and others. Faculty-led research centers, such as the IDEA Center (Steinfeld), are committed to stewarding research on designing for inclusion and public safety, while other faculty have been recognized as pioneers in ecological design thinking by institutions such as MoMA's Ambasz Institute (Joyce Hwang). Faculty publications include books such as *Transforming Global Health: Interdisciplinary Challenges, Perspectives, and Strategies* (Smith, 2020) and *Climate Adaptation and Resilience Across Scales: From Buildings to Cities from Routledge* (Rajkovich, 2022), as well as various articles on the intersection of biology, habitat, and architecture by Hadas Steiner, Bohm, and Hwang. Jason Sowell brings added expertise on the role of resilient infrastructures and landscapes; and Anahita Khodadadi brings interdisciplinary knowledge and methods in performance-based simulation. These new faculty members complement the ongoing, award-winning, environmentally focused work of Hiroaki Hata, Christopher Romano, Robert Shibley, Bradley Wales, and others, like Jin Young Song's work on advanced façade systems that integrate photovoltaic technologies.

Programs and Initiatives. The Department of Architecture's career advisement services and public programs bolster students' awareness of and connection to practitioners focused on environmental responsibility, public health and safety, and professional ethics. Student organizations – e.g., the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Alpha Rho Chi (APX), and African American Students of Architecture and Planning (AASAP) – provide peer communities for students to engage in professionally orientated activities. Professional and civic responsibility, environmental stewardship, and social and environmental justice are core values that these organizations pursue in their programming. The department also facilitates Curricular Practical Training (CPT) opportunities for international students to gain professional internship experience while enrolled.

Curricular Aspects. The architecture programs' core curricula integrate environmental systems and technology courses, which proactively encourage students to address the profession's challenges regarding carbon reduction, energy transition, and material responsibility. Faculty in core studios integrate fundamental knowledge on health, safety, and welfare in project assignments, and frequently integrate workshops and advisement sessions with specialists in sustainability and universal design in their courses. Professional practice courses cover a wide range of topics regarding ethical and professional responsibility. The Ecological Practices GRG offers studios and seminars on critical environmental questions, such as resilience and adaptation, habitat loss and biodiversity enhancement, resource extraction, and energy consumption. Recent studios have carried out design-build landscape projects in the city of Buffalo. In addition to participation in the Solar Decathlon in 2015, two

faculty members (Nicholas Rajkovich and Laura Lubniewski) and 24 graduate students completed training and, following two rigorous examinations, became Phius Certified Passive House Consultants (CPHC) in academic year 2022-2023. Core courses that address this value include:

- 4+2 M.Arch Research Studio Track: ARC 101, 201, 241, 403, 473, 575, 582,
- 2-year M.Arch Synthesis and Integrated Track: ARC 573, 575, and 582
- 3.5-year M.Arch Track: ARC 541, 573, 575, and 582

Facilities. The buildings in which students and faculty work demonstrate a commitment to environmental stewardship. Hayes Hall (renovated in 2016) and Crosby Hall (renovated in 2023) both include energy-efficient systems and are designed such that most environmental systems are visible for educational purposes. The same ambitions exist for the future renovation of Parker Hall.

Long-range Planning. The strategic plan of the School of Architecture and Planning launched in 2019 (prior to the current NAAB Conditions) and runs through 2024. The current plan underscores the importance of "global and local ecologies" and sustainable practices in the vision statement. The school's next strategic plan will commence in 2025 and the dean has agreed to integrate the NAAB values into the planning process.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:
The focus and expansive expertise on equity, diversity, and inclusion (EDI) is one of the department's greatest strengths. Again, both the university and the department faculty are considered international leaders in EDI research, teaching, service, and practice.

Context. Buffalo is the nation's third poorest city, characterized by racial and economic segregation; 85% of the Black/African-American residents of the city live in the impoverished East Side, severed from the rest of the city by highways that replaced Olmsted's parkways. The Western New York Region, home to UB and the city of Buffalo, had, until the past decade, been on a trajectory of economic decline since the 1920s, when the transshipment industries started departing the region. In this context, UB is an indispensable anchor institution, providing affordable, high-quality education and developing research to address the persistent impacts of racism, disinvestment, and poverty. At the university level, research centers such as the Center for Urban Studies, hosted in the School of Architecture and Planning, and the Gender Institute advance investigations focusing on underrepresented populations and assume crucial advocacy roles. Other centers, such as the Immigrant and Refugee Research Institute and Community for Global Health Equity, also housed in the School of Architecture and Planning, bridge global and local debates on social justice and equity. Thanks to the research ethos fostered by these centers, in 2023, the UB School of Architecture and Planning launched a new program, a Master of International Development and Global Health, the only such program in the US.

Faculty. Many faculty members conduct research focused on spatial justice and equity, and have published influential books. Charles Davis II, faculty member until 2021 and current member of the dean's advisory council, has been a leading scholar on race and architecture, with books such as *Building Character* (2019) and *Race and Modern Architecture* (2020). Likewise, Despina Stratigakos' *Where are the Women Architects?* (2016) and *Beyond Patronage* (2015), co-edited by Joyce Hwang, Martha Bohm, and alumnus Gabrielle Printz, focused on the gender inequities in the profession, charting new forms of architectural

practice. Edward Steinfeld, Korydon Smith, and Beth Tauke have written/edited more than 10 books in the field of inclusive design and design for disability, such as the recently published (2023) *Re-thinking Disability and Human Rights* (Steinfeld) and *Diversity and Design: Understanding Hidden Consequences* (Tauke, Smith, and Davis, 2016). Community-based and equity-oriented research endeavors are also common. Nick Rajkovich and Laura Lubniewski, for example, have been working with People United for Sustainable Housing (PUSH) Buffalo for several years to implement climate resiliency measures and workforce training for under-represented populations. Bohm has been involved with interdisciplinary research grants focusing on food equity in low-income communities of color. Daniela Sandler and Kristine Stiphany – recently hired due to their research and teaching on community-led planning and design – expand the faculty's capacity in the Global South. And Adam Thibodeaux has expanded the department's reputation and GRG in inclusive design to the important and rapidly developing field of design for LGBTQ+ rights.

Programs and Initiatives. Drawing diverse students not only from upstate New York but also from the New York City region, 40% of architecture students are Pell Grant recipients – a widely-accepted indicator of economic hardship. The incoming 2023 class of first-year undergraduates (140 students) includes: 50% who are non-white, 21% who are foreign-born, and 19% who are first-generation college students. As such, supporting diverse students from admission, to enrollment, to graduation, to the transition to employment is a core goal of the department. Through a constellation of coordinated efforts, the department aims for holistic student success. This includes UB offices that provide information on wellness, finances, tutoring, and recreation, as well as dedicated and accessible architecture professors, and a network of peer and professional mentors. Central to these efforts and academic success are the academic advisors. In complement, the NOMAS and AASAP student organizations, who represent the interests of BIPOC students, offer several events, facilitate mentoring opportunities, and provide a platform for advocacy. UB's chapter received the top prize in the NOMA Annual Student Design Competition in 2018. Likewise, Deron Charlery earned the Gensler Rising Black Designer Scholarship in 2022. The school's annual lecture programs have also focused on spatial justice, with themes such as "Recovery and Reclamation" and "Toward Racial Justice." The annual Bethune Lecture is a milestone event bringing leading women architects to reflect on their practices. The IDEA Center has served as an international leader in universal design research and practice since the 1980s. Facilitated by the department's career advisement director, a partnership with the Diversity Committee of Buffalo/WNY Chapter of the AIA seeks to increase underrepresented groups' pathways into the profession. To support the large number of first-generation and underrepresented students, the department also implemented a peer-mentoring program in 2022, which links entering first-year students with assigned junior and senior students in a coordinated manner. This initiative and the monthly student-representatives meetings facilitate a constant and constructive dialogue among the architecture students, department chair, program directors, and advisors.

Curricular Aspects. The number of courses with a focus on matters of social justice have been steadily expanding. Equally important, faculty have been integrating inclusive pedagogical approaches in all courses, regardless of content. These courses build on the long lineage of equity and diversity focused courses, such as ARC 211: Diversity and Design, a popular university-wide course adopted in UB's general-education curriculum. Other key offerings include Race and Place, Gender and Architecture, The Built Environment in Media, and several collaborations with Dark Matter U (DMU). In addition to these focused offerings, faculty have deliberately integrated equity topics in the core and elective curriculum. Examples include the sophomore studio on biodiversity and site design, senior studio on affordable and public housing, and an elective seminar on alternative architectural practices. The Inclusive Design, Urban Design, and Ecological Practices GRGs often tackle issues of social justice across their course offerings. Core courses that address this value include:

- 4+2 M.Arch Research Studio Track: ARC 231, 234, 403, and 362

- 2-year M.Arch Synthesis and Integrated Track: a review during the admissions process of past architectural history/theory courses taken
- 3.5-year M.Arch Track: ARC 502, 531, 534, and 562

Facilities. In addition to these efforts, administration, faculty, and professional staff have been focused on the physical and social environment of the school. Buildings have been brought up to current accessibility codes, and the IDEA Center has provided guidance toward achieving universal design concepts in Hayes and Crosby Halls. Per a university-wide ambition, these buildings also now feature gender-inclusive restrooms.

Long-range Planning. The strategic plan of the School of Architecture and Planning launched in 2019 (prior to the current NAAB Conditions) and runs through 2024. The first strategic goal in the current plan is to “promote equity, inclusion, and diversity.” The school’s next strategic plan will commence in 2025 and the dean has agreed to integrate the NAAB values into the planning process.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
The School of Architecture and Planning has a long-standing commitment to serving local and regional communities. Buffalo and the surrounding region provide exemplars and lessons on technological and social innovation, as well as environmental and economic tragedy, and their relevance to architecture. Buffalo's location in the Great Lakes, status as a border city, architectural legacy, and industrial history have all played significant roles in the design of studios and other courses. In addition, a great number of local and regional projects have benefited from the contributions of architecture faculty and students. During an economic and technological renaissance, Buffalo is again a center of progressive planning and design – a distinction that has much to do with the department’s students and faculty.

Context. As a public research university, UB has an institutional commitment to serve the public through excellence in research, teaching, and service. It also has an institutional commitment to bring the benefits of its research, scholarship, teaching, and creative activities to society. Because of its size and variety of programs, UB has a robust capacity to advance knowledge and innovation with sizeable societal impacts. Along with graduate and professional education, UB displays remarkable breadth and quality in undergraduate programs in the humanities, natural sciences, social sciences, fine arts, and a variety of pre-professional programs. The Department of Architecture has strategically developed important relationships with other departments to provide its students with a greater variety of educational, research, and outreach opportunities; its faculty with interdisciplinary collaborations; and, reciprocally, the institution with creative and engaged colleagues. This begins at the local level, where multiple faculty members teach courses across the Departments of Architecture and Urban and Regional Planning. The ethos extends to both intuitive and unexpected collaborations with structural engineering, art, computer science, public health, education, social work, mathematics, and linguistics. These collaborations enable faculty and students to engage complex challenges, identify and fill knowledge gaps, and brainstorm possible solutions.

Faculty. Drawing from deep traditions in research and creative practice, the department’s faculty engage in diverse research areas that tackle complex societal, technological, architectural, and urban challenges. Ideas come to life in labs, classrooms, industries, and communities as students and faculty test, apply, and scale ideas. The department is home to internationally regarded research centers and labs through which students learn, work, and

collaborate with faculty and community partners. The Center for Architecture and Situated Technologies (Mark Shepard), the IDEA Center (Edward Steinfeld), the Rudy Bruner Center for Urban Excellence (Robert Shibley), the Design with Resilient Environments Lab (Kristine Stiphany), and the Resilient Buildings Lab (Nicholas Rajkovich) are led by architecture faculty who report to the department chair; while the Community for Global Health Equity, the Sustainable Manufacturing and Advanced Robotic Technologies (SMART) lab, and the RENEW Institute have robust architecture involvement and report to the provost. Allied with these centers, the Department of Architecture ranks in the top five nationally in federally funded research. Again, this includes funding by the National Science Foundation (Martha Bohm, Kristine Stiphany, and Steinfeld), the National Institute on Disability, Independent Living, and Rehabilitation Research and the World Bank (Steinfeld), the US Department of State (Korydon Smith), and the New York State Energy Research and Development Authority (Rajkovich), among others. Faculty publications also demonstrate knowledge and innovation in diverse research areas. Sample books include: *There Are No Facts: Attentive Algorithms, Extractive Data Practices and the Quantification of Everyday Life* (Shepard, 2022), *Dream City: Creation, Destruction, and Reinvention* (Conrad Kickert, 2019), *Counterpreservation: Architectural Decay in Berlin Since 1989* (Daniela Sandler, 2016), and *Beyond Archigram: The Structure of Circulation* (Hadas Steiner, 2009). Sample articles include: “Design Exploration by Using a Genetic Algorithm and the Theory of Inventive Problem Solving” in *Automation in Construction* (Anahita Khodadadi, 2022), “Snap-interlock Module System: Exploring an Alternative Architectural Construction Method” in the *International Journal of Space Structures* (Jin Young Song, 2023), and multiple papers delivered at ACADIA (Nicholas Bruscia). Work has also been recognized in trade publications and international media, including: *Architect Magazine* (Gregory Delaney, Joyce Hwang, and Georg Rafailidis), *Archdaily* and *DesignBoom* (Rafailidis), *Dezeen* and *Detail* (Miguel Guitart), *Architizer* (Nicholas Bruscia, Christopher Romano, and Song), the MoMA (Hwang and Steiner), the European Cultural Centre (Delaney), and multiple publications in *The Conversation* (Despina Stratigakos, Rajkovich, Smith, and Steinfeld) totaling over 380,000 reads.

Programs and Initiatives. As previously stated, a number of school- and university-level research centers advance knowledge and innovation. In concert, the school and department have launched several initiatives to advance innovation in teaching and research. Each year, faculty can apply to the School of Architecture and Planning “Formworks” program, which provides seed funding for research projects, including resources for early phase work, dissemination of completed work, and ambitious transdisciplinary projects. This also includes the capacity to pilot new GRGs or to coalesce existing GRG faculty around a common, multi-year goal. Another initiative, set to launch in 2023/24, is the “Big Projects Studio.” In collaboration with and philanthropic support from Gensler, CannonDesign, and other major international firms, the studio enables students and faculty an opportunity to learn about how large architectural projects – e.g., transit hubs, sporting arenas, multi-block housing, or waterfront reclamation projects – are organized and delivered from RFP phase to construction. The collaboration supports knowledge exchange across the firms, and between practice and academia; student and faculty travel to firms, completed projects, and works in progress; engagement of big-project architects on mid- and final reviews; and deep learning about project management and team organization at all phases of design. In addition, an array of community and industry collaborations exemplify the department’s commitment to knowledge production and innovation, such as the Architectural Ceramic Assemblies Workshop (ACAW) with Boston Valley Terra Cotta and Carnegie Mellon University, past projects with Rigidized Metals corporation, collaborations on the PUSH Buffalo workforce training center, land-use planning and design with the Erie County Medical Center, and others. Many bachelors students take advantage of campus-wide resources like the Experiential Learning Network, which provides funding and facilitates mentorship for undergraduate students to participate in research. In complement, all M.Arch students take specialized GRG courses at the cutting edge of knowledge creation and innovation. All M.Arch students are also eligible to carry out thesis work. Examples of student work include

the use of augmented reality in wood manufacturing, the development of low-carbon stabilized masonry blocks, and the design of new prototypes for gender-inclusive restrooms.

Curricular Aspects. The GRGs provide a unique finish of the M.Arch program, as they take advantage of and advance the faculty research above and capitalize on the faculty's expert networks. Each group ties architectural design to timely research agendas, and students have the opportunity to study in one or more areas.

- inclusive design: addressing issues related to disability, age, gender, race, etc.
- ecological practices: engaging topics on energy, biodiversity, and sustainability
- material culture: exploring traditional and new forms of fabrication and construction
- situated technologies: investigating the roles of digital technologies in design, construction, and monitoring at multiple scales
- urban design: examining the social, economic, political, and other factors affecting the design of cities and neighborhoods

These groups engage an array of other disciplines, including public health, anthropology, sociology, gender studies, geography, geology, landscape architecture, urban planning, material science, computer science, robotics, media study, visual arts, and engineering. Core courses that address this value include:

- 4+2 M.Arch Research Studio Track: ARC 362, 453, 555, 605/606/607/608/thesis, and technical methods intellectual domain seminars
- 2-year M.Arch Synthesis and Integrated Track: ARC 553, 555, 605/606/607/608/thesis, and technical methods intellectual domain seminars
- 3.5-year M.Arch Track: ARC 553, 555, 562, 605/606/607/thesis, and technical methods intellectual domain seminars

Facilities. Following the renovations of Hayes (2016), Crosby (2023), and Parker (2027) Halls, the School of Architecture and Planning will have benefited from $178M in facilities investments – transformational for a state architecture program. Complementing this are $1.5M in SUNY investments and $250k in provost's support for FFE and educational technology for Crosby Hall, $1M in philanthropic support for Hayes Hall, $1.5M for renovation and equipment in the SMART Factory (digital fabrication lab in Parker Hall), and $1.5M in funding from the provost and dean for digital equipment – robot arm, large-format CNC mill, AR/VR equipment, etc. – in the SMART Factory and a future Built Environment Visualization Equipment Library. Not only do these investments establish a new base line for architectural education and research but they also enable pedagogical innovations and groundbreaking research that are of direct benefit to all faculty and students, and indirect benefit to industry and community partners, academia, and practice. In addition, the department boasts one of the most extensive fabrication shops in the US, which is supported by three full-time employees as well as student hourly assistants. Facilities allow prototyping, testing, and full-scale construction in a wide array of materials. Studios, classrooms, computing labs, and other spaces further support knowledge advancement and innovation.

Long-range Planning. The strategic plan of the School of Architecture and Planning launched in 2019 (prior to the current NAAB Conditions) and runs through 2024. The current plan includes a strategic goal to develop new, allied programs and research initiatives, including investments in technologies and spaces that promote cutting-edge work. The school's next strategic plan will commence in 2025 and the dean has agreed to integrate the NAAB values into the planning process.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
Transdisciplinary collaboration – comprising multiple disciplines and academic-community-industry partnerships – is reflected in the activities of the university, school, and department across the domains of research, teaching, and service. More particularly, faculty in the Department of Architecture offer UB and peer institutions with a model for ethically grounded work with community and industry partners.

Context. Established in 1948, the SUNY system has a sweeping presence in the state, as 93% of residents live within 15 miles of a SUNY campus. The largest of the 64 institutions within the state system, and designated as one of the two "flagship" research universities, UB serves as an essential anchor for the region and the state. Spread across three campuses, two in the city of Buffalo, UB often serves as a partner and leader in numerous initiatives.

Faculty. Architecture faculty play similar leadership and partnership roles in the community and academia. Many faculty members have been active, long-term collaborators with leading local groups, such as the Darwin D. Martin House (Brian Carter); Buffalo Architecture Foundation (Beth Tauke); Olmsted Conservancy and Earl Brydges Public Library (Gregory Delaney); AKG Art Museum and Burchfield Penny Art Center (Dennis Maher); Artpark (Joyce Hwang); People United for Sustainable Housing (Nick Rajkovich and Laura Lubniewski); Buffalo Go Green (Martha Bohm); Restore Our Community Coalition (Hiro Hata); Elim Church Community Corporation, Erie County Medical Center, and International Institute of Buffalo (Erkin Özay); Buffalo-Fillmore Neighborhood Housing Services (Conrad Kickert); and the Niagara Frontier Transportation Authority and the Buffalo-Niagara Medical Campus (Edward Steinfeld). And Dean Robert Shibley has carried out decades of impactful architecture and planning work in Buffalo and New York State. Delaney and Tauke have emerged as leaders of preservation advocacy in Buffalo with their efforts to stop the demolition of a significant grain elevator, drawing national attention to the matter. Maher, an internationally recognized artist, founded and leads the Society for the Advancement of Construction-Related Arts (SACRA/Assembly House 150), which serves as a gateway to design education for underrepresented students. Ken MacKay served as president of the Buffalo/WNY Chapter of the AIA for two terms, and many faculty members are frequently invited to give talks and presentations in AIA events. Other faculty members have been active leaders in national and international settings. Edward Steinfeld is an internationally known researcher on universal design who provides lectures, consulting services, and testimony on legal cases. Despina Stratigakos, while serving as the Vice Provost for Inclusive Excellence, led a collaborative effort to secure a $3M Mellon grant to launch UB's Department of Indigenous Studies. Korydon Smith is a leading scholar on inclusive design in the Global South and has worked with government and non-government organizations around the world, such as the World Health Organization. Kristine Stiphany has published multiple articles on community-engaged urbanism in Latin America. Daniela Sandler is also active in community-based scholarship in various international contexts, striving to positively impact the safety, wellbeing, economic opportunities, and independence of marginalized populations. Hwang is a core organizer with DMU and serves on the editorial board of the Journal of Architectural Education. Rajkovich is a frequent collaborator with various New York State agencies, developing statewide resiliency and renewable-energy policies that provide a national model. Likewise, the New York State Council on the Arts frequently draws on faculty, e.g., Tauke, Hwang, and Özay, to judge architecture applications. Books in this domain have included several from Kickert –*The Palgrave Handbook of Bottom-up Urbanism*, *Beyond Retail: Envisioning the Future of Main Streets* and *Street-level Architecture: The Past, Present and Future of Interactive Frontages* – as well as Miguel Guitart's *Approaching Architecture: Three Fields, One Discipline* (2023), Edward Steinfeld's *Accessible Public Transportation: Designing Service for People with Disabilities* (2018) and *Inclusive Housing: A Pattern Book* (2010), and Özay's *Urban Renewal and School Reform in Baltimore* (2020), which looked at the role of public schools in disinvested neighborhoods.

Programs and Initiatives. In addition to some of the above cited examples, architecture faculty members have expanded their presence in the community following the May 14, 2022, Tops Massacre. These initiatives include CAREworks grants (Community Activated Research that is Equitable) supported by the school's associate dean for inclusive excellence, the philanthropically supported "Big Projects Studio" on high-impact social architecture, and the possibility of launching a Buffalo Community Design Center. Architecture students are directly involved in many leadership and collaborative roles. In addition to participation in the AIAS, NOMAS, Tau Sigma Delta Honor Society, and other national organizations, students in the department took a proactive role in 2020 to establish the African American Students of Architecture and Planning. UB students are also involved in numerous community-based and voluntary initiatives, such as the Black Holistic Urbanism group collaborating with the East Side advocacy group, Open Buffalo, the Tool Library, and the Buffalo Architecture Foundation; the specific focus is on supporting the Architecture and Education program, which exposes Buffalo Public School students to architecture and allied fields.

Curricular Aspects. As an extension of these involvements, faculty have been able to teach impactful community-engaged courses. Recent examples include: Bradley Wales's work with the Tiny Home for Good organization, which led to architectural designs for unhoused Syracuse residents; Conrad Kickert's teaching on the Broadway-Fillmore neighborhood, which gave momentum to the Buffalo Central Terminal preservation plan; Nick Rajkovich's work with PUSH, leading to Passive House certified affordable housing units; and Erkin Özay's work with C&R Housing group, a minority-owned in the East Side looking to develop affordable housing through reuse projects. While such collaborative efforts are more common in the GRG courses, faculty have also integrated community projects into undergraduate courses, such as the ARC 404 studio on housing. Students also participate in team-based studio projects in all three program tracks. Core courses that address this value include:

- 4+2 M.Arch Research Studio Track: AED 199, ARC 101, 102, 301, and 403
- 2-year M.Arch Synthesis and Integrated Track: ARC 604
- 3.5-year M.Arch Track: ARC 504

Facilities. UB's South Campus, where the architecture program is located, serves as a gateway to the community. Hayes Hall, proximal to the city's subway line and other public transportation, frequently serves as a site for "town-and-gown" events, including public lectures, workshops, and community-led collaborative activities. Recent symposia include "Activism in the Aftermath of Tragedy" (fall 2022), "Designing With/Learning From" (spring 2023), and "Queer(ing) Space" (summer 2023), which brought together community members and leading national scholars to discuss complex social challenges and the role of architecture and allied disciplines in addressing them. Many of these efforts also lead to exhibitions that occupy the gallery space in Hayes Hall and to publications that are widely disseminated.

Long-range Planning. The strategic plan of the School of Architecture and Planning launched in 2019 (prior to the current NAAB Conditions) and runs through 2024. The current plan underscores catalyzing transformative partnerships and launching new partnerships with "peer academics, practitioners, policymakers, and funders," as well as with community partners and alumni. The school's next strategic plan will commence in 2025 and the dean has agreed to integrate the NAAB values into the planning process.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
The department views architecture as a dynamic profession – one rooted in foundational knowledge, while always navigating ever-changing social, environmental, economic, physical, and cultural changes. As such, the department reinforces the need for lifelong learning in the academy and in practice.

Context. With landmarks like the Guaranty Building (Louis Sullivan), the Darwin D. Martin House (Frank Lloyd Wright), and Kleinhans Music Hall (Eliel and Eero Saarinen), Buffalo provides a valuable context for learning about the history and transformation of architecture, urban planning, landscape architecture, and preservation. Buffalo also serves as a context for learning about the impacts of economic, environmental, and social forces, and envisioning the future.

Faculty. Faculty are engaged in innovative lines of research that push boundaries in areas of inclusive design, digital design and fabrication, material experimentation, sustainability and ecological design, and urbanism. Many faculty hire students to work as assistants in research and design projects and research centers, thus supporting a shared learning.

Programs and Initiatives. The department encourages continuing education of all students, faculty, and staff, particularly through lectures, exhibitions, and other public programs. Students can access networks of learning and support through the department's career advisement services, as well as the professionally oriented student groups such as AIAS and NOMAS. The department's peer-mentoring program also encourages ongoing peer-to-peer learning. In complement, day trips to downtown Buffalo, local parks, and nearby manufacturers compound the benefits of traditional classroom learning; advance constructive, transformational learning; and prepare students for the keen observational skills required in more remote contexts. About half of all students also study abroad; the department's programs – Costa Rica, Ireland, Japan, Spain, and others – invite students to learn from and experience diverse contexts and cultures, again furthering students' curiosities about places and cultures. Life-long learning, therefore, is advanced through integrative, multi-modal education.

Curricular Aspects. Architecture studios and courses encourage the understanding of a discipline and profession that can be practiced globally, nationally, regionally, and locally, with both unexpected similarities and vast differences across contexts. While studio projects largely focus on NYS and US contexts, precedent studies draw from a wider range of geographies and are complemented by the global perspectives that seminars and lecture courses deliver. Students also engage in field trips to different cities – such as Cleveland, Chicago, Detroit, New York City, Pittsburgh, Toronto, and Washington, DC – further building a culture of observation and curiosity. Courses that address this value include:

- 4+2 M.Arch Research Studio Track: AED 199, ARC 231, 234, 362, 582, and intellectual domain seminars
- 2-year M.Arch Synthesis and Integrated Track: ARC 582 and intellectual domain seminars
- 3.5-year M.Arch Track: ARC 531, 534, 562, 582, and intellectual domain seminars

Facilities. The courses, exercises, and independent projects that occur in the Fabrication Workshop instill a sense of empowered, exploratory making. Likewise, the school's formal exhibitions and informal displays – both in the gallery and throughout the corridors of Hayes Hall – support an environment of learning and discovery. The reading room encourages students to actively use the space for small-group discussions, individual work, perusing the latest issues of architecture journals and trade publications, and exploring the scholarly work of faculty and recently completed theses.

Long-range Planning. The strategic plan of the School of Architecture and Planning launched in 2019 (prior to the current NAAB Conditions) and runs through 2024. The current plan implicitly intertwines the value in life-learning learning with the previously stated goals of innovation, collaboration, diversification, and professional growth. The school's next strategic plan will commence in 2025 and the dean has agreed to integrate the NAAB values into the planning process.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

The department is invested in supporting students in successfully navigating career paths and opportunities. Building on the department's strong infrastructure to support student recruitment, advising and retention, learning, and wellbeing, the department hired a full-time faculty member in 2020 to coordinate professional development workshops, external scholarship and fellowship applications, alumni engagement, and internship opportunities. This dedicated resource builds on many long-standing traditions in the department:

- core studios that regularly engage practitioners as critics for technical workshops, mid-term reviews, and final reviews
- the professional practice course, which provides foundational knowledge for students in understanding the architecture profession and allied careers
- a complementary alternative practice seminar (elective) for students interested in understanding different funding models for practice, such as working with NGOs

In addition, the faculty provide mentoring through formal and informal mechanisms, like in-class discussions, symposia, office-hour appointments, thesis and independent-study advising, and graduate teaching and research assistantships. Likewise, the university, school, and department provide a mosaic of supports described below.

University Values, Entities, and Programs

UB Career Design Center. The UB Career Design Center is a university-wide service with a designated full-time career consultant, Ed Brodka, for architecture majors. Bullseye, by Handshake, is a job board where employers can directly post opportunities. Big Interview, an interview practice tool is also available. Brodka regularly helps students prepare for jobs and internships through resume reviews and practice interviews. Further, UB regularly stages career fairs and events that include meetings with firm representatives and alumni. Brodka closely coordinates efforts with the department's career advisement director.

UB Alumni Engagement. As part of its billion-dollar fundraising campaign and ongoing efforts to both support alumni and connect students to alumni, UB continues to increase capacity in the Office of Alumni Engagement. In complement to full-time philanthropy staff and communications staff, the School of Architecture and Planning appointed a 0.5 FTE staff member, Lauren Turner, in May 2022 to coordinate alumni outreach and events. This work includes events that integrate student, faculty, and alumni initiatives, such as Atelier Week and Beaux Arts Ball.

School and Departmental Initiatives

Architecture Career Services. The School of Architecture and Planning offers career advisement services to prepare current and newly graduating students in all programs for internships and employment. Clinical Assistant Professor Elaine Chow, AIA, serves as the Department of Architecture's career advisement director. In this capacity, she organizes firm

tours, office-hour sessions with a network of alumni mentors, and seminars/webinars on various topics – from practical advice about applying to your first job to career reflections from firm leaders. Chow also offers resume, portfolio, and cover-letter feedback through workshops and one-on-one appointments; and she regularly posts mentoring opportunities, scholarships, fellowships, and competition announcements both online and via email.

NCARB Advising. Chow serves a synergistic role, not only leading career services but also teaching allied courses, e.g., portfolio design, mentoring student organizations, e.g., AIAS, and leading NCARB advisement. As the department's NCARB advisor, Chow speaks to students individual and in entire cohorts, such as during orientation week for all incoming students and during a dedicated "next-steps" session for graduating seniors. Representatives from NCARB and NYSED also deliver an annual presentation to all students on licensure requirements. Chow regularly provides advisement to students on completing the AXP, preparing for the ARE, and meeting reciprocity requirements.

New York City Career Trek. The largest concentration of alumni and greatest single source of incoming students is the New York City metro area. Of course, it is also a premier center of architectural history, practice, and innovation. As such, the school has organized an annual career trek to New York City for students to visit architecture, planning, real-estate development offices and projects, and to learn about various office cultures. The event is organized by faculty and staff in coordination with UB's Office of Alumni Engagement.

Peer Mentoring Program. Launched in 2022, the peer-mentoring program connects first-year students with upper-level undergraduate students to familiarize them with the architecture program and university at large. The intent is to facilitate the transition from high school to the collegiate setting. Upper-level students apply for the peer mentor (PM) positions a year in advance through a multi-phase application process culminating in an interview with the director of student success, Eric Streeter. Selected applicants then complete a training session and connect with the incoming students during orientation week. PMs and first-year students periodically connect during the AED 199: UB Seminar course for workshops and discussions on a variety of topics, such as time management, academic success, access to support services, preparing for final reviews, and even "life hacks" and financial management. The program enhances the experience of incoming students as they transition to a new academic setting while offering PMs leadership experience, professional-develop activities, and mentoring with the Diversity Committee of the Buffalo/WNY Chapter of the AIA.

ARC Undergraduate Student Advising. In parallel to UB's Office of Admissions, the department's director of undergraduate student recruitment, Gregory Delaney, provides extensive information to all prospective students and their families on degree options and careers paths in architecture, including UB's offerings. Following admission to UB, academic advisors begin an onboarding process for new students. Through supportive, collaborative, and professional partnerships with students, UB and departmental academic advisors teach students how to access essential information and acquire the skills to make well-informed decisions about their educational, career, and life goals. Undergraduate academic advisors Christy Krawczyk and Eric Streeter are committed to providing quality, holistic advisement services that meet each student's needs. With colleagues across campus, academic advisors establish an environment that supports student retention and success, including a coordinated response to personal, familial, financial, health, and other challenges that can impact academic performance. Streeter and Krawczyk are also piloting an "advising curriculum" that runs parallel to the architecture curriculum.

ARC Graduate Student Advising. There is a coordinated handoff from the recruitment and admissions phase to enrollment and advising. The director of graduate student recruitment, Kevin Donovan, leads this transition. The graduate programs coordinator, Stacey Komendat, then assists students with applying for course waivers, communicates vaccination and other

university requirements, sends information on the department's computing and supply requirements, and prepares students for orientation and course enrollment. Komendat then works with all continuing graduate students to ensure understanding of university policies and departmental program requirements, hosting both group meetings and one-on-one advising sessions. With a background in counseling, Komendat is also uniquely qualified to identify students in crisis and coordinate a collaborative response from various campus entities, such as counseling services, financial aid, accessibility resources, the food pantry, or international student services. Komendat works closely with the director of graduate studies, Joyce Hwang, on all of the above activities, as well as the administration of Curricular Practical Training (CPT), the federal program allowing international students to obtain internship experiences. Komendat also updates the graduate architecture resources website.

Student Organizations. The architecture student groups work in collaboration and independently to sponsor social and professional activities for members and non-members. Activities include visits to professional offices, portfolio reviews, and networking events, among many others. All student organizations are eligible to apply for membership as one of the 400+ student clubs at UB, providing them access to additional resources and support.

Graduate Research Groups. The Graduate Research Groups allow students to obtain the credentials of an M.Arch degree while gaining specialized knowledge and skills that prepare students for unique jobs and careers in the architecture profession. Through course work – e.g., case studies, readings, guest lectures, site visits, etc. – and one-on-one and group mentoring with faculty, students gain a wider and deeper understanding of career options that align with their interests, skills, and ambitions.

Curricular Aspects
The following courses address PC.1:

AED 199: UB Seminar, The Architect's Mind and Body (4+2 research studio track). This course introduces students to the soft- and hard-skills needed to become a successful student and architect. A tenured faculty member leads the course, while incorporating graduate teaching assistants, peer mentors, academic advisors, the school's librarian, and other guests. Covering a range of contemporary topics in architectural education and practice, the course utilizes lectures, group discussions, and compact exercises to promote and evaluate learning. Learning objectives include:

- thinking critically using multiple modes of inquiry
- analyzing disciplinary content to identify contexts, learn fresh perspectives, and discuss problems in the field
- applying methods of close reading, note taking, analysis, and synthesis
- recognizing and debating ethical issues and integrity in a variety of settings
- advancing proficiency in verbal and written communication
- developing essential research and study skills, such as time management
- developing strategies for navigating college and architecture education
- understanding the academic expectations pertaining to being a student at UB and to higher learning at a research university

ARC 482/582: Professional Practice (all tracks). This course focuses on the contractual obligation of the architect, and the ethical and moral responsibilities of the architect. The course also examines the relationship of the architect to consultants, sub-consultants, and suppliers, as well as review the various roles that an architect might play in the management of construction and fabrication processes. The course utilizes lectures, discussions, student presentations, exams, and readings that include current AIA contracts, chapters from books, case studies, and journal articles. Students are evaluated by quizzes and exams. Learning objectives include:

- understanding contractual obligations of the architect to both the client and society

- understanding professional ethics and codes of conduct
- understanding the scope of an architect's responsibilities in relationship to contractors, consultants, and sub-consultants/-contractors
- learning other contracts and roles that an architect might enter
- exploring changing and emerging types and methods of architectural practice

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
The program is committed to design as a creative and reflective inquiry, with emphasis on pluralistic approaches to architecture. Core design studios foster foundational skill-building and emphasize iterative design processes. GRG studios encourage experimental and research-based design as activities steeped in the challenges and opportunities that come from innovations in materials and fabrication techniques, emerging digital technologies, and questions of environmental and social justice. Moreover, design is the highest credit-hour element of the M.Arch and B.S. curricula. The undergraduate curriculum requires studios in seven of the eight undergraduate semesters; the 2-year and 3.5-year graduate curricula require studio every semester (or thesis for qualifying students). The studio curriculum also informs the sequence of media, history/theory, and building-technology courses.

University Values, Entities, and Programs
The university offers a rich context for promoting design culture. UB maintains a series of active exhibition spaces, including the UB Art Galleries (North Campus), Anderson Gallery (off campus), and others. The School of Architecture and Planning Library also hosts exhibitions and maintains various design-oriented archives. UB's Campus Planning office – directed by Kelly Hayes-McAlonie, FAIA, LEED AP, and NAAB treasurer (2022-23) – is a strong ally of the Department of Architecture, regularly employing students and alumni to work on campus design projects, and facilitating opportunities for art installations and design interventions across UB's campuses.

School and Departmental Initiatives
Atelier Week. A long-standing tradition of the School of Architecture and Planning, Atelier is a student-organized week celebrating undergraduate and graduate work in architecture, urban planning, and real estate development. The week begins with Open Studio, where students curate their own studios, and the spaces and work are opened to the public, including alumni, special guests, prospective students, and current students across the school and UB. The exhibition emphasizes the diverse and innovative work-in-progress across the school. The week also includes social events such as a dodgeball tournament, a "Pecha Kucha" event, and the Beaux Arts Ball.

Atelier is a long-standing tradition of the School of Architecture and Planning. This student-organized week celebrating undergraduate and graduate work in architecture, urban planning, and real estate development, emphasizes.

Student Organizations. Student groups frequently hold activities and events that emphasize design culture, such as portfolio reviews, professional office visits, and design competitions. UB NOMAS, for example, placed several years in a row in the national NOMAS competition, garnering first place in 2018.

Curricular Aspects
While nearly all required courses in the undergraduate and graduate curricula engage the theme of design, the following are most central to PC.2:

ARC 201: Architecture Design Studio 3 (4+2 research studio track). The third semester of the undergraduate studio sequence focuses on context, site, precedent, and morphology as critical considerations in the architectural design process. The studio analyzes precedents as springboards to launch spatial and formal explorations, incorporating physical, ecological, and cultural factors as design drivers. The studio introduces principles of accessibility and inclusive design, as well as incorporating knowledge of daylighting and other passive systems. The resulting project is an approximately 10,000 sf building (or series of buildings) and commensurate site design. Learning objectives include:

- understanding and exploring methods and techniques for architectural analysis, communication, representation
- learning historical and contemporary precedents, and exploring their capacity to influence the design process
- understanding the relevance of context – historical, social, physical, environmental – in architectural design
- exploring ordering systems
- exploring morphological references and transformation
- understanding materials, methods, tools, and conventions of architectural and site design
- developing parallel design strategies at site and building scales
- addressing the design of public and private spaces, and their relationships
- understanding the occupation and use of natural and constructed spaces by humans and non-humans
- integrating passive environmental systems, accessibility strategies, and fire safety in the design process
- advancing skills in 2-D and 3-D representation

ARC 202: Architecture Design Studio 4 (4+2 research studio track). This studio extends the focus on context, precedent study, and morphology, exploring the complex relationships among use, time, and built form. Design prompts ask how architecture can achieve a sense of belonging amidst the ever-evolving complexity of social and built environments. The studio focuses on developing proposals for both residential and civic building types within historic neighborhoods undergoing change due to socio-economic and urban development factors. Learning outcomes include:

- understanding methods and techniques for architectural analysis, communication, and representation
- understanding historic and contemporary precedents
- understanding the relevance of historical, social, physical, and environmental factors in design
- exploring ordering systems
- exploring morphological transformation
- understanding the evolution of buildings over time
- understanding materials, methods, tools, and conventions of architectural and site design
- understanding the occupation and use of buildings and constructed space
- understanding the complexity of urban neighborhoods, their histories, challenges, and unique qualities
- understanding the impact of the built environment on human health, safety, and welfare at multiple scales
- gaining awareness of city codes, zoning, and historic district standards in contemporary design

- engaging design processes that test ideas through parallel strategies at site and building scales
- understanding the notions of public and private and their individual and overlapping conditions
- understanding accessibility requirements and strategies
- understanding life- and fire-safety requirements and strategies
- furthering skills in both two- and three-dimensional representation

ARC 301: Architecture Design Studio 5 (4+2 research studio track). This studio focuses on the design of a boat house and public exhibition space through processes of synthesizing environmental conditions, including site research, zoning requirements, accessible design, and building codes. Students work through a full-scale construction exercise at the start of the semester to better understand the relationship between structure and envelope, how to construct an object of complex geometry, and how to work in teams. The design-development phase includes various design reviews, as well as an environmental impact assessment for students to understand how design decisions affect building performance. Learning objectives include:

- understanding the maritime history of the Great Lakes and the relationship to urban development
- understanding the relationship between site design at the water's edge and building construction
- developing skills to collaborate on the fabrication of a 1:1 prototype
- understanding how to negotiate, compromise, and work together as a team to reach specific goals
- learning and respecting ideas that are different from your own
- developing skills to make decisions collectively
- understanding how to communicate and coordinate in executing a collaborative project and to better understand the amount of time, labor, tasks, and finances necessary to execute a project
- understanding how to the design the relationship between public and private spaces
- developing a design that ensures that public spaces meet ADA requirements
- designing publicly accessible outdoor spaces that accommodate a range of activities
- understanding the requirements of access ramps for launching boats
- understanding the relationship between public display areas and circulation spaces
- understating the physical construction necessary between land and water
- understanding that building projects must meet multiple regulatory requirements
- designing egress and exiting systems
- understanding that multiple codes might apply to a project, e.g., maritime and building codes
- understanding the history of the context in which you are designing
- understanding how docks provide pedestrian access to boats in the water, and what is required to get into and out of small craft
- understanding the measurable outcomes of building performance
- understanding how to assess the environmental impacts of material decisions

ARC 302: Architecture Design Studio 6 (4+2 research studio track). This studio focuses on design as an integrative process among program, site, social conditions, and technology. The studio focuses on the contribution of a specific building type, a community center, to the social infrastructure of a region. Projects explore how building design can facilitate social interaction and how the incorporation of passive sustainable strategies can result in a resilient building. The studio focuses on developing integrated building designs that address structure, envelope, building systems, energy performance, and climate-responsive design. Learning objectives include:

- understanding the role of the design process in shaping the built environment

- understanding the impact of buildings design on different settings and scales of development, from buildings to cities
- understanding the structural systems required to accommodate different size program spaces
- understanding the role of environmental control systems and the measurable outcomes of building performance
- applying an understanding of the role of life safety systems, particularly egress stairs in building design
- integrating building envelope systems and assemblies
- demonstrating methods by which design processes integrate multiple factors

ARC 403: Architecture Design Studio 7 (4+2 research studio track). The final design studio in the undergraduate curriculum examines how contemporary housing shapes, and is shaped by, the social and physical context of the city. Working in teams of two, students investigate relationships among urban morphology, housing types, unit types, resident types, and codes and standards in the design of a multi-family housing development. The work is assessed through desk crits and design reviews, leading to a design competition judged by a blind jury. Learning objectives include:

- understanding how housing types shape and are shaped by urban patterns and experiences, including land-use regulations, building codes, and accessibility standards
- understanding how housing integrates scales from room and unit to block and city
- applying transect as a method for analyzing the physical and social layers of place
- synthesizing principles from a comparative case study to design process
- integrating verbal and graphic presentation skills that delineate spatial and temporal relationships between housing and place, residents and community
- developing design skills and processes for working in a collaborative team

ARC 502: Architecture Design Studio 2 (3.5-year track). This second-semester design studio explores the increasingly complex relationships between context, morphology, typology, program, and the ways they inform one another throughout the architectural design process. The course incorporates zoning regulation studies as part of the site analysis phase the semester project. The design development phase of the studio integrates instruction on accessibility, life safety and egress principles. Students learn and are evaluated through precedent/case studies, site analyses, technical design reviews, and daily and formal comprehensive design reviews. Learning objectives include:

- translating principles from architectural precedent case studies from around the world to the design process
- applying site research (historical, social, cultural, physical, environmental) and documentation skills to design development
- demonstrating awareness, knowledge and understanding of disparate cultural practices, backgrounds, values, interests and perspectives
- creating a site-specific, multi-scale architectural proposal
- understanding of ordering systems and morphological transformation
- understanding of life safety, egress, and accessibility guidelines

ARC 503/603: Architecture Design Studio 3 (3.5-year track, 2-year synthesis and integration track). This studio focuses on a neighborhood community center, working explicitly to consider diverse scales – from the scale of the object to the scale of the street and neighborhood – and how they impact the design of a building. The studio considers the ecological footprint of materials and the building, and explores strategies for adaptive reuse in a post-industrial city. Learning objectives include:

- exploring pluralistic contextual conditions – including social, ecological, cultural, and historical factors – and synthesize them as drivers in the design process

- understanding the interrelated considerations of site planning, building program development, material selection, construction technologies, environmental systems and how they can be synthetically coordinated in the process of architectural design
- exploring formal, spatial, and conceptual ideas through strategies of representation and making, and to integrate these studies into building design
- working iteratively to integrate aesthetic, technical, social, ecological, and cultural aspects of building design into cohesive architectural proposals
- understanding ways to analyze the built environment at different scales – from objects to buildings to streets and neighborhood – and to utilize these analyses in formulating ideas for site-specific building proposals
- developing strategies to adaptively reuse existing structures
- understanding how to evaluate the environmental impacts of material decisions

ARC 504/604: Architecture Design Studio 4 (3.5-year track, 2-year synthesis and integration track). This studio focuses on integrated architectural design. The studio encourages students to take an active and critical position that synthesizes wide-ranging and often conflicting considerations into an integrated proposal that is coherent in conceptual, formal, and practical terms. The studio addresses design concept, program, site, construction, and technology. Design work is informed by engagement with urban issues, history and culture, material and craft, structural and environmental systems, life safety, and accessibility. Learning objectives include:

- formulating a site-specific architectural proposal with a conceptual framework that works at multiple scales, from the city to the detail
- sharpening critical awareness of the interaction among aesthetic, technical, social, cultural, political, and economic values in architecture and urban design
- exploring the formal, spatial, and conceptual potential of materials and construction assemblies and the interplay of multiple ordering systems
- understanding the building envelope as a cultural and environmental mediator
- developing strategies of integrated, sustainable design
- developing iterative design skills as part of a collaborative design team
- refining skills of verbal and visual presentation

ARC 605/606/607/608: Research Studio (culmination of all tracks). Culminating the master's experience, graduate research studios emphasize design as a form of research, as well as research findings as an inspiration or guide for design decisions. Each studio takes on a salient contemporary topic in architecture and deploys specialized methods of research and design. Students gain both skills for critical design practice and knowledge in a specialized field of architectural design – ecology, inclusive design, material science, digital technologies, or urban design. Learning objectives, methods, and evaluation are specific to each studio.

ARC 312: Architectural Media 4 (4+2 research studio track). This course introduces students to techniques of representation with emphases on the description of part/whole relationships, as well as (proto)types and their variations. Course assignments develop a range of skills, including understanding of formal organizations as systems of interrelated parts, Rhinoceros (advanced modeling), and 3D printing. The course is closely coordinated with ARC 202: Architecture Design Studio 4. Tutorials and projects drive learning and evaluation. Learning objectives include:

- advancing skills in surface modeling, deconstruction, and output for diagramming, drawing, and fabrication
- deploying shade, shadow, and light effects in digital modeling
- understanding the sourcing and use of digital assets in digital modeling
- demonstrating representational standards in multi-view orthographic projections: plan, site plan, section, and elevation

- demonstrating representational standards in para-line drawings in axonometric and oblique projection: isometric, dimetric, trimetric, elevation oblique, and plan oblique
- utilizing concepts of composition
- translating the use of tools, resources, and skills to assignments and outputs in the corequisite studio
- interfacing with 3D-printing technology, including the preparation and submission of 3D-print files to the Fabrication Workshop
- documenting and editing photos of physical models

ARC 411: Architecture Media 5 (4+2 research studio track). This course introduces students to techniques for representing and simulating daylight and other phenomena in buildings. Course assignments develop a range of skills in 2D and 3D digital modeling, visualization, simulation, and testing. The course is closely coordinated with ARC 301: Architecture Design Studio 5. The course utilizes workshops/tutorials, projects, and feedback session to advance and evaluate learning. Learning objectives include:

- gaining proficiency in a variety of commands and techniques
- creating architectural forms, structures, and skins
- coordinating the relationships among these elements
- testing aesthetic and other qualitative design aspects

ARC 412: Architecture Media 6 (4+2 research studio track). Culminating the media sequence, this course advances digital-modeling and graphic-output skills in relation to architectural design. The course deepens understanding on how graphic programs can enhance design workflow and create compelling documentation. Tutorials and projects drive learning and evaluation. Learning objectives include:

- overcoming technical learning curves
- reading architectural content produced by others
- organizing and managing files and workflows across programs
- authoring original work in various programs and interfaces
- producing enticing architectural imagery and drawings

ARC 512: Architecture Media 2 (3.5-year track, 4+2 synthesis and integration track). As the second course in the graduate media sequence, this course expands analog and digital graphic skills. Through a series of demonstrations, lectures, and short exercises, students learn intermediate 3D-modeling techniques, basic rendering, digital/hybrid illustration, and post-processing techniques. In addition to expanding technical skills, this course discusses the link between methodology and product. Learning and evaluation occurs through lectures, technical tutorials, one-on-one instruction, and critiques. Learning objectives include:

- defining strategies and methods of architectural representation, communication, fabrication, and spatial conditions and concepts, which includes forms of drawing, basic rendering, image production, and model-making
- developing facility in a variety of media techniques through drawing, basic rendering, imaging, modeling and fabrication
- exploring and applying ways that form and space is articulated by the tools and methodologies we adopt for looking, projecting, and experiencing
- investigating and creating geometric/spatial descriptions and forms, and analyzing projected and actual conditions

ARC 611: Architecture Media 3 (3.5-year track, 4+2 synthesis and integration track). Capping off the graduate media sequence, this course introduces students to more advanced digital modeling, imaging, and fabrication techniques as they pertain to architectural design thinking and documentation. Building on the 2D and 3D skills practiced in previous courses, ARC 611 expands the baseline design thinking and production workflow to include algorithmic design tools. This includes the use of artificial intelligence to generate new ideas, developing simple

algorithms to control form and fabrication, and adjusting 3D models by tweaking parameters that determine visual effects. Software includes Rhinoceros, Grasshopper, Revit, and others. The course is hands-on and conversational, providing time to for skill-building via live and pre-recorded tutorials, and time for feedback and reflection. Learning objectives include:

- understanding parametric modeling and Building Information Modeling (BIM)
- building skills in 3D modeling within Revit
- building skills in 3D modeling in Grasshopper
- building skills in a multi-software architectural workflow and understanding the advantages/capabilities of each tool
- gaining ability to output drawings and fabrication data from BIM and parametric 3D models

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
UB is a national leader in sustainability at all levels – state, university, and department. The department is particularly invested in instilling a sense of environmental responsibility through studios, courses, and programs that foster curiosity and understanding about the interrelationships between built and natural environments. As several core studios engage students in projects that incorporate ecological considerations, faculty in the Ecological Practices GRG provide international, national, state, local, and campus-level leadership through research, practice, and teaching. These faculty members engage critical environmental questions such as resilience and adaptation, habitat loss, biodiversity enhancement, resource extraction, and energy consumption.

University Values, Entities, and Programs
UB Office of Sustainability. The university's Office of Sustainability is an international leader. Working in close collaboration with Campus Planning, University Facilities, Government Relations, and the Office of the President, the sustainability office stewards an aggressive climate-action plan. Through these efforts, the *Times Higher Education* "Impact Rankings," the only comprehensive measure of all UN Sustainable Development Goals for universities around the world, ranked UB #2 in the US for climate action. Over the past three years, UB has reduced its carbon footprint by 33% (as measured in metric tons of carbon dioxide equivalents) by replacing 671,594,561 kilowatt hours of electricity with renewable sources. This includes expansive solar arrays containing more than 20,000 photovoltaic panels, which integrate natural and built elements that are publicly accessible. UB's work in this domain was lauded by Vice President Kamala Harris during her visit to campus in 2022, which included meetings with faculty and students in the School of Architecture and Planning. The Office of Sustainability also leads transportation, recycling, food, and other programs that impact all students and provide an ecological model for the campus community.

UB RENEW Institute. The Research and Education in eNergy, Environment, and Water (RENEW) Institute engages faculty across campus, including architecture faculty. The interdisciplinary work focuses on complex energy and environmental issues, and allied social and economic ramifications. Thematic areas include climate change and resilience, water and infrastructure, renewable energy, and pollution and health.

Advanced Certificate in Sustainability. The advanced (graduate) certificate in sustainability launched in 2019, following a collaborative, interdisciplinary proposal, including the School of

Architecture and Planning. While officially housed in the Department of Environment and Sustainability (College of Arts and Sciences), two architecture faculty – Nicholas Rajkovich and Laura Lubniewski – offer courses and architecture students can earn the 15-credit certificate while completing the M.Arch program.

School and Departmental Initiatives
The undergraduate and graduate curricula integrate environmental systems and technology courses to advance students' knowledge of natural and constructed systems, and how to mitigate the impacts of climate change. Course assignments and studio projects focus on improving building performance, reducing carbon footprint, and exploring energy strategies.

Curricular Aspects
The following courses address PC.3:

ARC 241/541: Environmental Systems 1 (3.5-year track, 4+2 research studio track). This course deals with environmental issues of site, light, and sound as they relate to architectural design. In the first half of this course, students develop an ability to respond to site characteristics including urban contexts, developmental patterning, zoning, soils, topography, ecology, climate, and building orientation. In the second half of this course, students are introduced to the environmental and design aspects of lighting and acoustics, including qualitative criteria and analytical processes of design. The utilizes lectures, readings, exams, and projects to direct and evaluate learning. Learning objectives include:

- understanding the relationship between the environment and architecture
- understanding concepts of site design in response to climate, topography, etc.
- understanding assessment, selection, and integration of lighting and acoustical systems as they relate to design
- provoking conscious, thoughtful, and inspired attention to natural forces, site ecology, and building technologies in support of the design of buildings

ARC 473/573: Environmental Systems 2 (all tracks). This course deals with the thermal and environmental processes that affect buildings, human responses to these processes, and the strategies, tools, and materials that manipulate the thermal environment. These are presented against a backdrop of the principles of sustainability. In the first portion of the semester, students learn how to shape the form of a building and design building envelopes to respond to climate and the needs of an occupant. The course begins with the basics of human thermal comfort and the resources of site and climate. Students then learn about concepts and techniques of solar heating, passive cooling, indoor air quality, and human health. In the second portion of the semester, students approach the design of mechanical, electrical, and plumbing systems, including heating, ventilation, and air-conditioning (HVAC) equipment, water and waste-water systems, vertical transportation, and fire-protection systems. Students are evaluated through quizzes and projects. Learning objectives include:

- understanding the principles of energy usage in buildings, particularly for space conditioning
- understanding energy usage in buildings to design decision making
- understanding the relationship between environmental systems and sustainability
- understanding the relationship between building systems and human wellbeing
- understanding the principles and technologies of building-service and life-safety systems

ARC 575: Environmental Systems 3 (all tracks). With an ambition of achieving net-zero-energy buildings and a lower-carbon footprint, this course activates knowledge about building design and performance using digital simulation. The learning process parallels professional practice, where the framing of "good questions" guides the use of simulation tools, critical analysis of results, and subsequent actions. The first portion of the course builds skills in both single-aspect and full-building simulation of performance, including lighting quality and

quantity, available solar radiation, and energy use. The second portion of the course requires students to work collaboratively, like a professional consulting team, to synthesize multiple analyses in a more complex building, then articulate and support recommendations for performance improvement. Students learn and are evaluated through skill-building exercises and a culminating synthesis project. Learning objectives include:

- understanding the importance of energy consumption within buildings
- executing analyses of thermal loads, solar exposure, and lighting quantity and quality
- understanding that energy, lighting, comfort, and building geometry are interrelated
- analyzing design options using simulation as an analysis tool
- supporting an argument for design decisions using simulation results

ARC 201: Architecture Design Studio 3 (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.2.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
UB and the School of Architecture and Planning have embodied an ethos of deep social, technological, and historical questioning – with the university described in 1967 as "a hotbed of protest" and the "Berkeley of the East," while the school's faculty were a self-described "band of renegades." The architectural history curriculum and faculty extend this legacy, not only introducing students to the leading protagonists, narratives, and debates in architecture but also providing frames and methods for critical analysis. As opposed to beginning with a traditional survey, the history sequence, beginning with ARC 121: Introduction to Architecture, launches with a storytelling technique that shows how architectural ideas emerged and transformed through the lives and careers of individual architects. Students are also taught the fundamentals of conducting research using the library and databases. Subsequently, the history and theory survey courses both reveal and challenge canonical Western narratives, integrating discussions on how race, gender, class, and other factors have influenced and been influenced by architecture, planning, design, and art.

University Values, Entities, and Programs
Humanities Institute. Building on a unique heritage of critical and experimental pedagogy, UB has distinguished programs in the humanities and arts going back to the 1960s. The Humanities Institute is one of the most important initiatives in this regard, actively organizing public-facing events, such as the annual Humanities Week, and offering fellowships for UB faculty members to receive course releases toward allied research projects. Many faculty members in architecture have been awarded these fellowships – e.g., Miguel Guitart (2023), Charles Davis (2019), and Erkin Özay (2019).

School and Departmental Initiatives
Banham Fellowship. The Banham Fellowship in the Department of Architecture supports design and scholarly work that situates architecture in socio-cultural and material critique. The fellowship honors the legacy of Peter Reyner Banham, who taught at UB from 1976 to 1980 and produced a foundational and influential body of scholarship. Banham spent his time in Buffalo engaged in a scholarly project on the imaginary of American industrial architecture, resulting in his landmark work, *A Concrete Atlantis* (MIT Press, 1986). In celebration of Banham's legacy of experimental criticism, the fellowship, begun in 2000, supports the research and creative activity of emerging practitioners and scholars. Over the course of a

year, fellows teach, deliver a public lecture, and prepare an exhibition culminating from their research and creative work at the school.

Stratigakos Fellowship. The Stratigakos Visiting Fellowship supports research on the built environment as a vehicle for the creation of more inclusive communities, with a focus on gender and sexuality in architecture, and includes access to an expansive library archive. The fellowship, launched in 2023, expands the work and legacy of architecture professor Despina Stratigakos, who previously served as UB's vice provost for inclusive excellence, and whose research examines how power and ideology function in architecture, i.e., how inequities based on wealth, race, gender, and physical ability are reinforced by patterns of land use and ownership, the organization of cities, and the design of spaces. Clinical faculty member Adam Thibodeaux served as the inaugural fellow.

Curricular Aspects
The following courses also address PC.4:

ARC 231/531: Architectural History 1, Ancient–1450 (3.5-year track, 4+2 research studio track). This class introduces world architecture from pre-history to the beginning of modern European colonialism. The course is a focused examination of key architectural developments in time and space, where students analyze buildings, sites, and cities from Asia, Africa, the Americas, and Europe, alongside architectural concepts, artistic movements, and social phenomena. Students gain not only a broad repertoire of architectural references but, more importantly, critical perspectives on the hidden social, economic, and environmental impacts of architecture across history. The course utilizes lectures, discussions, secondary research, analyses, and group projects. Learning objectives include:

- understanding major epochs, geographies, cultures, and events of early human history
- understanding the historical and social context in which a building was constructed
- understanding the driving concepts and limitations of a building’s design and construction
- carrying out library-based research on buildings, cities, and sites
- observing, describing, and analyzing buildings, cities, and sites

ARC 234/534: Architectural History 2, 1450 – present (3.5-year track, 4+2 research studio track). This course reflects on modernity in architecture between 1450 and the end of the 20th century. The purpose is two-fold: (1) to introduce students to selected architectural episodes across time and space, and (2) to demonstrate that modernity, as a concept, is deeply charged with power dynamics. Students learn about canonical moments of architectural history as well as episodes that are not typically included in introductory courses. The course explores exclusionary modern visions, debunks their absolutism, and amplifies the voices of those who have proposed alternative models. The course invites students to reflect on the values and limits of inclusion and exclusion of certain figures, buildings, and geographies in architectural history as an active practice. Lectures, readings, and assignments are designed to encourage students to locate their positions toward and against prior models of architectural design and practice. Learning objectives include:

- reflecting on the multi-faceted relationships between architecture and society in a variety of contexts
- engaging with Buffalo’s rich built patrimony to develop a sense of architectural belonging and awareness of the city’s history
- learning how to critically read architectural history by identifying biases in scholarship and methodological limits of selected inquiries
- assert a personal voice in architectural history as an incoming member of design as a discipline

ARC 362/562: Architectural Theory (3.5-year track, 4+2 research studio track). After a historical introduction, this course focuses on the development of modernist discourse and, in turn, the trends that arose in reaction to it after the second World War. The course then turns toward the porousness of architectural theory to other fields, especially after the revolutionary events of 1968, including aesthetic theory, politics, technology, structuralism, philosophy, and biology. Finally, the course discusses the socio-political issues that have been excluded from theoretical discourse and the relevance of those issues today. In complement to lectures, students read original texts as well as study the contexts in which those texts were produced. Learning objectives include:

- gaining familiarity with the history of theory in the discipline of architecture, as well as the philosophical implications thereof
- understanding the social implications of the intellectual forces at work in the discipline
- engaging in the practice of close reading
- expressing critical thinking skills in writing

ARC 5XX/6XX: Intellectual Domain Seminars (culmination of all tracks). Culminating the master's experience, each intellectual domain seminar aligns with one of the GRGs – Ecological Practices, Inclusive Design, Material Culture, Situated Technologies, or Urban Design. Each seminar engages a theme connected to the history, theory, and intellectual traditions of the given GRG, such as evolving concepts of placemaking, the history of colonial development, the evolution of architectural terra cotta, the ethics of data management in smart cities, or case studies in PPP projects. Students gain specialized knowledge for critical design practice. Learning objectives, methods, and evaluation are specific to each seminar.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
UB is a major public research university with a wide range of academic programs and scholarly work, including a significant emphasis on technological, material, and social entrepreneurship and innovation. The school and department, likewise, lead a range of initiatives that advance research and innovation.

University Values, Entities, and Programs
UB Innovation Hub. The Innovation Hub accelerates the movement of new ideas and technologies from labs, classrooms, and clinics to the marketplace by connecting entrepreneurs to resources. These connections provide critical benefits to faculty and students across the entrepreneurial ecosystem, including educational workshops, collaboration spaces, incubation programs, mentoring, technology licensing, seed funding, and investment pitch opportunities. The hub, run by UB's Business and Entrepreneur Partnership (BEP) office, a division of the Office of Research and Economic Development, stems from a $32M NYS grant in 2017 dedicated to accelerating the growth of startups from innovations at UB. The work being done through UB and its partners aims to solve current and future problems that have local, national, and global impacts. The hub's efforts also bolster Buffalo's reputation as one of the country's most entrepreneurial cities.

Blackstone LaunchPad. Blackstone LaunchPad is an experiential campus program designed to introduce entrepreneurship as a viable career path, developing skills through individualized coaching, ideation, and venture-creation support. Developed as part of the Blackstone Charitable Foundation's Entrepreneurship Initiative and modeled after a successful program at the University of Miami, the program is currently available to over 500,000 students on 20 campuses globally. UB welcomes all students, alumni, faculty, and staff, regardless of

discipline, to participate in competitions, design challenges, start-up and seed-funding opportunities, and other workshops.

Communities of Excellence. In 2015, the university provost and the vice president for research and economic development launched four new, university-wide Communities of Excellence, each receiving $4+ million in startup funding. The Department of Architecture co-led two – Sustainable Manufacturing and Advanced Robotic Technologies and the Community for Global Health Equity. While different in their focus, both centers facilitate social and technological innovation with community and industry partners toward positive economic, environmental, and health impacts. In addition to supporting faculty research, these communities provide research, fellowships, and study-abroad opportunities to students at all levels.

School and Departmental Initiatives
Research Centers. The School of Architecture and Planning is home to internationally regarded research centers and labs. These include the Rudy Bruner Center for Urban Excellence, the Center for Architecture and Situated Technologies, the IDEA Center, the Design with Resilient Environments Lab, the Resilient Buildings Lab, the Food Systems Planning and Healthy Communities Lab, and the UB Regional Institute. Not only do several of these centers carry out multi-million-dollar research and implementation projects but they also provide opportunities for undergraduate and graduate students to intern, carry out independent studies, and benefit from established industry and community collaborations.

Graduate Research Groups. As previously discussed, the GRGs are a clear and impactful platform for students and faculty to pursue design-based research and innovation. One of the major goals of the GRGs is to enable students to envision and influence a new future for architecture and the built environment. In addition to offering studios, the GRGs provide Technical Methods and Intellectual Domain seminars. Technical Methods seminars explore specific tools and methods for carrying out architectural research – ranging from quantitative techniques of material testing, to qualitative techniques for carrying out focus groups, to scenario planning or digital simulation. Core courses in building technology and architectural theory, which students take prior to the GRG courses, provide context and foundational tools.

Atelier Week. Please see the summary provided in response to PC.2.

Curricular Aspects
The following courses address PC.5:

ARC 453/553: Structures 2 (all tracks). The second course in the sequence investigates the relationship between structure and architecture. The course is framed as a dialogue between an architect and an engineer. To discuss the role of structural design in architectural form-making, an elemental numerical understanding of structural requirements will be studied including parametric 3D modeling and analysis. Structural materials such as masonry, timber, steel, and concrete will be reviewed as gravity and lateral force resisting systems in the context of contemporary practices by architects and engineers. Structural design and details will be reviewed to understand how structural ideas are developed and applied in the construction documentation. Students are evaluated through mid-term/final exams and weekly homework/project submissions. Learning objectives include:

- investigate the relationship between architectural design and structural design.
- examine the basic numerical understanding of structural requirements.
- understand the concepts of force equilibrium, structural stability, loads, member strength design, and serviceability will be explored.
- learn basic structural analysis skills using parametric analysis software.
- understand structural materials such as masonry, timber, steel, and concrete.

- explore project-based problem solving through the topics described in the course requirements and course schedule.

ARC 555: Structures 3 (all tracks). This third course in the structures sequence connects the basic understanding of structural behavior acquired in previous courses to the design-related thinking integral to the production of architecture. Drawing on architectural canons, contemporary projects, and material experimentation, students explore how structures play a role both as provider of necessary stiffness and strength, and as an instrument for creating architectural spaces that embody other qualities. This object-space duality is the conceptual framework used to identify both mechanical and spatial function. In addition to lectures and tutorials, the course utilizes group projects and individual drawings and journal entries to guide and evaluate learning. Learning objectives include:

- understanding the physical nature of structural systems, in addition to the mathematical analysis of individual components
- understanding the interplay among structure, architecture, and culture as it pertains to reinforced concrete
- developing a sense of structure, materials, and construction methods as the media for the creation of architecture
- learning how to use this media in creative and appropriate ways
- developing basic knowledge of the conventions of structural systems, building materials, and assemblies
- learning how to document basic structural systems, building materials, and assemblies through drawings and models
- offering opportunities to apply knowledge gained in structures, materials, and assemblies in a design-related project

ARC 5XX/6XX: Technical Methods Seminars (culmination of all tracks). Culminating the master's experience, each technical methods seminar aligns with one of the GRGs – Ecological Practices, Inclusive Design, Material Culture, Situated Technologies, or Urban Design. Allied with the given GRG, each seminar advances skills and techniques of data collection, decision making, design, and/or construction, such as tools for environmental testing, techniques of ergonomic design, methods of advanced concrete engineering, techniques of parametric design, or methods of community engagement. Students gain specialized methodological skills for critical design practice. Learning objectives, methods, and evaluation are specific to each seminar.

ARC 362/562: Architectural Theory (3.5-year track, 4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.4.

ARC 605/606/607/608: Research Studio (culmination of all tracks). Please see the course description, learning objectives, and learning methods in the response to PC.2.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Students gain leadership and collaboration experience throughout their time in the UB Department of Architecture. Overall, the university values interdisciplinary collaboration and the architecture curriculum possesses many structured peer-learning experiences.

University Values, Entities, and Programs
The first priority in UB's Top 25 Vision is to "achieve greater societal impact locally and globally" through increased research leadership and collaboration. This vision distills to students through deliberate curricular and extra-curricular experiences. For example, the UB Seminar, the entry point for all undergraduate students, introduces students to the culture of complex, multi-disciplinary thinking and collaboration in the profession. Likewise, UB's Student Engagement Office lists leadership education as one of its eight focus areas. In addition to the vast array of student groups and assistantships, UB also offers focused leadership programs, such as the Leadership House (open to first-year students) and the Virtual Leadership Academy.

School and Departmental Initiatives
As previously stated, the UB School of Architecture and Planning provides many leadership and collaboration opportunities. This includes student organizations, Atelier Week, career advisement services, and academic advising.

Curricular Aspects
The following courses address PC.6:

ARC 102: Architecture Design Studio 2 (4+2 research studio track). This design-build studio emphasizes hands-on exploration and peer learning through a game-like design method. This technique both fosters creative thinking and simulates the unpredictable, iterative, and collaborative nature of architecture, guiding students through each project phase – programming, schematic design, design development, construction documents, and construction. The studio utilizes lectures, workshops and tutorials, small- and large-group critiques, and peer learning; it also includes a focused module on team formation and collaboration. Learning objectives cut across five goal areas:

- Goal 1: Designing a material system with a repeatable, efficient, spatial logic that is mindful of ease of assembly and reduces material waste.
- Goal 2: Designing a building component with carefully considered form and proportion, thoughtful termination, and structural integrity.
- Goal 3: Accommodating a program/action that provides a safe, comfortable, and meaningful interaction with the body. considers the interface with the body.
- Goal 4: Ensuring integration of goals 1-3 while achieving an overall goal statement and secondary objectives related to disassembly and transport, weathering, etc.
- Goal 5: Representation, including gaining experience in all phases of design, from brainstorming to construction, and building skills in the drawing and modeling techniques utilized at each phase.
- Goal 6: Collaboration and team Building, including: (a) completing all psychometric self-assessment tools, (b) developing a "self-portrait" of strengths and challenge areas, (c) testing the compatibility of multiple team formations, (d) developing a "family portrait" of the strengths and challenge areas of the team, (e) assigning particular roles to each member of the team, including leadership responsibilities, and (f) completing "well checks" with the teaching team throughout the semester.

ARC 301: Architecture Design Studio 5 (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.2.

ARC 403: Architecture Design Studio 7 (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.2.

ARC 504/604: Architecture Design Studio 4 (3.5-year track, 4+2 synthesis and integration track). Please see the course description, learning objectives, and learning methods in the response to PC.2.

ARC 605/606/607/608: Research Studio (culmination of all tracks). Please see the course description, learning objectives, and learning methods in the response to PC.2.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:
The Department prioritizes the nurturing of a positive and respectful learning and teaching environment for all students, faculty, and staff. The department believes that optimism, respect, sharing, and engagement are crucial in studio, classroom, lab, office, and social environments. A positive climate is foundational to student mental health and social cohesion, in turn, supporting the collaborative, critical, and creative processes central to design education. These values are introduced in the first year and are reinforced in all courses and services across the continuum of student life.

University Values, Entities, and Programs
UB Living Learning Communities. Campus living offers several living-learning communities (LLCs) for students with shared interests or goals, such as housing for students in the Honors College. UB has offered an LLC to architecture students in the South Campus residence halls for more than a decade. Following several years of piloting and data collection, the Department of Architecture, in collaboration with Campus Living, now requires all first-semester architecture students who are living on campus to be in the architecture LLC, as these students have higher persistence rates and academic performance than students in non-LLC housing. In fall 2023, the architecture LLC has approximately 100 first-semester students; and there is added coordination among the LLC hall directors, resident assistants, academic assistants, and tutors with the department chair, teaching faculty, and academic advisors in the Department of Architecture. Programming includes events, like mock reviews hosted in the LLCs, which further the culture the department aspires to sustain.

UB Engagement. Student Engagement provides a variety of experiences for students to engage on campus and in the community. This office focuses on eight areas: athletic bands, community and civic engagement, E-sports, fraternity and sorority life, leadership education, pride and traditions programs, student governance and organizations, student mentorship, and UB Academic Integrity. These initiatives further support students' sense of belonging and place attachment.

Office of Academic Integrity. The Office of Academic Integrity (OAI) promotes UB's fundamental value of integrity in the academic enterprise. By holding students accountable to honesty in the learning and research processes, supporting faculty in creating academically sound learning environments, and working with the campus community to enforce academic policies fairly and consistently, OAI helps propel students to academic excellence and protects UB's status as a premier research university. OAI uses an educational, rather than punitive, framework for addressing academic integrity violations. All UB students are required to complete online training.

School and Departmental Initiatives
ARC Student Representatives and Studio Culture. The Department of Architecture established a group of student representatives in 2018. This group of around 20 students from all levels and tracks in the bachelor's and master's programs is elected by their peers. The department chair, director of graduate studies, and director of undergraduate studies meet with this group monthly. The students set each meeting agenda, which includes both

short- and long-term, both simple and complex challenges that are solved collaboratively. There is a particular emphasis on building and advancing a positive, healthy, and enriching studio culture. Bringing together students from different levels enables near-peer problem solving and mentoring related to issues like workload, wellbeing, and time management.

Undergraduate and Graduate Advising. Please see the summary provided in the response to PC.1.

Peer Mentoring Program. Please see the summary provided in the response to PC.1.

Atelier Week. Please see the summary provided in the response to PC.2.

Graduate Teaching Assistants. The department employs approximately 35 graduate students as teaching assistants (TAs) each semester. TAs receive training from the university and the individual faculty members who supervise them. TAs play an important dual role in supporting faculty and undergraduates. They also provide near-peer mentoring and a feedback loop to faculty as part of the department's positive culture of teaching and learning.

Awards Day. In celebrating students and their achievements, the annual Awards Day ceremony supports a positive and energetic educational environment. Students from all programs and all year levels attend.

Curricular Aspects
The following courses address PC.7:

ARC 101: Architecture Design Studio 1 (4+2 research studio track). This studio introduces the processes of making architecture as a meaningful profession to help clients and stakeholders to envision a future that does not yet exist. Projects in the course stem from five tenets: (1) architecture as a spatial practice, (2) architecture as a decision-making practice, (3) architecture as a way of thinking and making, (4) architecture's role in supporting diversity and inclusion, and (5) architecture's environmental responsibility. Lectures, workshops, and projects emphasize the link between design and human psychology and wellbeing. Simultaneously, the course advances skills in freehand drawing and sketching, 2-D and 3-D digital modeling, physical model making, diagramming, and portfolio design. Learning objectives cut across five goal areas:

- Goal 1: Space making, including the design of spaces of movement, transition, and rest that utilize principles of geometry, proportion, and daylighting to achieve wellness goals.
- Goal 2: Place making, including the design of a site and exterior spaces that consider organizational principles, patterns of circulation, topography, and ground materials.
- Goal 3: Making use, including defining a particular program and activities, utilizing principles of hierarchy, and ensuring that the design accommodates diverse inhabitants.
- Goal 4: Making, including clarifying the differences between primary and secondary surfaces, understanding the differences between vertical and horizontal structure, and utilizing material properties, like texture, to complement spatial strategies.
- Goal 5: Design thinking, including improving time-management skills, utilizing all phases of design productively – from brainstorming to refinement, improving drawing and modeling-making abilities, and participating in and responding to class discussions and critiques.

ARC 501: Architecture Design Studio 1 (3.5-year track). The first design studio of the 3.5-year M.Arch program emphasizes critical thinking on basic architectural issues through single-family housing design (three detached houses for three specific families on a shared lot). The studio develops intense model-making and graphic skills, while incorporating

readings and group discussions. Projects are done both incrementally and in teams to fulfill the goal of building confidence as first-semester graduate architecture students. In addition to promoting a positive learning environment, objectives focus on building students' understanding of and facility with: the design process; precedent studies; context analysis; programming; site and landscape design; order and circulation; geometry, proportion, and scale; materiality; and light.

ARC 102: Architecture Design Studio 2 (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.6.

AED 199: UB Seminar, The Architect's Mind and Body (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.1.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
The University at Buffalo broadly, and the Department of Architecture in particular, are considered national leaders in equity and inclusion. Both the value system and the ongoing work in teaching, research, service, and community engagement bear this out, including UB's strides toward faculty, staff, and student diversity; proactive self-assessment of barriers and biases; and ongoing progress toward equity within and outside the institution. The Department of Architecture has numerous professors in the Inclusive Design, Ecological Practices, and Urban Design GRGs whose research focuses on equity and inclusion related to gender, sexuality, race, age, disability, geography, nationality, and socio-economic status. Faculty members have also developed curricular models and continue to discuss, explore, and evaluate the concept of "radically inclusive pedagogy."

University Values, Entities, and Programs
Office of Equity, Diversity, and Inclusion. The university has a pair of complementary offices – the Office of Equity, Diversity, and Inclusion (EDI) and the Office of Inclusive Excellence (described later) – who lead social equity and inclusion initiatives. Including all Title IX and other legal protections, EDI is the compliance arm of the university. As such, EDI assists in the university's strive toward a welcoming climate for diverse faculty, staff, students, and guests. EDI oversees policies governing discrimination, harassment, reasonable accommodation, religious accommodation, child protection, and recruitment; and ensures that issues of harassment, discrimination, and accommodation are addressed in a timely and effective manner that does not tolerate retaliation. The office oversees mandatory annual training of all faculty members and graduate teaching assistants.

Office of Inclusive Excellence. Complementing EDI, the mission of the Office of the Vice Provost for Inclusive Excellence (VPIX) is to promote excellence in all aspects of UB's work – teaching, research, service, and operations – by facilitating processes that remove barriers to access and advancement based on race, gender identity, sex, sexual orientation, religion, disability, or veteran status for students, faculty, and staff. The VPIX is responsible for coordinating and monitoring UB's efforts to institutionalize the culture of equity and inclusion university-wide, which is critical for providing the learning and working environment necessary for achieving excellence in today's highly globalized and rapidly changing world. The VPIX collaborates with academic and administrative offices across campus to create

strategies that empower all members of the campus community to achieve their full potential. The work integrates inclusive excellence into all aspects of university operations, including engagement with prospective students, alumni, donors, and friends of the university. Notably, architecture faculty member Despina Stratigakos led the VPIX from 2018 to 2022.

School and Departmental Initiatives
Associate Dean for Inclusive Excellence. All schools and colleges at UB have a unit diversity officer (UDO), typically an associate dean who is a tenured faculty member. Daniela Sandler, a faculty member in the Department of Architecture, currently serves as the UDO and associate dean for Inclusive excellence in the School of Architecture and Planning. As UDO, Sandler coordinates with EDI, the VPIX, and UDOs in other decanal units. Sandler also leads the implementation of the school's diversity plan and facilitates conversations and initiatives regarding research and pedagogy.

Curricular Aspects
The following courses address PC.8:

ARC 211: American Diversity and Design (4+2 research studio track). The connections between diversity and design are more relevant today than ever before. Understanding these concepts, their histories, and their relationships is an essential part of a 21st-century education. To that end, this course focuses on the relationship of design to the changing nature of society in the US. It examines the history and diversity of cultural experiences and their attendant design issues. Specifically, the course concentrates on the ways in which designed physical and media environments affect various populations in the US and, in turn, the ways these populations have affected designed environments. It introduces students to eight issues of diversity: race, ethnicity, gender, class, age, physical characteristics, cognitive characteristics, and religion. The histories of diverse physical and media environments are analyzed using theories and principles related to inclusive design. The course utilizes readings, films, discussions, quizzes, reflective writing, and projects to advance and evaluate learning. Learning objectives include:

- understanding the challenges and possibilities inherent in a diverse society
- thinking critically, and with an open mind, about controversial contemporary and historical topics regarding gender, race, class, ethnicity, religion, and disability
- understanding that categories of diversity develop and change over time
- describing how categories of diversity intersect or connect with each other, creating complex identities and perspectives
- conceptualizing various diversity categories – e.g., race, gender, and disability – as social constructs
- recognizing that categories of difference create both institutional inequalities and advantages
- explaining how historical contexts – e.g., Western global expansion, slavery, capitalism, gender inequality, immigration, etc. – have shaped contemporary realities

ARC 231/531: Architectural History 1, Ancient–1450 present (3.5-year track, 4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.4.

ARC 234/534: Architectural History 2, 1450 – present (3.5-year track, 4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.4.

ARC 362/562: Architectural Theory present (3.5-year track, 4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.4.

ARC 403: Architecture Design Studio 7 (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to PC.2.

ARC 502: Architecture Design Studio 2 (3.5-year track). Please see the course description, learning objectives, and learning methods in the response to PC.2.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
The built environment's impact on health, safety, and welfare is introduced in core design studios through concepts and strategies for creating inclusive environments – such as accessibility, life safety and egress, and inclusive restrooms – as well as design that supports mental health, a sense of belonging, and dignity. While beginning studios introduce fundamental factors that influence individual well-being, such as daylighting and air quality, advanced design studios encourage students to address public health, environmental impacts, and social equity at multiple scales. In complement to studios, environmental systems courses provide specialized methods and tools for students to understand and assess performance factors that influence health, safety, and welfare.

Curricular Aspects
The following courses address SC.1:

ARC 101: Architecture Design Studio 1 (4+2 research studio track). This studio introduces the processes of making architecture as a meaningful profession to help clients and stakeholders to envision a future that does not yet exist. Projects in the course stem from five tenets: (1) architecture as a spatial practice, (2) architecture as a decision-making practice, (3) architecture as a way of thinking and making, (4) architecture's role in supporting diversity and inclusion, and (5) architecture's environmental responsibility. Lectures, workshops, and projects emphasize the link between design and human psychology and wellbeing. Simultaneously, the course advances skills in freehand drawing and sketching, 2-D and 3-D digital modeling, physical model making, diagramming, and portfolio design. Learning objectives cut across five goal areas:

- Goal 1: Space making, including the design of spaces of movement, transition, and rest that utilize principles of geometry, proportion, and daylighting to achieve wellness goals.
- Goal 2: Place making, including the design of a site and exterior spaces that consider organizational principles, patterns of circulation, topography, and ground materials.
- Goal 3: Making use, including defining a particular program and activities, utilizing principles of hierarchy, and ensuring that the design accommodates diverse inhabitants.
- Goal 4: Making, including clarifying the differences between primary and secondary surfaces, understanding the differences between vertical and horizontal structure, and utilizing material properties, like texture, to complement spatial strategies.
- Goal 5: Design thinking, including improving time-management skills, utilizing all phases of design productively – from brainstorming to refinement, improving drawing

and modeling-making abilities, and participating in and responding to class discussions and critiques.

ARC 201: Architecture Design Studio 3 (4+2 research studio track). The third semester of the undergraduate studio sequence focuses on context, site, precedent, and morphology as critical considerations in the architectural design process. The studio analyzes precedents as springboards to launch spatial and formal explorations, incorporating physical, ecological, and cultural factors as design drivers. The studio introduces principles of accessibility and inclusive design, as well as incorporating knowledge of daylighting and other passive systems. The resulting project is an approximately 10,000 sf building (or series of buildings) and commensurate site design. Learning objectives include:

- understanding and exploring methods and techniques for architectural analysis, communication, representation
- learning historical and contemporary precedents, and exploring their capacity to influence the design process
- understanding the relevance of context – historical, social, physical, environmental – in architectural design
- exploring ordering systems
- exploring morphological references and transformation
- understanding materials, methods, tools, and conventions of architectural and site design
- developing parallel design strategies at site and building scales
- addressing the design of public and private spaces, and their relationships
- understanding the occupation and use of natural and constructed spaces by humans and non-humans
- integrating passive environmental systems, accessibility strategies, and fire safety in the design process
- advancing skills in 2-D and 3-D representation

ARC 202: Architecture Design Studio 4 (4+2 research studio track). This studio extends the focus on context, precedent study, and morphology, exploring the complex relationships among use, time, and built form. Design prompts ask how architecture can achieve a sense of belonging amidst the ever-evolving complexity of social and built environments. The studio focuses on developing proposals for both residential and civic building types within historic neighborhoods undergoing change due to socio-economic and urban development factors. Learning outcomes include:

- understanding methods and techniques for architectural analysis, communication, and representation
- understanding historic and contemporary precedents
- understanding the relevance of historical, social, physical, and environmental factors in design
- exploring ordering systems
- exploring morphological transformation
- understanding the evolution of buildings over time
- understanding materials, methods, tools, and conventions of architectural and site design
- understanding the occupation and use of buildings and constructed space
- understanding the complexity of urban neighborhoods, their histories, challenges, and unique qualities
- understanding the impact of the built environment on human health, safety, and welfare at multiple scales
- gaining awareness of city codes, zoning, and historic district standards in contemporary design

- engaging design processes that test ideas through parallel strategies at site and building scales
- understanding the notions of public and private and their individual and overlapping conditions
- understanding accessibility requirements and strategies
- understanding life- and fire-safety requirements and strategies
- furthering skills in both two- and three-dimensional representation

ARC 403: Architecture Design Studio 7 (4+2 research studio track). The final design studio in the undergraduate curriculum examines how contemporary housing shapes, and is shaped by, the social and physical context of the city. Working in teams of two, students investigate relationships among urban morphology, housing types, unit types, resident types, and codes and standards in the design of a multi-family housing development. The work is assessed through desk crits and design reviews, leading to a design competition judged by a blind jury. Learning objectives include:

- understanding how housing types shape and are shaped by urban patterns and experiences, including land-use regulations, building codes, and accessibility standards
- understanding how housing integrates scales from room and unit to block and city
- applying transect as a method for analyzing the physical and social layers of place
- synthesizing principles from a comparative case study to design process
- integrating verbal and graphic presentation skills that delineate spatial and temporal relationships between housing and place, residents and community
- developing design skills and processes for working in a collaborative team

ARC 473/573: Environmental Systems 2 (all tracks). This course deals with the thermal and environmental processes that affect buildings, human responses to these processes, and the strategies, tools, and materials that manipulate the thermal environment. These are presented against a backdrop of the principles of sustainability. In the first portion of the semester, students learn how to shape the form of a building and design building envelopes to respond to climate and the needs of an occupant. The course begins with the basics of human thermal comfort and the resources of site and climate. Students then learn about concepts and techniques of solar heating, passive cooling, indoor air quality, and human health. In the second portion of the semester, students approach the design of mechanical, electrical, and plumbing systems, including heating, ventilation, and air-conditioning (HVAC) equipment, water and waste-water systems, vertical transportation, and fire-protection systems. Students are evaluated through quizzes and projects. Learning objectives include:

- understanding the principles of energy usage in buildings, particularly for space conditioning
- understanding energy usage in buildings to design decision making
- understanding the relationship between environmental systems and sustainability
- understanding the relationship between building systems and human wellbeing
- understanding the principles and technologies of building-service and life-safety systems

ARC 575: Environmental Systems 3 (all tracks). With an ambition of achieving net-zero-energy buildings and a lower-carbon footprint, this course activates knowledge about building design and performance through the use of digital simulation. The learning process parallels professional practice, where the framing of “good questions” guides the use of simulation tools, critical analysis of results, and subsequent actions. The first portion of the course builds skills in both single-aspect and full-building simulation of performance, including lighting quality and quantity, available solar radiation, and energy use. The second portion of the course requires students to work collaboratively, like a professional consulting team, to synthesize multiple analyses in a more complex building, then articulate and support

recommendations for performance improvement. Students learn and are evaluated through skill-building exercises and a culminating synthesis project. Learning objectives include:

- understanding the importance of energy consumption within buildings
- executing analyses of thermal loads, solar exposure, and lighting quantity and quality
- understanding that energy, lighting, comfort, and building geometry are interrelated
- analyzing design options using simulation as an analysis tool
- supporting an argument for design decisions using simulation results

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
The Department of Architecture offers several venues for informing and preparing students for the transition to professional life, including both non-traditional careers and the path to architecture licensure and practice. In all cases, graduates enter the profession with a strong understanding of professional ethics, the regulatory context, and evolving business practices in the US. Complementing the career advisement services that the university and department provide to all students – including strong connections to alumni and other professional networks, symposia, and mentoring workshops – courses in this area encourage students to learn about and develop their own creative and meaningful paths through the profession, such addressing the climate-change crisis.

Curricular Aspects
The following courses address SC.2:

ARC 482/582: Professional Practice (all tracks). This course focuses on the contractual obligation of the architect, and the ethical and moral responsibilities of the architect. The course also examines the relationship of the architect to consultants, sub-consultants, and suppliers, as well as review the various roles that an architect might play in the management of construction and fabrication processes. The course utilizes lectures, discussions, student presentations, exams, and readings that include current AIA contracts, chapters from books, case studies, and journal articles. Students are evaluated by quizzes and exams. Learning objectives include:

- understanding contractual obligations of the architect to both the client and society
- understanding professional ethics and codes of conduct
- understanding the scope of an architect's responsibilities in relationship to contractors, consultants, and sub-consultants/-contractors
- learning other contracts and roles that an architect might enter
- exploring changing and emerging types and methods of architectural practice

ARC 575: Environmental Systems 3 (all tracks). Please see the course description, learning objectives, and learning methods in the response to SC.1.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:
A constellation of course types expand and deepen the knowledge gained in the previous category (SC.2. Professional Practice). Principles of life safety, land use, and current regulations related to buildings and sites are introduced in core design studios through the study of zoning codes during site-analysis and schematic-design, and building codes in the design-development phase. Environmental systems courses enhance students' awareness of building performance evaluation and life-safety issues, while the professional practice course provides a historical and contemporary view of the laws and regulations that govern the profession of architecture.

Curricular Aspects
The following courses address SC.3:

ARC 502: Architecture Design Studio 2 (3.5-year track). This second-semester design studio explores the increasingly complex relationships between context, morphology, typology, program, and the ways they inform one another throughout the architectural design process. The course incorporates zoning regulation studies as part of the site analysis phase the semester project. The design development phase of the studio integrates instruction on accessibility, life safety and egress principles. Students learn and are evaluated through precedent/case studies, site analyses, technical design reviews, and daily and formal comprehensive design reviews. Learning objectives include:

- translating principles from architectural precedent case studies from around the world to the design process
- applying site research (historical, social, cultural, physical, environmental) and documentation skills to design development
- demonstrating awareness, knowledge and understanding of disparate cultural practices, backgrounds, values, interests, and perspectives
- creating a site-specific, multi-scale architectural proposal
- understanding of ordering systems and morphological transformation
- understanding of life safety, egress, and accessibility guidelines

ARC 403: Architecture Design Studio 7 (4+2 research studio track). Please see the course description, learning objectives, and learning methods in the response to SC.1.

ARC 575: Environmental Systems 3 (all tracks). Please see the course description, learning objectives, and learning methods in the response to SC.1.

ARC 482/582: Professional Practice (all tracks). Please see the course description, learning objectives, and learning methods in the response to SC.2.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
Technical knowledge is particularly strong in the B.S. and M.Arch curricula at UB. This includes an emphasis on the relationship between meeting design ambitions and meeting structural, environmental, material, and other performative requirements. This knowledge begins with understanding the relationship between natural phenomena (and ecologies) and

the built environment, then, through a series of structures and construction, environmental-systems, and design courses, advances skills, knowledge, and critical thinking.

Curricular Aspects
The following courses address SC.4:

ARC 241/541: Environmental Systems 1 (3.5-year track, 4+2 research studio track). This course deals with environmental issues of site, light, and sound as they relate to architectural design. In the first half of this course, students develop an ability to respond to site characteristics including urban contexts, developmental patterning, zoning, soils, topography, ecology, climate, and building orientation. In the second half of this course, students are introduced to the environmental and design aspects of lighting and acoustics, including qualitative criteria and analytical processes of design. The utilizes lectures, readings, exams, and projects to direct and evaluate learning. Learning objectives include:

- understanding the relationship between the environment and architecture
- understanding concepts of site design to respond to issues like climate and topography
- understanding assessment, selection, and integration of lighting and acoustical systems as they relate to design
- provoking conscious, thoughtful, and inspired attention to natural forces, site ecology, and building technologies in support of the design of buildings

ARC 352/552: Structures 1 (3.5-year track, 4+2 research studio track). This course serves as a theoretical, scientific, and intuitive foundation toward understanding the function of structures. While technically driven, the course establishes a clear understanding of the relationships among architectural form, space, and structure. Coursework includes lectures, drawings, reflective journaling, and group work. Learning objectives include:

- understanding that structural design is both the efficient and imaginative redirecting of forces toward the ground
- understanding that structures and materials are so interdependent they cannot be regarded individually
- understanding the five forces that determine form: tension/pull, compression/push, bending/flex, shear/sliding, torsion/twist
- understanding the differences between one-way and two-way load-bearing systems
- understanding that forces are invisible and what we observe are the results of forces moving or deforming material bodies
- understanding that the triangle, due to its inherent stability, is the basis of most structural forms, both human-made/natural
- understanding the necessity of economy, i.e., structure as the way to achieve the most strength from the least material
- understanding that structural members are usually weakest, and thus fail, at their intersections
- understanding that, from a certain height above the earth, the structural consequences of lateral stability (wind/seismic) far outweigh those caused by gravity
- understanding the modern structural concept of elastic stability, i.e., strength gained through flexibility while retaining exceptional lightness

ARC 453/553: Structures 2 (all tracks). The second course in the Structure sequence will investigate the relationship between structure and architecture. The course is framed as a dialogue between an architect and an engineer. To discuss the role of structural design in architectural form-making, an elemental numerical understanding of structural requirements will be studied including parametric 3D modeling and analysis. Structural materials such as masonry, timber, steel, and concrete will be reviewed as gravity and lateral force resisting systems in the context of contemporary practices by architects and engineers. Structural

design and details will be reviewed to understand how structural ideas are developed and applied in the construction documentation. Students are evaluated through mid-term/final exams and weekly homework/project submissions. Learning objectives include:

- investigate the relationship between architectural design and structural design.
- examine the basic numerical understanding of structural requirements.
- understand the concepts of force equilibrium, structural stability, loads, member strength design, and serviceability will be explored.
- learn basic structural analysis skills using parametric analysis software.
- understand structural materials such as masonry, timber, steel, and concrete.
- explore project-based problem solving through the topics described in the course requirements and course schedule.

ARC 555: Structures 3 (all tracks). This third course in the structures sequence connects the basic understanding of structural behavior acquired in previous courses to the design-related thinking integral to the production of architecture. Drawing on architectural canons, contemporary projects, and material experimentation, students explore how structures play a role both as provider of necessary stiffness and strength, and as an instrument for creating architectural spaces that embody other qualities. This object-space duality is the conceptual framework used to identify both mechanical and spatial function. In addition to lectures and tutorials, the course utilizes group projects and individual drawings and journal entries to guide and evaluate learning. Learning objectives include:

- understanding the physical nature of structural systems, in addition to the mathematical analysis of individual components
- understanding the interplay among structure, architecture, and culture as it pertains to reinforced concrete
- developing a sense of structure, materials, and construction methods as the media for the creation of architecture
- learning how to use this media in creative and appropriate ways
- developing basic knowledge of the conventions of structural systems, building materials, and assemblies
- learning how to document basic structural systems, building materials, and assemblies through drawings and models
- offering opportunities to apply knowledge gained in structures, materials, and assemblies in a design-related project

ARC 442/542: Construction Technology (all tracks). This course focuses on understanding construction materials and systems, with an emphasis on the translation of design concept into built artifacts. Through the careful study of buildings that exhibit a significant integration of intention and technique, students develop an appreciation for the value of fully resolved execution. Learning occurs through lectures, exams, and drawing assignments to both build a comprehension of basic construction techniques and to grow understanding of the link between design intentions and technical means. Learning objectives include:

- introducing construction materials and systems, and the concept of integrated design for both small- and large-scale construction
- demonstrating how architects select and manipulate standard materials and systems to support particular conceptual strategies
- applying the material presented in lectures to understanding construction documents and the development of three-dimensional technical drawings

ARC 473/573: Environmental Systems 2 (all tracks). Please see the course description, learning objectives, and learning methods in the response to SC.1.

ARC 575: Environmental Systems 3 (all tracks). Please see the course description, learning objectives, and learning methods in the response to SC.1.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

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.

Program Response:
In synthesis design studios, students are given project briefs that include more pluralistic contextual considerations – including socio-cultural and environmental factors – and are asked to make design decisions through processes of synthesizing various user requirements, researching regulatory requirements, considering site conditions, and implementing knowledge of accessible design. Projects draw on research about site history, demographic trends, inclusive design strategies, ecological factors, and zoning and building codes. Synthesis studios also include an environmental impact assessment phase for students to understand how design decisions affect the built environment.

Curricular Aspects
The following courses address SC.5:

ARC 301: Architecture Design Studio 5 (4+2 research studio track). This studio focuses on the design of a boat house and public exhibition space through processes of synthesizing environmental conditions, including site research, zoning requirements, accessible design, and building codes. Students work through a full-scale construction exercise at the start of the semester to better understand the relationship between structure and envelope, how to construct an object of complex geometry, and how to work in teams. The design-development phase includes various design reviews, as well as an environmental impact assessment for students to understand how design decisions affect building performance. Learning objectives include:

- understanding the maritime history of the Great Lakes and the relationship to urban development
- understanding the relationship between site design at the water's edge and building construction
- developing skills to collaborate on the fabrication of a 1:1 prototype
- understanding how to negotiate, compromise, and work together as a team to reach specific goals
- learning and respecting ideas that are different from your own
- developing skills to make decisions collectively
- understanding how to communicate and coordinate in executing a collaborative project and to better understand the amount of time, labor, tasks, and finances necessary to execute a project
- understanding how to the design the relationship between public and private spaces
- developing a design that ensures that public spaces meet ADA requirements
- designing publicly accessible outdoor spaces that accommodate a range of activities
- understanding the requirements of access ramps for launching boats
- understanding the relationship between public display areas and circulation spaces
- understating the physical construction necessary between land and water
- understanding that building projects must meet multiple regulatory requirements
- designing egress and exiting systems
- understanding that multiple codes might apply to a project, e.g., maritime and building codes
- understanding the history of the context in which you are designing

- understanding how docks provide pedestrian access to boats in the water, and what is required to get into and out of small craft
- understanding the measurable outcomes of building performance
- understanding how to assess the environmental impacts of material decisions

ARC 503/603: Architecture Design Studio 3 (3.5-year track, 2-year synthesis and integration track). This studio focuses on a neighborhood community center, working explicitly to consider diverse scales – from the scale of the object to the scale of the street and neighborhood – and how they impact the design of a building. The studio considers the ecological footprint of materials and the building, and explores strategies for adaptive reuse in a post-industrial city. Learning objectives include:

- exploring pluralistic contextual conditions – including social, ecological, cultural, and historical factors – and synthesize them as drivers in the design process
- understanding the interrelated considerations of site planning, building program development, material selection, construction technologies, environmental systems and how they can be synthetically coordinated in the process of architectural design
- exploring formal, spatial, and conceptual ideas through strategies of representation and making, and to integrate these studies into building design
- working iteratively to integrate aesthetic, technical, social, ecological, and cultural aspects of building design into cohesive architectural proposals
- understanding ways to analyze the built environment at different scales – from objects to buildings to streets and neighborhood – and to utilize these analyses in formulating ideas for site-specific building proposals
- developing strategies to adaptively reuse existing structures
- understanding how to evaluate the environmental impacts of material decisions

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

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.

Program Response:
In building integration studios, projects focus on building types and programs that require a focused understanding of building envelope systems and assemblies, structural systems, environmental controls, life safety, and general building performance. Undergraduate integration studios focus on the design and development of “social infrastructures,” i.e., multi-functional buildings that serve as public amenities, while graduate integration studios utilize the program of an art museum to work through the necessary design criteria, including daylighting and environmental systems factors, circulation and access of public spaces, and structural requirements for large and small spaces. Studios are also coordinated with building technology courses, enabling students to apply the knowledge gained to their design projects. Undergraduate integration studios are frequently taught with technical advisors from professional practice, such as structural and mechanical engineers who join interim project reviews. Environmental Systems 3 provides instruction and hands-on application in using simulation tools to analyze building performance in terms of environmental factors.

Curricular Aspects
The following courses address SC.6:

ARC 302: Architecture Design Studio 6 (4+2 research studio track). This studio focuses on design as an integrative process among program, site, social conditions, and technology. The studio focuses on the contribution of a specific building type, a community center, to the

social infrastructure of a region. Projects explore how building design can facilitate social interaction and how the incorporation of passive sustainable strategies can result in a resilient building. The studio focuses on developing integrated building designs that address structure, envelope, building systems, energy performance, and climate-responsive design. Learning objectives include:

- understanding the role of the design process in shaping the built environment
- understanding the impact of buildings design on different settings and scales of development, from buildings to cities
- understanding the structural systems required to accommodate different size program spaces
- understanding the role of environmental control systems and the measurable outcomes of building performance
- applying an understanding of the role of life safety systems, particularly egress stairs in building design
- integrating building envelope systems and assemblies
- demonstrating methods by which design processes integrate multiple factors

ARC 504/604: Architecture Design Studio 4 (3.5-year track, 2-year synthesis and integration track). This studio focuses on integrated architectural design. The studio encourages students to take an active and critical position that synthesizes wide-ranging and often conflicting considerations into an integrated proposal that is coherent in conceptual, formal, and practical terms. The studio addresses design concept, program, site, construction, and technology. Design work is informed by engagement with urban issues, history and culture, material and craft, structural and environmental systems, life safety, and accessibility. Learning objectives include:

- formulating a site-specific architectural proposal with a conceptual framework that works at multiple scales, from the city to the detail
- sharpening critical awareness of the interaction among aesthetic, technical, social, cultural, political, and economic values in architecture and urban design
- exploring the formal, spatial, and conceptual potential of materials and construction assemblies and the interplay of multiple ordering systems
- understanding the building envelope as a cultural and environmental mediator
- developing strategies of integrated, sustainable design
- developing iterative design skills as part of a collaborative design team
- refining skills of verbal and visual presentation

ARC 575: Environmental Systems 3 (all tracks). Please see the course description, learning objectives, and learning methods in the response to SC.1.

Assessment Results and Planned Actions
Please see Appendix 3: Assessment Plan.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

The University at Buffalo has maintained continuous accreditation by the Middle State Commission on Higher Education since 1921. An overview of this process and accrediting body can be found on UB's website and the letter documenting UB's term of accreditation is seen in Appendix 1.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The curricula for all programs, including required coursework, can be found here:

- B.S. in Architecture program
- 3.5-year M.Arch program
- 2-year M.Arch, synthesis and integration track
- 2-year M.Arch, research studio track

Core curricula are evident in the PC/SC matrices (Appendix 2), course descriptions are included in the responses to section 3 (Program Criteria and Student Criteria), and course documents can be found in the digital archive provided to the visiting team.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
The SUNY system requires 30 credit hours of general education across a minimum of seven of the following: basic communication (required), mathematics (required), American history, other world civilizations, foreign language, social sciences, humanities, the arts, natural sciences, and Western civilizations. The Middle States Commission on Higher Education (MSCHE, regional accreditor) does not have a credit count, but has a broad statement about expanding students' "cultural and global awareness" and ensuring that they "acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy."

UB has a general education program all undergraduate students must complete for their degree called the UB Curriculum (UBC), which fulfills both SUNY and MSCHE requirements. The UBC, which all B.S. in Architecture students complete, has four components:

- UB Seminar (1 or 3 credits): All new UB undergraduate students take a discussion-based seminar built around grand challenges and big ideas in their first semester. Architecture students take AED 199: The Architect's Mind and Body, which explores and discusses the opportunities and challenges of architectural education, discusses types of architectural careers, builds foundational skills for success in college, and integrates peer mentoring.
- Foundations (at least 18 credits): These include courses in writing, math, and the natural sciences to promote critical thinking, creative problem-solving, enhanced communication skills, cultural competencies, and ethical and analytical reasoning. Like with other majors, the foundations courses that architecture majors take are designed specifically to support their academic needs and success.
- Pathways (at least 18 credits): Students complete a series of courses in a thematic area of their choosing. They also complete courses with diversity content and at least three of the following areas: world languages, world history and global awareness, the arts, humanities, social sciences, and US history and civic engagement.
- Capstone (1 credit): A final project that integrates learning from the entire UB Curriculum culminates the general education program.

Undergraduates also take elective courses and pursue minors. Of the 70 B.S. in Architecture students who graduated in 2022/23, exactly 50% completed a minor in areas such as environmental design, studio art, theatre, or sociology. Students also can pursue department-led study abroad, whereby all credits earned can be applied toward both major and UB curriculum requirements. Historically, approximately half of undergraduate architecture majors study abroad, the highest rate of participation on campus, enabling most of them to graduate in 3.5 (rather than four) years and begin the M.Arch program in the spring semester.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
Students have opportunities to take electives in each of the M.Arch tracks. Students in the 2-year M.Arch research studio track take 15 credits of electives; students in the 2-year M.Arch synthesis and integration track take six credits of electives, with the opportunity to apply for course waivers, which convert to additional electives; and students in the 3.5-Year M.Arch take nine credits of electives. Electives are offered by the department each semester and include courses like ARC 521: Global Practices of Design, ARC 549: Architectural Materials, and ARC 606: Research Methods. In addition, students may take electives outside the department, such as DMS 518: Emerging Technologies, AMS 504: Diversity and Cultural Awareness, and URP 501: Evolution of Urban Structures. In addition, the required GRG studios and seminars "feel" like electives, as they have the option of choosing courses from across the five specializations – Ecological Practices, Inclusive Design, Material Culture, Situated Technologies, or Urban Design. Many students also fulfill elective requirements over the summer by participating in one of the study-abroad programs.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
In addition to the M.Arch degree, the School of Architecture and Planning offers the following:

- Minor in Architecture
- Minor in Environmental Design
- Bachelor of Arts in Environmental Design
- Bachelor of Science in Architecture
- Master of Urban Planning
- Master of Science in Architecture
- Master of Science in Real Estate Development
- Master of Science in International Development and Global Health
- Advanced (Graduate) Certificate in Affordable Housing
- Advanced (Graduate) Certificate in Historic Preservation
- Ph.D in Urban and Regional Planning

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
N/A

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a

minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:
UB's Department of Architecture offers a pre-professional B.S. in Architecture, which enables admission to the 2-year M.Arch program; a 2-year M.Arch research studio track for students who have completed the previous program (or a similar NAAB-affiliated program); a 2-year M.Arch synthesis and integration track for students with substantive undergraduate architecture coursework, but who are missing core NAAB requirements such as design synthesis and integration; and a 3.5-year M.Arch program for students with an undergraduate degree in a non-architecture major. Links to these programs are provided in 4.2.1 above, with credit hours listed below:

- B.S. in Architecture: 128 credits
- 4+2 M.Arch, research studio track: 64 credits + bachelor's degree in architecture with substantive NAAB-allied coursework
- 2-year M.Arch, synthesis and integration track: 64 credits + bachelor's degree in architecture
- 3.5-year M.Arch: 112 credits + bachelor's degree in any major

The most common path for UB students is the 128-credit B.S. + 64-credit M.Arch research studio track, for a total of 192 credits. Students in the synthesis and integration track typically complete 120 undergraduate credits + 64 M.Arch credits, for a total of 184 credits. Students in the 3.5-year program typically complete 120 undergraduate credits + 112 M.Arch credits, for a total of 232 credits.

The MSCHE does not mandate credit hours. They require that programs: (a) "are designed to foster a coherent student learning experience and to promote synthesis of learning," (b) "are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student," and (c) "include sufficient course content and program length appropriate to the objectives of the degree or other credential."

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
N/A

The summaries of 4.2.1, 4.2.2., 4.2.3, and 4.2.5 are outlined below for each track.

4+2 M.Arch Research Studio Track							
Required Prof. Courses	**Crds.**	**Elective Prof. Courses**	**Crds.**	**General Studies**	**Crds.**	**Optional Studies**	**Crds.**
ARC 101	6	ARC XXX (UG)	3	AED 199	1	Elective (UG)	3
ARC 102	6	Elective (Grad)	3	ARC 211	3	Elective (UG)	3
ARC 121	3	Elective (Grad)	3	Calc. (variable #)	4	Elective (Grad)	3
ARC 201	6	Elective (Grad)	3	Comm. Literacy	3	Elective (Grad)	3
ARC 202	6			ENG 105	4		

ARC 231	4			Pathway Course	3		
ARC 234	4			Pathway Course	3		
ARC 241	3			Pathway Course	3		
ARC 301	6			Pathway Course	3		
ARC 302	6			Pathway Course	3		
ARC 311	1			Pathway Course	3		
ARC 312	1			PHY 101	4		
ARC 352*	3			UBC 399	1		
ARC 362	2						
ARC 403	6						
ARC 404/406	3						
ARC 404/406	3						
ARC 411	1						
ARC 412	1						
ARC 442	4						
ARC 453	3						
ARC 473	3						
ARC 555	3						
ARC 575	3						
ARC 582	3						
Technical Methods	3						
Intellectual Domain	3						
Research Studio	7						
Technical Methods	3						
Intellectual Domain	3						
Research Studio	7						
Studio/Dir. Research	7						
Studio/Thesis	7						

2-year M.Arch Synthesis and Integration Track							
Required Prof. Courses	**Crds.**	**Elective Prof. Courses**	**Crds.**	**General Studies**	**Crds.**	**Optional Studies**	**Crds.**
ARC 511	3					Elective	3
ARC 512	3					Elective	2
ARC 542	4						
ARC 553	3						
ARC 555	3						
ARC 573	3						
ARC 575	3						
ARC 582	3						
ARC 603	7						
ARC 604	7						
ARC 611	3						
Tech.Meth./Int.Dom.	3						
Studio/Dir. Research	7						
Studio/Thesis	7						

3.5-year M.Arch Track							
Required Prof. Courses	**Crds.**	**Elective Prof. Courses**	**Crds.**	**General Studies**	**Crds.**	**Optional Studies**	**Crds.**
ARC 501	7	Elective	3			Elective	3
ARC 502	7	Elective	3				
ARC 503	7						
ARC 504	7						
ARC 511	3						
ARC 512	3						
ARC 531	3						
ARC 534	3						
ARC 541	3						
ARC 542	4						
ARC 552	3						
ARC 553	3						
ARC 555	3						
ARC 562	2						
ARC 573	3						

ARC 575	3						
ARC 582	3						
ARC 603	7						
ARC 604	7						
ARC 611	3						
Technical Methods	3						
Intellectual Domain	3						
Research Studio	7						
Technical Methods	3						
Intellectual Domain	3						
Studio/Dir. Research	7						
Studio/Thesis	7						

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

The department's recruitment and application processes are tailored to the academic background of each applicant and the program track to which they are applying. The graduate admissions website for the department outlines these paths and subsequent workflows (summary shown in table below). In concert, the graduate recruitment director advises students on the paths, the requirements for each track, and the admission criteria. All applications and admissions processes occur through Slate, a CRM/communications system in which the department has built specific workflows and checklists to structure the review process and responsibilities, ensure fair and consistent review, and safeguard curricular and accreditation integrity. To assure a rigorous process, faculty and staff receive training in Slate and specific instruction on review criteria and processes. The graduate recruitment director and Slate manager oversee day-to-day operations, proactively and responsively providing guidance where needed; they, in turn, are supervised by the associate dean for academic affairs, and guided by the department chair and director of graduate studies (DGS). The backgrounds of candidates, program tracks, and review processes are summarized below.

Academic Background	**Program Track**	**Review Process**
B.S. in Architecture from UB	2-year M.Arch, Research Studio Track	Expedited Review Based on GPA
B.S. in Architecture (or Equivalent) from a Peer 4+2 Program	2-year M.Arch, Research Studio Track	Comprehensive Review
B.S. in Architecture (or Equivalent) from a Non-peer Program	2-year M.Arch, Synthesis and Integration Track	Comprehensive Review
B.S. in Architecture (or Equivalent) from an International Institution	2-year M.Arch, Synthesis and Integration Track	Comprehensive International Review
Non-architecture Bachelor's Degree from any Institution	3.5-year M.Arch Program	Comprehensive Review
Any of the Above	Dual-degree Programs	Comprehensive Review

Students graduating from the B.S. in Architecture program at UB with a GPA of 3.0 or higher, having have met all NAAB-allied course requirements, complete an abbreviated application and go through an expedited review. Students who graduate from the program with less than a 3.0 GPA go through a comprehensive review that includes a portfolio submission, faculty reference checks, and a detailed transcript review. UB undergraduates, having completed a large percentage of NAAB-allied coursework, comprise the largest percentage of students in the 2-year M.Arch research studio track.

Students graduating with a B.S. in Architecture (or similar degree) with intensive NAAB-allied coursework from a peer (4+2) program are also eligible to apply to the 2-year M.Arch research studio track. Because of the intense requirements, this path typically includes less than ten applicants per year. Multiple checks (described below) are in place to ensure that candidates are eligible for this track, whereby ineligible candidates are advised to reapply to the 2-year M.Arch synthesis and integration track.

International and domestic students who have completed an undergraduate architecture program, but who are missing core NAAB-allied coursework, are encouraged to apply to the 2-year M.Arch synthesis and integration track. The application process for this track includes two important layers of review before applications are evaluated for admission. First, admissions staff check applicant transcripts to confirm that students have taken the appropriate minimum number of studios (five) and credits (44) to qualify for the program, and that such credits were granted either by a regionally accredited four-year US college or university or an equivalent credential from a qualifying international institution. Students who do not meet either of these thresholds are encouraged to apply to the 3.5-year M.Arch program. Second, following the initial transcript review, qualifying applicant materials are reviewed for evidence of successful completion of preparatory coursework and several NAAB criteria. This review has two parts:

- The applicant portfolio is reviewed for architectural design competencies that have prepared students to enroll in the synthesis and integration studios.
- Applicant transcripts are evaluated for equivalencies in Structures 1 and 2, Environmental Systems 1, and History 1 and 2.

Students who do not have evidence of this coursework are contacted and encouraged to apply to the 3.5-year M.Arch program. After completing the above steps, eligible candidates enter the faculty-review phase. This phase includes a review of each applicant's portfolio, transcript, written statement, and recommendation letters. Each item is scored according to a rubric in the Slate system. Two faculty members review all applicants – one representative from the admissions committee and one faculty member who reviews all research-studio-track and synthesis-and-integration-track candidates to both ensure consistency and double-check NAAB-allied coursework.

International applicants receive additional review by admissions staff in the School of Architecture and Planning and in UB's Office of International Admissions. This includes English language proficiency, visa eligibility, and other factors.

Students with non-architecture undergraduate degrees, or who have been re-tracked per the above review processes, apply to the 3.5-year M.Arch program. Like the synthesis and integration track, these candidates submit transcripts, written statements, and reference letters. In lieu of a portfolio, they are asked to submit work samples that exemplify their background, experiences, and skills – such as research papers or creative writing, photography or artwork, music or other media, academic or personal projects, etc.

Students applying to any of the dual-degree programs receive two independent reviews, one from each department of the respective program. For example, the Department of Architecture and the Department of Urban and Regional planning review all M.Arch-MUP

candidates, while the Department of Architecture and the School of Management review all M.Arch-MBA candidates. As such, it is possible for students to be admitted to the full dual-degree program, to only one of the programs, or to neither. The architecture portion of the review follows the same process as outlined in the above tracks.

For all tracks, admitted students may request waivers from individual courses. A formal request is submitted through Slate to the DGS and the graduate program coordinator (GPC/academic advisor). Students then submit documentation, such as course syllabi and grades, for the course(s) they are seeking to be waived. Students must have achieved a B- or better in the equivalent course, verified via transcript submission, and may be required to provide additional documentation. The DGS and GPC then facilitate a review of documents by a faculty member who teaches in that area, e.g., construction technology. Students whose waivers are not approved remain in the required course(s). Students whose waivers are approved do not receive a reduction in credit hours but can replace the required course with an elective or independent study. More information on course waivers can be found here.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
Please see section 4.3.1.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
In addition to the rigorous process outlined in 4.3.1, the university and department have several additional measures in place. The Graduate School at UB has admissions requirements that apply to all applicants. Students must have a bachelor's degree or equivalent from an accredited/government-recognized college or university; students must have a GPA of 3.0 or higher, or the equivalent in international grade point average, as documented in an official transcript; and students must have recommendation letters. UB allows programs to decide whether to require standardized testing, which the Department of Architecture does not require. International applicants must demonstrate English language proficiency. Students not meeting UB's broad admissions requirements are denied admission to the program and not encouraged to apply for other programs.

The requirements for the M.Arch programs are clearly articulated on the School of Architecture and Planning website (please see the weblinks below for specific admissions requirements for each program). As stated in section 4.3.1, additional requirements must be met for admission to each of the professional programs and tracks: 2-year M.Arch research studio track, 2-year M.Arch synthesis and integration track, 3.5-year M.Arch.

5—Resources

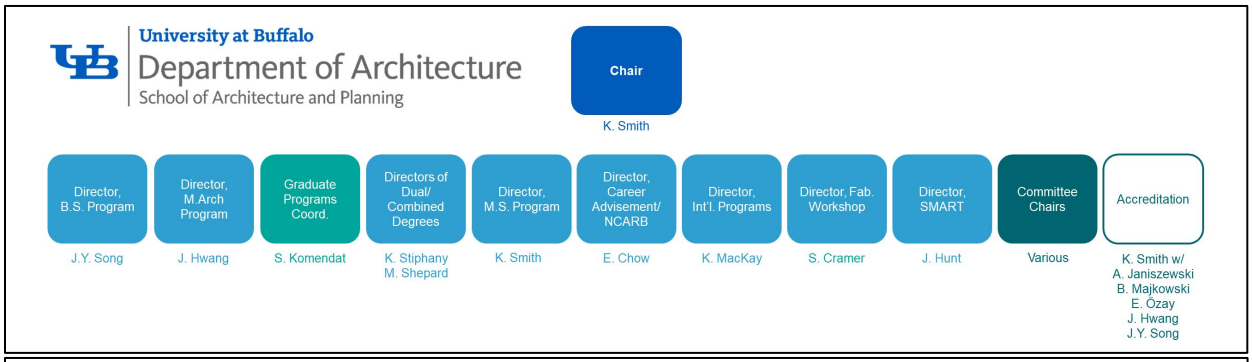
5.1 Structure and Governance

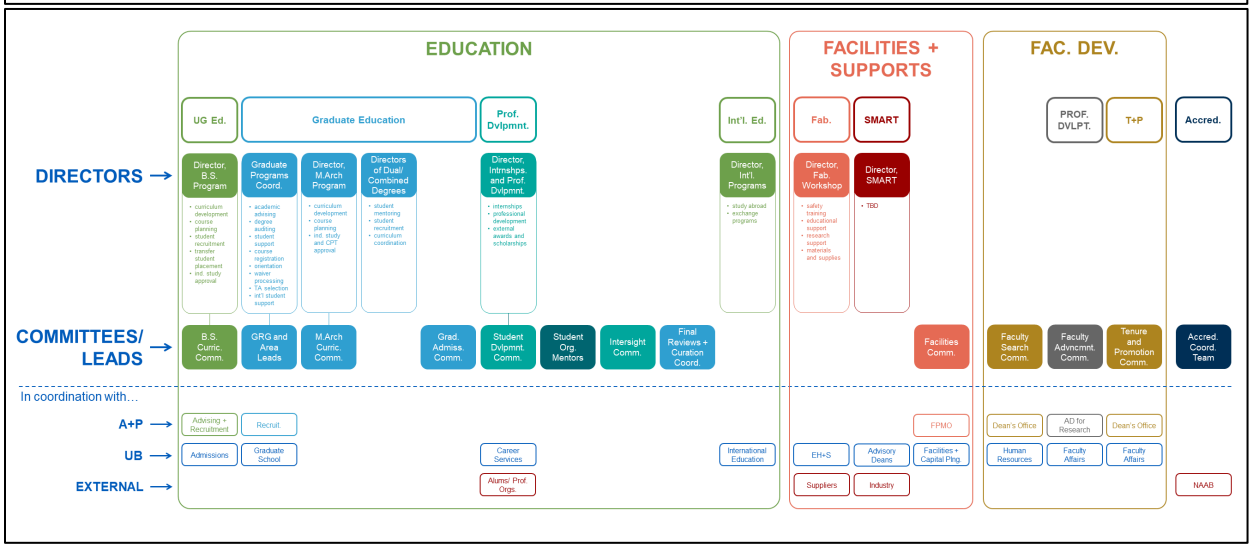
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

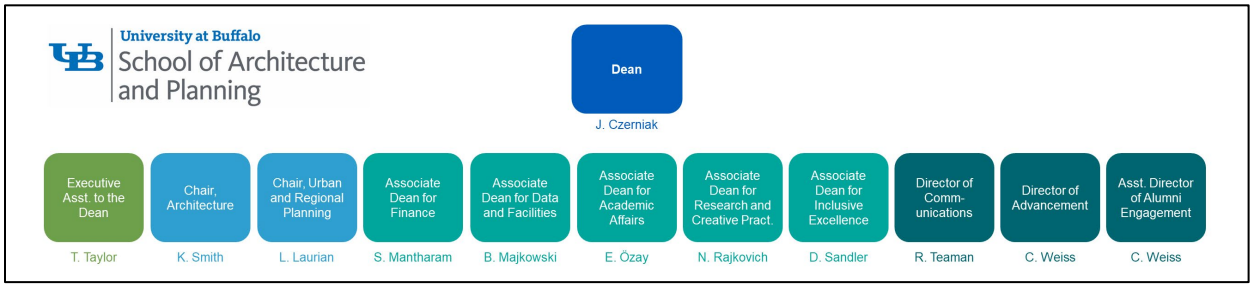
Program Response:

The undergraduate and graduate programs in the Department of Architecture are stewarded, respectively, by a director of undergraduate studies (Song) and director of graduate studies (Hwang) who are tenured faculty members and who each lead curriculum committees. The directors, other committees (seen in 5.3.2), such as the Tenure and Promotion Committee (Rafailidis, committee chair), and all other full-time and part-time faculty in the department report to the chair (Smith).

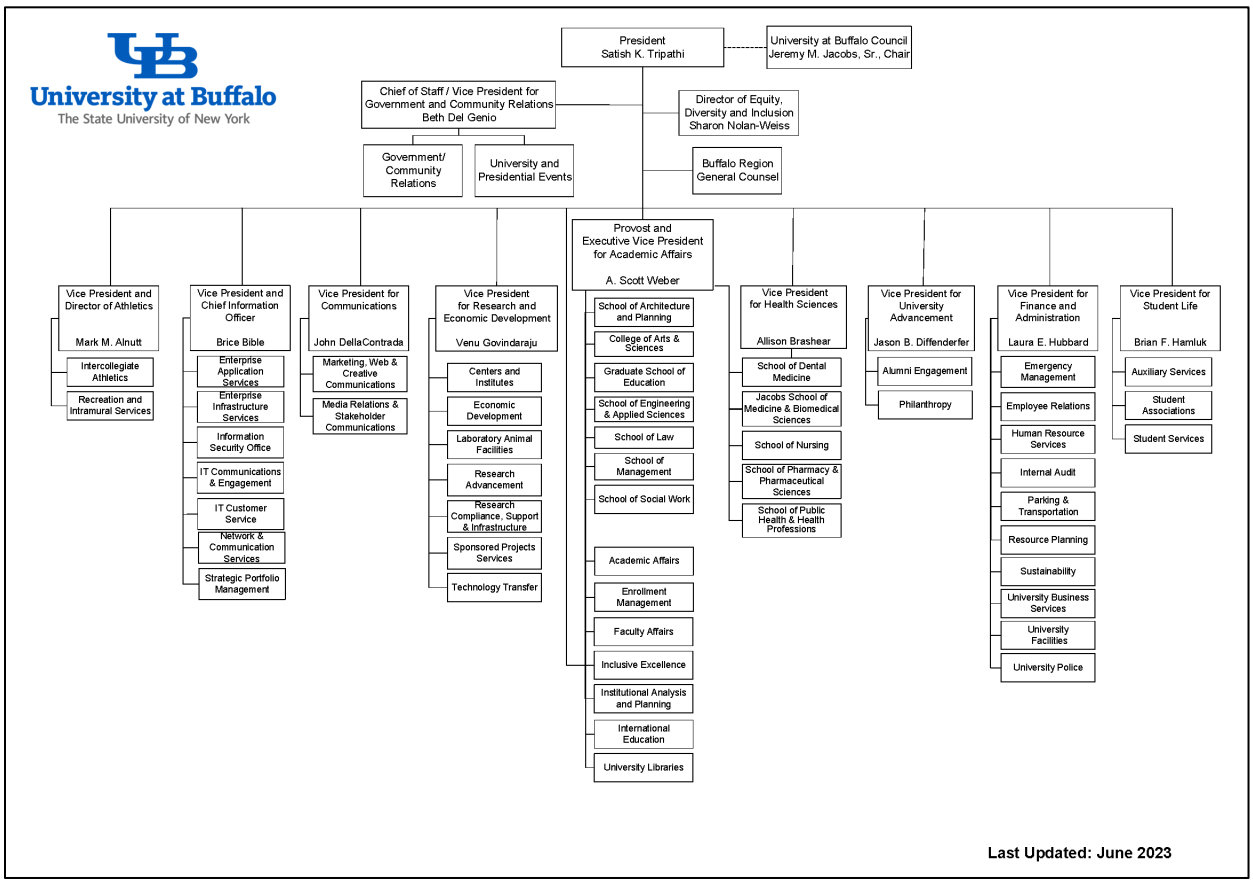




The chair, in turn, reports to the dean (Shibley/Czerniak) of the School of Architecture and Planning, as do the dean's leadership team – associate deans for academic affairs (Özay), research and creative practice (Rajkovich), inclusive excellence (Sandler), finance and IT (Mantharam), and data and facilities (Majkowski).



All deans at the university report to the provost and executive vice president for academic affairs (Weber), who, in turn, reports to the president (Tripathi) of the university. The UB Faculty Senate and UB Professional Staff Senate work across the institution through an array of committees who provide recommendations to the president.



5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
As stated on the website of the faculty senate:

> *Most American universities are corporate bodies formally organized on hierarchical lines. The corporate authority of American universities is usually vested in a lay board of trustees, which in turn appoints delegates, a chief executive and subordinate*

executive officers to exercise its authority. The State University of New York [SUNY] and the University at Buffalo follow this pattern, with the variation that they exist as agencies of government rather than as separate corporate entities.

SUNY leadership includes a chancellor, board of trustees, professional staff, membership from the leadership of all 64 campuses, and several additional senates/assemblies. The university and SUNY work closely with several unions, such as the United University Professions (UUP) and the Civil Service Employees Association (CSEA), on the negotiation of faculty and staff contracts, as well as grievances. Both curricular proposals and tenure of faculty members follow this hierarchical chain of approval, including SUNY-level review (and State Education Department review in the case of degree programs).

Student assemblies and unions exist at both the university and SUNY levels. While they do not hold voting rights according to university bylaws, in the Department of Architecture, students inform curricular, pedagogical, and student-life decisions through the student representatives and organizations described several times in this document. Students are also included in faculty searches and other important activities of the department, such as planning and carrying out orientation, commencement, Atelier Week, public programs, and off-campus travel. Staff play similar roles in informing curricular and other decisions, and with informing, planning, and carrying out the aforementioned activities. Staff also participate in annual reviews, which identify areas of strength and areas for improvement, as well as guide priorities, revise responsibilities, and inform the merit raise process.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
The university's mission, vision, and goals are outlined in Section 1. In addition, both the School of Architecture and Planning and Department of Architecture have strategic plans and priorities that complement those of the institution.

The strategic plan of the School of Architecture and Planning, Shaping Our Future: 2019-2024, includes eight synergistic goals: (1) promoting equity, inclusion, and diversity, (2) supporting students, (3) propelling faculty, (4) strengthening staff, (5) launching programs, (6) investing in facilities, (7) inspiring engagement, and (8) building reputation.

The Department of Architecture maintains four mission-based priorities:

1. providing a top-tier, accredited architectural education
2. delivering impactful research, scholarship, and creative/professional work
3. carrying out service activities both internal and external to the university, including emphasis on collaborations with external partners – academic peers, professional practice, industry, and community organizations – to achieve shared goals
4. promoting an ambition, a culture, and practices of inclusive excellence across all three aforementioned areas

Building on prior years' goals and through ongoing departmental discussions, the Department of Architecture has 11 strategic priorities for Academic Year 2023-2024 (AY23/24):

1. *Completing NAAB re-accreditation.* This is a primary focus of AY23/24 and involves a comprehensive report and review of programs; goals; faculty, students, and staff; facilities; budget; governance; and institutional context.

2. *Continuing discussions and assessments of the core undergraduate and graduate programs.* This includes submitting curricular revisions to the university and state for approval, while launching deeper discussions into course content and pedagogy.
3. *Advancing student diversity, enrollment, and success, particularly at the graduate level.* This entails a close review of barriers and strategies in recruitment, admissions, enrollment, curricula, educational experiences, and professional development.
4. *Advancing student support services as well as extracurricular opportunities.* This includes an assessment of met and unmet needs, coordination between school/departmental and university staff, internal coordination of staff and faculty, philanthropic and operational support to meet goals and needs.
5. *Expanding study abroad as a core educational experience.* This involves a review of budgetary implications, as well as a formal assessment of study-abroad communications, enrollment practices, and learning outcomes.
6. *Exploring, developing, and launching new degree programs.* This likely entails a departmental or school-wide committee to solicit and proactively search for a diverse range of undergraduate and graduate minors/concentrations, certificates, and full-degree programs; and to evaluate budgetary, ethical, curricular, facilities-based, and other implications of each prospective program.
7. *Hiring and retaining diverse, exceptional faculty.* This necessitates a multi-faceted review of faculty hiring needs and opportunity areas allied with university, school, and departmental aspirations and missions.
8. *Facilitating the professional development and success of all faculty.* This entails a review and revision of school and departmental bylaws, guidelines, and standard practices; a review of workloads, productivity, and rewards; an evaluation of faculty development needs; and alignment of resources with goals and needs.
9. *Communicating the work and accomplishments of faculty, students, and staff; and elevating the national reputation of the department.* This involves a review of communications priorities and strategies in the school and department across all media, and a commensurate allocation of time and resources to meet priorities.
10. *Increasing the percentage of allocated time and productivity of scholarly work among the ladder faculty, commensurately decreasing the percentage of teaching time.* This requires a careful and insightful review of the literature, peers, other departments at UB, and our practices to determine fair-yet-flexible strategies.
11. *Emphasizing staff development and retention.* This includes cultivating a positive work environment, ensuring that all staff are receiving routine formal and informal feedback, reviewing salaries, and providing professional development opportunities.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
The university and school track a variety of performance measures. This includes items that the federal government, state, and accrediting body (MSCHE) require, as well as common higher-education benchmarks and ranking criteria.

Key performance indicators (KPIs) regarding students include:

- application and admissions numbers, demographics, and academic profiles
- transfer application and admissions numbers, demographics, and academic profiles
- international application and admissions numbers, demographics, and academic profiles
- four-, five-, and six-year graduation rates
- undergraduate retention/persistence rates
- student financial need and support
- engagement of students in clubs and activities

KPIs regarding faculty include:

- awards and external recognition
- external funding
- publication record
- citation metrics
- course evaluations and teaching performance
- service record

Other KPIs include:

- philanthropic support
- facilities, such as teaching spaces, libraries, offices, research spaces, museums, and residence halls
- communications effectiveness
- computing services and infrastructure
- sustainability and environmental impacts

Performance and trends regarding the above KPIs are tracked through the following:

- University Factbook
- Office of Institutional Analysis
- Common Data Set
- IPEDS
- Academic Analytics (proprietary)
- UB Course Evaluations (SmartEvals, proprietary)
- faculty annual reports
- University Advancement
- University Facilities: Planning, Design, and Construction
- University Communications
- UB Information Technology
- UB Sustainability

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
In November 2021, the dean's office assessed progress toward the 35 objectives of the school's strategic plan (outlined in 5.2.1). The summary of this assessment is below:

- Goal 1: five objectives met, one partially met, and one unmet
- Goal 2: five objectives met, one partially met, and one unmet
- Goal 3: three objectives met, two partially met, and none unmet
- Goal 4: four objectives met, none partially met, and none unmet
- Goal 5: two objectives met, two partially met, and none unmet
- Goal 6: three objectives met, none partially met, and one unmet
- Goal 7: three objectives met, none partially met, and none unmet
- Goal 8: two objectives met, two partially met, and none unmet

In total, 27 of the objectives were met by 2021. Progress will be reevaluated in 2024.

In spring 2023, the department chair delivered a progress report to the dean regarding the Department of Architecture's progress toward its three-year (AY21/22-AY23/24) strategic priorities. It is important to note that, for AY20/21 and AY21/22, the department continued to focus on the two-part mission of managing health and safety during the pandemic while also ensuring student, faculty, and staff success. A summary of progress is below:

1. *Hiring and retaining diverse, exceptional faculty.* From AY20/21 to AY21/22, the department carried out clinical and tenure-track searches that yielded nine full-time faculty. Among existing faculty members, one faculty member with an external offer

was retained; two were not retained. A search was completed in summer 2023 for a new director of digital fabrication (clinical faculty member).

2. *Recruiting and retaining diverse, talented students.* Graduate student recruitment is strong. The diversity of the student body is also strong. Undergraduate student retention and success remain critical priorities, as both mental health and educational preparedness are ongoing challenges. Nevertheless, the School of Architecture and Planning has a first-to-second-year undergraduate student retention rate (91%) that exceeds the university retention rate (87%), which is significantly higher than the national average (67%).
3. *Hiring and retaining diverse, skilled staff.* Staff hiring has been commensurate with the school's and departments' workforce planning. The department hired two new support staff in AY21/22. Staff development and retention remains critical to the quality and efficacy of serving students and faculty, and to managing multiple transitions in departmental and school leadership in AY23/24.
4. *Advancing student success, professional development, and career transitions.* A full-time, clinical faculty member was hired in AY21/22 to focus on student professional development. Several successes in securing external funding, student awards, and internships have been achieved. The strategic plan for student professional development continues to be refined.
5. *Facilitating the professional development of all faculty and staff.* Tenure-track mentoring continues to be a strength in the department. Likewise, annual reviews and support for professional staff development is in place. A key area of focus is on increasing support for post-tenure faculty, along with formalizing a process for garnering more external awards for faculty at all ranks. Developing more robust policies, procedures, and practices regarding the assessment, professional development, and promotion of clinical faculty began in AY22/23.
6. *Assessing current curricula, while developing new, relevant courses and programs.* Undergraduate and graduate curriculum committees concluded a two-year comprehensive curriculum review in spring 2023, and presented findings and proposals to the faculty. Course development is ongoing, particularly in specialized areas. A formal process for new program development will be launched in AY23/24.
7. *Enhancing educational and research facilities and equipment.* An investment plan for SMART and the Fabrication Workshop are in place; and planning for the future Built Environment Visualization Equipment Library is underway. This is complemented by a reorganization of staffing. Student computing in Hayes and Crosby Halls is an ongoing discussion.
8. *Elevating the reputation of department.* There is currently no plan in place for departmental reputation building. This remains a critical priority and requires support from the School of Architecture and Planning, as the communications division reports to the dean.

Ten of the investment requests extended to the dean in May 2021 have been met or are substantially underway: (1) faculty hiring, (2) clinical faculty, adjunct faculty, and staff contract renewals, (3) educational enhancement funding for final reviews, guest speakers, workshops, travel, etc., (4) student career advisement support for travel, professional development, etc., (5) student scholarships and emergency funds, (6) peer-mentoring stipends, (7) support to the chair, director of graduate studies, and director of undergraduate studies, (8) support for post-tenure faculty, (9) fabrication facilities and equipment, and (1) the digital tutoring center.

Two remain unmet or in progress: (1) staff support for departmental communications and (2) targeted fundraising to support the Banham Fellowship and named professorships.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
The table below summarizes the key strengths, challenges, and opportunities of the architecture program at UB at various levels:

	Strengths	Challenges	Opportunities
State Level	• support for higher education (SUNY as the largest system in the US)	• declining numbers of college-age students • student financial need	• SUNY flagship designation • student diversity • economic development
Institution Level	• university finances • interdisciplinary collaboration • library collection and other academic supports	• philanthropic support	• startup funding programs, e.g., for community-based research • faculty hiring
School/ Dept. Level	• community and industry engagement • faculty research and creative practice • student services and student success	• communications and reputation building • meeting department teaching requirements and university research goals	• new facilities and equipment • added capacity from newly hired faculty and staff • new partnerships and external funding
Program Level	• GRG curriculum, which integrates design-based research • career advisement and professional development • expertise and emphasis on both EDI and environmental issues • design curriculum • technical skills	• facilitating critical thinking and other higher-level learning outcomes	• expanding study abroad • assessing and advancing peer mentoring, digital tutoring, and other new initiatives • creating new programs and areas of specialization

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
Like many other architecture programs, UB's architecture programs and courses utilize mid- and final reviews as opportunities not only for student learning but also for outside input on curriculum and pedagogy. The department provides approximately $30k per year to support studio-based learning, including honoraria for guest critics and workshop facilitators. Local architects/alumni are also invited to reviews and Atelier Week. In total, the department hosts more than 100 outside experts per year. The university is developing a more robust and reliable alumni-and-friends database, along with improved communication tools and techniques. This will enable a more consistent and systematic method of collecting information from these networks, particularly for curricular purposes. In the meantime, as part of the comprehensive curriculum review discussed in the opening section of this report, the department carried out an alumni survey to gain curricular feedback.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
The department regularly assesses outcomes related faculty research and to teaching/student outcomes. From these assessments, several key initiatives have been put in place.

Faculty Research and Creative Activity. Faculty annual reports, in concert with tools like Academic Analytics, are used to identify overall strengths and challenges among the full-time faculty. Analyses of research productivity have shown both broad strengths, e.g., book publishing, and areas of high variability, e.g., external funding. From this and other assessments, several initiatives have been put in place:

- hiring of an associate dean for research (AY20/21)
- launch of the Formworks seed-funding program (AY21/22)
- appointment of a faculty awards committee (AY22/23)

Faculty Teaching and Student Outcomes. The department takes a comprehensive approach to assessing teaching, which includes course evaluations, peer review, direct observations by the chair and directors of undergraduate and graduate education, and self-reflections by individual faculty members. These inform the constellation of who teaches each course in various curricular streams – design, history, structures, etc. – as well as the pedagogy of individual courses. The comprehensive curriculum review carried out AY21/22 through AY22/23 has informed curricular changes that are being submitted for university and state review. A review of student outcomes in AY19/20 identified weakness in students' transition to the profession. This led to:

- hiring a director of student career advisement (AY21/22)
- implementing a peer-mentoring program (AY22/23)
- hiring a staff member to support student organizations and activities (AY21/22)

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:
Please see Appendix 3: Assessment Plan.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
The Department of Architecture strives to improve its course offerings and curricular structure through a variety of periodic and focused assessments at different scales – course, "stream" (e.g., history, structures, design, etc.), and program.

Planning meetings with faculty. The directors of graduate and undergraduate studies, in concert with the department chair, coordinate course teaching assignments one to two semesters in advance. During this process, the team assesses teaching effectiveness and course outcomes. The process includes one-on-one conversations between the program directors and individual instructors to exchange observations about met and unmet course goals, pedagogical reflections, and ideas for future offerings. These conversations include NAAB PC and SC criteria and how they are distributed across various courses. These criteria and their distribution are also discussed in departmental meetings and workshops.

Direct and indirect observation of studio courses. All core architecture design studios are coordinated by a designated full-time faculty member. Among the responsibilities of the coordinators is to observe, assess, and share their feedback with other studio instructors, program directors, and the chair. Based on this feedback, teaching rosters are annually re-adjusted, as is the pedagogy of each course, e.g., site selection, program briefs, and the selection of precedents. Coordinators and other design instructors attend mid-semester and final reviews, and share their feedback on specific studios with the directors. Mid-semester feedback by the directors may be translated as adjustments to the studio calendar to meet learning objectives more effectively.

Feedback by the student representatives. Each undergraduate and graduate studio elects a student representative to hold monthly meetings with the chair and program directors. These meetings serve as important touch points to gain the student perspective. Based on these meetings, chairs and directors reach out to instructors to discuss and encourage adjustments that improve both the student experience and attainment of course goals.

Student course evaluations. Students share their feedback on courses and faculty members through an online, university-wide course-evaluation system. The semesterly feedback is assessed by the chair and associate dean for academic affairs to inform teaching assignments, curricular changes, pedagogical discussions, and professional development.

Annual reviews and curricular modifications. Based on the feedback loops outlined above, the chair and program directors discuss whether any curricular modifications are warranted. If there is a need to make minor changes, the program directors work with the chair and the associate dean for academic affairs to make curricular modifications. More extensive changes follow this process:

1. The chair and program director(s) discuss potential curricular adjustments; or proposed changes originate from a curriculum committee.
2. The program director develops the modification text and presents it to the faculty for comment.
3. The director then takes a formal vote with the curriculum committee.
4. A recommendation is submitted to the department chair.
5. The department chair submits a recommendation to the dean's designee (associate dean for academic affairs).
6. Formal paperwork is then submitted by the associate dean for academic affairs to the university for approval.
7. Depending on the nature and scale of the proposed change, approvals may or may not be required by SUNY, the State Education Department, and the NYS Office of the Professions.

Once approved, changes are implemented by the chair and academic staff. A recent example of such a change was the integration of two one-credit media courses within ARC 101 and ARC 102 studios and updating the course content and credit load accordingly. The impetus for the change came from feedback from the students, studio and media faculty, and the academic advisors, who pointed to various challenges in the old configuration.

Curriculum reviews. The department conducts faculty training and discussions based on both updated NAAB criteria and changing university requirements. In parallel, the department has ongoing pedagogical discussions – such as about "radically inclusive pedagogy" – and carries out internally motivated curriculum reviews. The most recent curriculum review took place from fall 2021 through spring 2023. After reviewing the NAAB 2020 Conditions for Accreditation and as the adverse impacts of the pandemic began to ease, the undergraduate and graduate program directors formed two curriculum committees, with faculty members representing design, media, technology, and history/theory streams. These committees engaged in research into peer programs and the state of the profession, conducted outreach sessions with faculty, led focus groups with students, and administered an online survey to alumni. Based on this feedback and revised NAAB conditions, the directors and curriculum committees prepared curricular alternatives and presented them for faculty and committee discussion and vote. The process culminated with a revised curricular sequence, submitted to the university in fall 2023, presumably for implementation in AY24/25.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
To ensure the fulfillment of core tasks, more evenly distribute workloads, and to provide growth opportunities to faculty, the department began establishing directorships in 2018. These include:

Director of Graduate Studies. Charged to oversee all tracks of the M.Arch program, chair the graduate curriculum committee, advance curricular and pedagogical transformations,

coordinate teaching assignments, work with the graduate programs coordinator (advisor), and facilitate the resolution of student issues.

Director of Undergraduate Studies. Charged to oversee the B.S. program and architecture minor, chair the undergraduate curriculum committee, advance curricular and pedagogical transformations, coordinate teaching assignments, work with the academic advisors, and facilitate the resolution of student issues.

Director of Student Career Advisement. Charged to facilitate student professional development; to coordinate student mentoring and workshops; to develop and facilitate internship opportunities; to evaluate and facilitate student applications for external scholarships and fellowships.

Director of International Education. Charged to oversee policies, procedures, and implementation related to study abroad and international programs; and to coordinate with the Office of International Education.

Director of Undergraduate Recruitment and First-year Experience. Charged to coordinate with UB Undergraduate Admissions; to oversee tours for prospective undergraduates and their families; and to deliver targeted, off-site recruitment events.

Director of Graduate Recruitment. Charged to inform graduate enrollment targets and planning; to articulate and implement strategies and tactics for graduate student recruitment; to oversee tours for prospective graduate students and their families; to deliver targeted, off-site recruitment events; to coordinate and track the admissions process; and to oversee “yield” activities.

Director of the Fabrication Workshop. Charged with co-leading the operations of the shop, including safety training, material and machine tutorials, course support, research support, material procurement and sales, equipment procurement and maintenance, and delivery of external fee-for-service projects.

Student Organizations Advisors. Charged to provide mentorship, facilitation, and cross-coordination of student organizations.

Complementing the directorships, the department has several long-standing and recently formed committees. These committees, working both independently and collaboratively, deliver recommendations to the department chair and to the faculty. Committees include:

Promotion and Tenure Committee. Charged to oversee all promotion and tenure cases in the Department of Architecture, and to develop policies related to promotion and tenure.

M.Arch Curriculum Committee. Charged to assess and inform curricula, courses, and pedagogy for the M.Arch program tracks (3.5-year, 2-year synthesis, and 2-year GRG); and to assist with student recruitment, advisement, and success.

B.S. Program Committee. Charged to assess and inform curricula, courses, and pedagogy for the B.S. program and architecture minor; and to assist with student recruitment, retention, and advisement.

Graduate Admissions Committee. Charged to oversee admissions criteria, review, and decisions for all graduate programs in the department.

M.S. Program Committee. Charged to assess and inform curricula, courses, and pedagogy for the M.S. program; and to assist with student recruitment and advisement.

M.Arch./MUP Program Committee. Charged to assess and develop curricula, teaching, and learning for the M.Arch/MUP Dual-degree Program; to assist with student recruitment; to assist with admissions; and to assist with student advisement.

M.Arch./MFA Program Committee. Charged to assess and inform curricula, courses, and pedagogy for the M.Arch program tracks (3.5-year, 2-year synthesis, and 2-year GRG); and to assist with student recruitment and advisement.

Facilities Committee. Charged to inform policies, commensurate with university policies, regarding teaching and research spaces; to oversee FF&E installations in Hayes Hall; to serve as liaisons with University Facilities and the SUNY Construction Fund.

Brunkow Fellowship and Intersight *Committee*. Charged to provide mentorship to the Brunkow Fellow on the development of *Intersight*, and to oversee the application process for the next Brunkow Fellow.

Banham Search Committee. Charged to recruit and evaluate candidates for the Banham Fellowship and recommend candidates to the department chair.

Faculty Awards Committee. Charged to coordinate with the Director of Faculty Recognition in the UB Office of Faculty Affairs, to develop strategies for advancing faculty recognition, and to facilitate faculty awards applications.

Based on the needs of the academic year – as well as strategic priorities and goals of the university, school, or department – other task groups and committees, such as faculty search committees, may be formed at any time. It is also assumed that faculty members also contribute to various school and university committees, and to scholarly, professional, community-based, and/or other external service activities.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
The Department of Architecture employs three types of faculty members: tenure-stream faculty, clinical faculty, and adjunct faculty. A summary of each is described below.

Tenure-stream faculty. Tenure-stream faculty include pre-tenure assistant and associate professors, and tenured associate professors and (full) professors. These faculty have workloads that include research, teaching, and service. The distributions of these activities vary by faculty member and year. Workloads are assessed yearly (if not semester-by-semester) as part of a formal annual report and review process conjoined with the process for assessing union-based merit raises. The most common workload for tenure-stream faculty includes the teaching of two classes per semester – one “large-workload” and one “small-workload” course, e.g., a studio and a seminar – one thesis, and 1-2 independent studies; an expectation for research, grant-writing, and/or creative activities; and service to the discipline, university, school, and/or department. Pre-tenure faculty members are typically provided with two (or more) course releases during their probationary period to both aid in the transition to the department and increase scholarly productivity; and they are encouraged to apply for

university and external support for additional courseload reductions. Likewise, the distribution of the teaching-research-service percentages are adjusted for post-tenure faculty who are successful in garnering external funding or fellowships. Adjustments are also made for faculty involved in administrative duties such as associate deans, the department chair, and the directors of undergraduate and graduate studies, whereby teaching time is reduced to increase the time on service/leadership activities. The department chair reviews committee assignments and other service activities yearly to both maintain balance over a rolling three-year period and provide opportunities for faculty to engage in important governance activities. With heightened university expectations for scholarly productivity, the department is currently testing options for workload rebalancing across the faculty.

Clinical Faculty. Clinical faculty, often called “professors of practice” at other institutions, are on 1-3-year contracts, and are often licensed architects hired to teach specialized coursework and take on key service/leadership responsibilities. Rarely do clinical faculty have any research expectation as part of their workloads. The distribution of teaching vs. service roles varies. Some clinical faculty only have teaching obligations, frequently teaching multiple core studios and other courses, while other clinical faculty have both core teaching responsibilities and important service/leadership roles, such as the director of career advisement services, director of undergraduate recruitment, and director of international programs. Like tenure-stream faculty, clinical faculty submit annual reports, which are evaluated by the chair as part of the annual performance review and merit-based salary increases.

Adjunct Faculty. Adjunct (part-time) faculty have semesterly contracts and, except in rare cases, only have teaching obligations. The university and department have a set of guiding principles for determining adjunct salaries based on courseload and teaching experience. Teaching loads (and, commensurately, contracts) vary significantly based on the department’s teaching needs and the interests, skills, and availability of individual adjunct faculty. Adjunct faculty are also assessed yearly, but primarily based on course evaluations and direct observations of teaching.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
As stated in P.C.1. Career Paths, Elaine Chow, AIA, is a full-time faculty member who serves a synergistic role, not only leading career services for architecture students but also teaching allied courses, e.g., portfolio design, mentoring student organizations, e.g., AIAS, and leading NCARB advisement. As the department’s NCARB advisor, Chow counsels students both individually and as entire cohorts, such as during orientation week for all incoming students and during a dedicated “next-steps” session for graduating seniors. Representatives from NCARB and NYSED also deliver an annual presentation targeted to juniors, which is open to all students. Chow regularly provides advisement to students on completing the AXP, preparing for the ARE, and meeting reciprocity requirements. Chow attended the NCARB Licensing Advisors Summit with Sumanth Thummala, UB’s AIAS president and NCARB student licensing advisor in Kansas City (August 2023), the NCARB Licensing Advisors Retreat in New York (February 2023), the 2021 summit in Miami (remotely), and the monthly virtual drop-ins. Chow also attends local and national AIA workshops and conferences.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:
Faculty Professional Development. As stated in section 5.4.1, all full-time faculty complete annual reports. These reports are both reflective and prospective, including full CVs, a description of the most significant accomplishments (in the areas of research, teaching, and service) the past year, and goals for the upcoming year with requests for support. The chair evaluates all reports and seeks to secure resources to support faculty goals (or advise individual faculty members on options if resources in the school/department are not to the extent needed). Three other faculty development activities are worth noting. First, the chair meets with faculty annually, or as needed throughout the semester, to discuss goals and work-life balance, explore new scholarly and teaching ideas, discuss tenure and promotion policies and processes, and problem solve. Second, all tenure-track faculty have a mentoring committee of 2-3 tenured faculty members who meet at least once per semester. Mentoring committees discuss research goals and accomplishments, review course evaluations and discuss teaching, provide tips on work-life balance and time management, and review drafts of research, teaching, and service statements for the tenure application. Third, all hired faculty receive a startup package to support their scholarly work. Fourth, aligned with university and departmental goals, the department and school implemented an internal seed-funding program – "Formworks" – in AY21/22. Three types of proposals are being offered: "formative" support, "informative" support, and "transformative" support for early phase work, dissemination of completed work, and ambitious transdisciplinary projects. Additional funding has been secured for AY23/24 to support professional development for clinical faculty, such as conference travel and continuing education.

Staff Professional Development. All professional staff receive formal reviews annually. Responsibilities and priorities are also updated annually. In addition, staff meet with the department chair frequently for guidance, problem solving, and implementation of key initiatives. Funds are also provided to staff annually for professional development activities like conference travel and training.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
Academic Advising. As stated in P.C.1. Career Paths, the school and department provide both undergraduate and graduate academic advising. Undergraduate academic advisors, Christy Krawczyk and Eric Streeter, and graduate programs coordinator, Stacey Komendat, provide quality, holistic advisement to meet educational, career, and life goals allied with each student's unique needs. In partnership with colleagues across campus, academic advisors establish an environment that supports student recruitment, retention, and success, including a coordinated responses to personal, familial, financial, health, and other challenges that can impact academic performance. There is added emphasis in the undergraduate program on systematic tracking and the use of predictive analytics. UB utilizes Navigate, a student-success software platform that includes a sophisticated set of tools for academic advisors, as well as a student interface available on smart phones. During the 2022/23 academic year, Krawczyk and Streeter had 970 "student contacts" – individual and group-advising sessions with undergraduates in the School of Architecture and Planning. The school also administered a student-satisfaction survey. Results were overwhelmingly positive across the areas of advisors' preparedness, helpfulness, and professionalism. Graduate and undergraduate advisors also utilize an Academic Advising Report (AAR) system for tracking progress to graduation. Students are also shown how to review their own AARs to bolster autonomy and decision making.

UB Student Life. UB offers comprehensive wellness and other services to all students. The highly specialized departments within Student Life work together to share insights, build on

best practices and provide an expansive array of student-focused services in coordination with academic departments. This includes health services, counseling services, veteran services, accessibility resources, campus living and dining, and more.

Office of Financial Aid. UB provides comprehensive remote and in-person financial-aid services in alignment with state and federal laws.

International Student Services. Given the large population of international students, UB provides comprehensive services from the recruitment and admissions phase, to visa and immigration services, to making the transition to Buffalo (e.g., housing, transportation, etc.), to student employment services, to CPT and OPT support. These services align with all state and federal laws, and are carried out in coordination with departmental staff.

Student Career Services. As stated in P.C.1. Career Paths, the UB Career Design Center is a university-wide service with a designated full-time career consultant, Ed Brodka, for architecture majors. Brodka oversees job postings, resume reviews, practice interviews, and career fairs. Brodka closely coordinates with the department's career advisement director, Elaine Chow, who organizes firm tours; facilitates networking and mentoring; disseminates internship and fellowship opportunities; and reviews resumes, portfolios, and cover-letters.

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.

Program Response:

The university and school have long histories of action and innovation in equity, diversity, and inclusion. More recently, the school's 2019-2024 strategic plan further prioritizes a commitment to social and spatial justice across the areas of race and ethnicity, gender and sexuality, (dis)ability, nationality, and more. In 2020, the school refocused the work of the Racial Equity and Social Justice Committee to further emphasize equitable hiring practices, ethical student recruitment, and the recovery and representation of underrepresented histories and places. Exemplifying the school's commitment to inclusive excellence is the CAREworks program, which launched in 2022 to support academic and/or creative projects with community partners. The aim is to support diversity, equity, inclusion, and justice-oriented projects, which emphasize the co-creation of knowledge with community partners. In its first cycle, the associate dean for inclusive excellence awarded a total of $30,000 in CAREworks funds. Several research centers in school also carry out work on equity, diversity, and inclusion, e.g., the Community for Global Health Equity, the IDEA Center, the Food Systems Planning and Healthy Communities Lab, and the Regional Institute. The school's public programs further this ethos, such as events this past year:

- the 2022-23 "Recovery and Reclamation" lecture series, which was a response to the racially motivated shooting at a grocery store in Buffalo
- the spring 2023 "Designing With/Learning From" symposium, which gathered scholars and designers from around the US to share their experiences with participatory and community-engaged design
- the summer 2023 "Queer(ing) Space" symposium, supported by the Stratigakos Fellowship
- the 2023 exhibition "Louise Blanchard Bethune: Every Woman Her Own Architect," based on a book of the same title by UB colleague Kelly Hayes McAlonie

Student organizations like NOMAS and others are also actively involved in advocacy, training, and other initiatives. These efforts align with the robust institutional resources below.

Vice Provost for Inclusive Excellence. The UB Office of the Vice Provost for Inclusive Excellence (VPIX) promotes "the highest level of quality in research, teaching and service" through the engagement of "diverse perspectives" and by removing barriers to success on the basis of "race, gender identity, sex, sexual orientation, religion, disability, or veteran status." The VPIX offers financial and institutional support for students, faculty, and staff engaged in inclusive initiatives. It supports several funded programs to attract and retain faculty from underrepresented populations in the US, such as indigenous, African American/Black, and Hispanic/Latinx faculty. These programs include, among others, the Visiting Future Faculty Program; PRODIG (Promoting Recruiting Opportunity, Diversity, Inclusion and Growth); and the Distinguished Visiting Scholars Program. The VPIX also connects individual academic units to each other and to the university through University Diversity Officers (UDOs), senior faculty and staff representatives from each decanal unit. UDOs provide channels for faculty, students, and staff across campus to convey concerns and offer suggestions to the university's central administration; reciprocally, central administration taps into UDOs for communication and implementation purposes. In the case of the School of Architecture and Planning, the Associate Dean for Inclusive Excellence serves as the UDO.

Office of Equity, Diversity, and Inclusion. In addition, UB has an Office of Equity, Diversity and Inclusion (EDI), which works to ensure "compliance with policies covering discrimination, harassment, accommodations, equal opportunity and child protection." It offers training, legal advice, data, and reports. The office also serves as a starting point for all faculty, staff, and students seeking information and resources on inclusion. EDI provides a strong legal and procedural foundation for diversity and inclusion, while the VPIX strives for innovation, aiming for the highest standards of excellence both in research, teaching, and service.

Accessibility Resources. UB offers accommodations for students, faculty, and staff with temporary or permanent disabilities. These services are outlined at on the Accessibility Resources webpage, and are complemented by various federal and campus policies on reasonable accommodations, religious accommodations, and accommodations for pregnancy, lactation, and childcare.

PACOR. The President's Advisory Council on Race (PACOR) exemplifies the university's responsiveness to contemporary challenges. It was created in 2020 to "guide the university's collective conversations and actions regarding racism and systemic inequality." The PACOR initiative has yielded concrete actions related to student, faculty, staff, facilities, and more. Examples include: the Equity, Diversity, Justice, and Inclusion Faculty Fellows Program, which aims to transform curricula and pedagogy through a network of senior scholars, campus-wide discussions and revisions to tenure and promotion guidelines, and initiatives around designing inclusive spaces and public art.

International Education. In terms of global diversity, the Office of International Education fosters "a welcoming and inclusive international community" by supporting international students, faculty, and staff with immigration advising, advocacy, and programming, through International Students Services and UB Immigration Services.

Human Resources and Other Initiatives. Human Resources offers a number of professional and personal development programs to faculty and staff, such as on work-life balance. In concert, students, as part of the Department of Health Promotion within the Division of Student Life, have access to a variety of wellness services. UB also houses, among others, an Intercultural and Diversity Center, a Lesbian, Gay, Bisexual, and Transgender Alliance, and a First-Generation Initiative; and the university belongs to the National Center for Faculty Development & Diversity, offering free memberships to all UB faculty, postdocs, and graduate students to access webinars, workshops, and other resources.

Associate Dean for Inclusive Excellence. The School of Architecture and Planning has an associate dean for inclusive excellence, who stewards discussions and actions around inclusive pedagogy, community engagement, accessible and diverse spaces, scholarship focused on social and racial justice, and other issues. The associate dean promotes conversations and actions within each department, collaborations among the two departments, and school-wide initiatives. In addition, the associate dean works directly with students from both departments, listening to their challenges and supporting their organizations and projects. The associate dean also supports professional development related to inclusion, equity, social justice, and diversity for staff, students, and faculty, with a focus on anti-racism, anti-sexism, and anti-discrimination.

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.

Program Response:
The architecture department follows recruitment and hiring guidelines articulated in the "inclusive search plan" of the School of Architecture and Planning. This document guides the hiring process even before searches begin, starting with the composition and training of search committee members, as well as the drafting of job ads, to the specific steps required to address bias and enhance equity throughout the search process. The department chair and associate dean for inclusive excellence, who have extensive formal training on inclusive search processes, work closely with search committee chairs in preparing for and carrying out searches. Recent full-time faculty hires in the department have significantly improved gender parity and begun to address the need for greater representation of URM faculty, while also broadening faculty research and teaching. This includes expertise in topics such as LGBTQ+ activism, participatory planning and design with underserved populations, inclusive architectural history curricula and pedagogy, and STEM education for minority students.

Efforts to maintain diversity among the faculty focus on cultivating inclusive scholarly and teaching environments. These efforts range from the SUNY-wide mandatory sexual harassment prevention training to university, school, and departmental trainings, resources, and toolkits on topics such as implicit bias, microaggressions, and inclusive pedagogy. These efforts are supported and advanced by several offices, individuals, and groups in the school and beyond, in collaboration with the associate dean for inclusive excellence. They include, among others, the school's HR team, communications team, associate dean for data analytics and facilities, and the librarian.

In terms of gender diversity, in 2023, 41.5% of the department's faculty members identify as female (for comparison, in 2022, 44% of M.Arch students identified as female). This percentage represents better gender parity than that found nationally among the professoriate (according to Zippia, 25% of architecture professors are women) or among registered architects (according to NCARB, in 2021, 24.9% of all licensed architects identified as female). Racial and ethnic diversity among the faculty in the School of Architecture and Planning remains a bigger challenge. In 2023, 80% of the faculty are white, 15.4% are Asian, 3.1% are Hispanic/Latinx, and 1.5% are Black or African American. This is hardly better than the overall numbers for licensed architects (80% white, 6.4% Asian, 5.4% Hispanic/Latinx, 1.9% Black or African American, and 3.7% from other groups). No departmental staff are non-white. By comparison, the student population is far more racially diverse (in 2022, 53% of M.Arch. students identified as white). Given student demographics, the population of Buffalo (where 33.3% of residents are Black or African American), and the department's emphasis on social impacts, improving racial diversity among faculty and staff is a critical goal. While hiring practices, workplace culture, openness to diverse research, and salary-equity initiatives work in favor of meeting this goal, systemic barriers, competition among peer institutions, and the

tenure system pose significant challenges. As such, the department is leveraging interdisciplinary cluster hiring, state resources, university investments in retention, and philanthropic support.

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.

Program Response:
The school developed detailed diversity plans in 2011 and 2014 to articulate its long-standing commitment to equity, inclusion, and diversity, which were updated in 2018 as part of the school's strategic plan. This comprehensive plan included an emphasis on the recruitment, retention, and success of women, underrepresented minority students, and international students. The goal of parity with the US population is an ambitious target that far exceeds representation in the profession of architecture. Students at the university and in the Department of Architecture represent diverse geographic, racial, and socioeconomic backgrounds; and they bring highly varied educational and life experiences. UB has the highest rate of Pell eligibility of any AAU architecture program in the country. Likewise, UB has one of the highest diversity indices (0.60) compared to our AAU peers – on par with other diverse campuses, such as Georgia Tech (0.65), the University of Arizona (0.61), and the University of Florida (0.61). As such, our educational mission of delivering an accredited, top-tier architectural education is linked to a higher purpose: *to promote equitable access to the architecture profession and allied careers*. The department's vision, therefore, is to become a national leader in all phases of student development, including:

- supporting K-12 and community-college institutions in underrepresented communities
- carrying out equity- and integrity-focused student recruitment and holistic admissions
- stewarding integrative student retention and success
- delivering a competent, comprehensive architectural educational, while developing radically inclusive pedagogies
- providing comprehensive student mentoring and professional development
- coordinating diverse opportunities for internships, fellowships, and career paths.

All of these include a comprehensive view of student diversity: race/ethnicity, socio-economic status, gender identity, sexual orientation, (dis)ability, religion, age, life experience, veteran status, and citizenship, as well as mental health and other intersectional factors. Through strategic efforts, the Department of Architecture has made significant strides in reaching diversity goals among students. Based on fall 2022 data, 45% of B.S. students and 44% of M.Arch students identified as female. Regarding race and ethnicity, the B.S. program was 58% white, 20% URM, 18% Asian American, and 4% international; the M.Arch program was 53% white, 21% URM, 18% international, and 8% Asian American. Achieving parity in academic performance, graduation rates, and career placement is a more sizeable challenge and remains a primary ambition of the faculty.

The school's plan to increase the diversity of the student body first includes strategies for diversifying the undergraduate architecture and environmental design applicant pools, which drives undergraduate enrollment diversity and influences the make-up of the graduate applicant pool downstream. Strategies for increasing diversity in the undergraduate architecture and environmental design programs include:

- continuing to participate in the Architecture + Education Program sponsored by the Buffalo Architecture Foundation, which pairs graduate architecture students and licensed architects with public school teachers to infuse architecture into the Buffalo Public Schools, among the diverse and challenged systems in the US
- building awareness of and interest in urban planning and environmental design among grade-school and high-school students from underrepresented groups

- actively engaging large high schools in New York City with high percentages of students from underrepresented groups for workshops, recruitment, and other events
- partnering with UB Admissions on recruitment strategies and events, holistic admissions processes, and scholarships for female, URM, and international students

Strategies for increasing diversity in the M.Arch program include:

- tracking applicant-pool diversity at each phase of the admissions cycle
- continuing to provide scholarships to talented female, URM, international, first-generation, and other students
- continuing to provide holistic support to students and student organizations
- increasing visibility of the program locally, across the state, and out of state, including highlighting the work and success of underrepresented students
- fundraising to increase the number of targeted scholarships and internships like the Schomburg Fellowship and the Watts Architecture and Engineering Scholarship
- working with current students and alumni to connect with prospective students, particularly international students
- continuing to build partnerships with undergraduate programs at other SUNY and out-of-state institutions
- supporting work/life balance and wellness for working students, parents, etc.
- maintaining a positive work and inclusive educational environment
- showcasing the department's work on community projects and innovative pedagogy
- continuing to work on increasing diversity among faculty and staff
- assisting applicants with preparing portfolios and other admissions documents
- building on lessons from the peer-mentoring program and Digital Tutoring Center to broaden the range of student supports

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.

Program Response:
Please see section 5.5.1.

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.

Program Response:
Please see Accessibility Resources and the Office of Equity, Diversity, and Inclusion in section 5.5.1. In addition, the university provides services, guidelines, and consultation on both physical and digital accessibility for all students, faculty, and staff. Accessibility at UB includes resources for those who need accommodations, as well as individuals who want to improve the accessibility of their courses, programs, websites, and spaces. It is also worth noting that the Department of Architecture houses one of the world's leading research centers on design for disability, the IDEA Center, and resides in exemplary facilities that not only meet accessibility codes but also illustrate various inclusive design practices.

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.

Program Response:
As previously stated, architecture students, faculty, and staff are housed in three proximate buildings – Hayes Hall, Crosby Hall, and Parker Hall. Since 2011, each of the buildings, in turn, has been undergoing partial or full renovations to bring them up to current building codes and accessibility standards, improve energy efficiency and environmental performance, support modern technology, meet programmatic needs, and achieve design qualities befitting an architecture school. During the renovations, offices, classrooms, and other spaces have been temporarily reassigned to neighboring facilities.

Graduate and undergraduate architecture studio students are provided with a dedicated personal workspace with lockable storage, desks, and comfortable chairs; and, with the completion of the Crosby Hall renovation, will have dedicated power and computing support at each desk. Digital displays and pinup boards are integrated throughout the studios. All studios also have first-aid kits and sharps containers. The exterior and interior spaces of buildings have swipe readers that control access, and all exterior entrances have security cameras monitored by campus police. Spray booths with external ventilation, plaster sinks, 3D printing, and eyewash stations are positioned in key locations. The renovation of Parker Hall will further enhance the portfolio of studio and support spaces, thereby expanding the types of work that faculty and students can carry out. All studios, including M.Arch studios, are assigned to their locations based on size and pedagogical needs. Square footages of studio and critique spaces are enumerated in the tables below.

Studios	Fall 2023	Spring 2024+
Freshmen studios	8,149	9,147
Sophomore studios	3,950	5,659
Junior studios	3,138	3,310
senior studios	3,138	3,285
ARC 501-604	2,668	5,657
Grad studio Hayes 205	-	2,668
Grad studio Hayes 410A	924	924
Grad studio Hayes 410B	947	947
Grad studio Hayes 420A	966	966
Grad studio Hayes 420B	962	962
Acheson Annex 17 & 18	1,222	-
Parker 18	1,086	1,086
Parker 24	1,145	1,145
Parker 148	1,095	-
Total	**29,389sf**	**35,756sf**

Critique Spaces	Fall 2023	Spring 2024+
Acheson Annex 04	655	-
Acheson Annex 08	653	-
Hayes B 02A&B	216	-
Hayes C 05A	367	-
Hayes C 05B	436	-
Hayes C 05C	259	-
Hayes C 05D	457	-
Hayes C 05E	457	-
Crosby 230	-	958
Crosby 330	-	958
Hayes 404	233	233
Hayes 407	188	188
Hayes Annex B 07	1,290	
Total	**5,211sf**	**2,336sf**

Although total studio space appears to increase from 29,389 to 35,756 sf (+6,467) and total critique space appears to decrease from 5,211 to 2,336 sf (-2,874) after Crosby reopens and the annexes are decanted, the totals reflect a change in design. Rather than having only stand-alone critique spaces, Crosby Hall will integrate critique spaces in the studio, providing eight critique areas throughout the building, along with two stand-alone critique spaces, which will also function as classrooms outside of studio times. Thus, after the renovation of Crosby, there is a net gain of 3,492 sf in support of studio and critique needs.

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.

Program Response:
The School of Architecture and Planning has a large array of classrooms and labs shared across all programs. The completion of Crosby Hall will include additional computing labs, classrooms, meeting spaces, and multi-purpose spaces, all with enhanced digital technology. The classroom spaces available to the architecture programs are enumerated below, showing a net increase of almost 2,800 sf of instructional space.

The school has three computing labs, two in Hayes Hall, and one in Hayes Annex C, which will be relocated and expanded when it moves to Crosby Hall. Currently, there are 87 computers available to students, and there are planned to be 96 in spring 2024. More than 50 software programs are installed, including core architectural design programs like AutoCAD, Revit, Rhinoceros, and Adobe Creative Cloud. Color printing support is available on the first three floors of Hayes Hall, with large-format printing and scanning available on the first floor. When Crosby Hall reopens, color printing will be available in a central location adjacent to the living-learning landscape on the first floor. Students can also borrow equipment – such as cameras, video recording, audio recording, and laptops – from the main library. All university buildings, including those of the School of Architecture and Planning, have extensive Wi-Fi capabilities. These capacities were expanded during the COVID-19 pandemic to include hotspots outside and in parking lots.

Shops are available in Parker Hall and include a large facility focusing on analog machines and hand tools for wood, metal, foam, fabric, and ceramics. A second shop provides digital fabrication capabilities, including 13 3-D printers, four large-format laser cutters, a 4'x8' CNC router, a 5'x8' high-clearance CNC router, a 4'x8' water jet, and a Kuka 240 robotic arm. In total, the fabrication facilities include over 100 machines; more than 50 power tools; and countless hand tools and supplies. The fabrication facilities are supported by a full-time faculty member, Stephanie Cramer, RA; a full-time director of operations and safety, Wade Georgi, RA; a full-time digital fabrication director, Julia Hunt, who is also a full-time faculty member; two graduate student fellows; and around a dozen hourly student employees.

Classrooms	**Fall 2023**	**Spring 2024+**		**Computing Labs**	**Fall 2023**	**Spring 2024+**
Hayes Annex B 06 (seats 16)	387	-		Hayes 106 (46 seats)	1,342	1,342
Hayes 217 (32 seats)	1,010	1,010		Hayes 301 (25 seats)	769	769
Hayes 327 (16 seats)	605	605		Hayes C 01 (16 seats)	574	-
Hayes 328 (16 seats)	328	328		Crosby 111 (25 seats)		783
Hayes 401 (47 seats)	792	792		Printing	574	930
Hayes 402 (30 seats)	645	645		**Total**	**3,259sf**	**3,824sf**
Hayes 403 (156 seats)	2,590	2,590				
SMART conference room (16 seats)	381	381		**Shops, labs & library**	**Fall 2023**	**Spring 2024+**
Parker 54 Seminar Room (16 seats)	357	357		Fabrication Workshop	6,938	6,938
Crosby 107 53 seats, (priority use)	-	1,012		Digital Fabrication Shop	4,388	4,388
Crosby 109 (67 seats, priority use)	-	836		Spray booths/plaster	633	611
Crosby 120 Seminar Room (20 seats)	-	526		APL	5,000	5,000
Work/small meeting rooms	-	567		Hayes Reading Room	489	489
Total	**7,093sf**	**9,648sf**		Crosby Photo lab	-	81
				Total	**17,449sf**	**17,508sf**

Through the UB Registrar, the department also has access to centrally scheduled lecture halls, classrooms, meeting spaces, and an array of other venues across UB's inventory.

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.

Program Response:
Full-time faculty members have dedicated and secure offices, which average 175 sf per professor. Each faculty member is provided with a desktop or laptop computer that meets their teaching and research needs, wired and wireless networking support, file storage, bookshelves, an ergonomic chair, guest chairs, a 12-14 LF work surface, and pinup space. Adjunct faculty have access to shared office spaces and shared computing. Facilities also have collaboration spaces, copy/print stations, kitchenettes, and lounges. The school also includes six dedicated research-center spaces.

Faculty offices and research/scholarship spaces	Fall 2023	Spring 2024+
Offices (growing from 24 to 32)	4,354	5,543
Shared adjunct offices	85	577
CAST	366	366
Hayes 317 Research Space	373	373
IDEA Center	2,698	2,698
Kitchenettes	407	505
Lounges	382	669
Printing support	183	441
Project space	267	-
Total	**8.849sf**	**11,172sf**

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

Program Response:
In addition to those described above, the school has a variety of other spaces that support learning and socialization. Hayes Hall has two living-learning landscapes where students can meet, discuss ideas, work individually or collaboratively, rest, eat, and connect to online courses. Crosby Hall will include a large public space on the ground floor, tripling the amount of such space available to the students. Hayes Hall has a large gallery/exhibit/critique space on the first floor, and Crosby Hall will add a slightly larger securable multi-purpose space. Across the facilities, students also have access to food-preparation spaces, vending machines, and other amenities. These resources are summarized below.

Other	Fall 2023	Spring 2024+
Crosby Learning Landscapes	-	1,797
Hayes Learning Landscapes on floor 2	355	355
Hayes Learning Landscapes on floor 2	358	358
Hayes Gallery	1,333	1,333
Crosby Gallery/Meeting Room	-	1511
Kitchenettes/vending	121	443
Student Leadership offices (2)	184	205
Hayes Administrative spaces	5086	5086
Total	**7,438sf**	**11,089sf**

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.

Program Response:
The program requires extensive hands-on, in-person use of the spaces and resources above, with a small number of online offerings; therefore, this question is not applicable.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:
The total budget of the School of Architecture and Planning for AY23/24 is approximately $10.8M. In addition, the provost's office has provided $1.25M in one-time investments for educational and research technologies in Crosby Hall, and the State University Construction Fund has provided $1.5M to support FFE in Crosby Hall (on top of the $28M for the renovation).

Like all units at UB, the School of Architecture and Planning participates in an annual resource planning process (ARPP) led by the provost's office. The ARPP begins in December with a presentation and workshop, leads up to unit budget presentations and requests in March, and culminates with finalized budgets in May. The fiscal year (academic year) starts on July 1. Budgets are largely set by rolling, three-year tuition revenues, complemented by philanthropic support, external research funding, and strategic one-time investments by the provost's office. The ARPP also includes three-year fiscal projections to identify longer-term opportunities, efficiencies, and shortfalls. The university and school are both in excellent fiscal health, currently maintaining reserves sufficient to carry the unit past the three-year projections.

The budget of the school supports the faculty, staff, and students in two departments – including two undergraduate programs, multiple master's programs, and one doctoral program. Approximately $3.8M goes to school-level salaries and operations – such as IT services, communications, student recruitment, human resources, etc. – which support both departments. Graduate student scholarships are also administered at the school level by the associate dean for academic affairs. The Department of Architecture budget is $4.2M. The largest expenditure ($3.2M) is for full-time faculty and staff salaries. Another $760k goes to adjunct salaries, graduate teaching and research assistants, and benefits. In addition to support for student tuition scholarships, computing, fabrication, and other student and faculty supports, the department retains $90k to support faculty research and travel, student organizations and programming, and educational enhancements. These funds for faculty and student support have nearly doubled since 2018, with ambitions to continue to expand.

The School of Architecture and Planning administers numerous internal, university, state, and national scholarships and fellowships. The school has also increased the use of operational funds toward graduate student scholarships as part of its goal to increase enrollment 20% by 2025, predominantly at the master's level. Presuming the same funding model, this would increase tuition revenue by an estimated 25% (depending one the percentages of undergraduate and graduate students, as well as in-state, out-of-state, and international students). A strategic priority of the department and school is to increase philanthropic support for student scholarships and fellowships, as well as sponsored studios with community, industry, and professional partners. The newly launching (spring 2024) "Big Projects Studio," with support from CannonDesign, Gensler, and others for student scholarships and travel is one example.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Major renovations to Hayes Hall and Abbott Hall, the main library for the South Campus, have improved access to information and the quality of the learning environment. This includes a reading room with a small collection of curated resources on the ground floor of Hayes Hall, plus a full collection, individual and small-group reading and study areas, and a café in Abbott Hall. The Architecture and Planning Library (APL) collection currently exceeds 31,000 volumes and maintains more than 130 journal subscriptions. This is within the overall University Libraries – one of the 35 largest in the country among public universities – which contain over four million volumes, 600 databases, and 270,000 journals, plus various media and special collections. UB also has one of the largest poetry and literature collections in the world, including the renowned James Joyce Collection. Architecture students have access to all these resources; and, through the university's interlibrary-loan program and Delivery+ system, students can have almost any published work in the world delivered physically to their residence (or library of their choice) or electronically. Through UB and the APL, students also have access to more than 25 databases, scholarly portals, and streaming services to access texts, images, and multimedia content.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
With a Master of Library Science, a BFA, and more than 20 years of experience (13 in the APL), Rose Orcutt is the full-time APL librarian. Orcutt leads a workshop for all new undergraduate and graduate students during orientation to provide information on the resources and services available. In addition, Orcutt has developed a variety of research guides, and she provides both training sessions, such as on the use of EndNote software or how to access digital image databases, and individual consultation, such as to thesis students and faculty scholars. She also assembles a wide array of specialized collections as requested by faculty for teaching and research, including a collection on Buffalo architecture.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The NAAB statement is included on the School of Architecture and Planning website. In addition, the school is currently updating print and other promotional materials for all degree programs; the NAAB statement will be included.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

NAAB Conditions and Procedures can be found here.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Comprehensive career services are articulated in P.C.1. Career Paths. Likewise, as noted in 5.4.2, Elaine Chow, AIA, serves as the department's NCARB coordinator, AIAS faculty advisor, director of career advisement services, and faculty member. In addition, initiatives to support student careers from the past year are important to note:

- Complementing the undergraduate and graduate portfolio courses, Chow offered two portfolio workshops in spring 2023 (23 student attendees).
- Chow facilitated four mock interview sessions, included a focus on salary negotiations (58 attendees).
- Chow facilitated a virtual career fair with 20 architecture firms, an in-person "Table Talks" event with over 20 firms, a "Perspectives" speaker series with six alums, the NYC Career Trek to eight firms (20 attendees), and visits to six Buffalo-based firms (133 total attendees).
- Chow coordinated with student organizations to offer additional firm tours, guest presentations, and mentoring.

Nearly all of the above occur annually.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
The above information can be found here.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:
The M.Arch admissions process is detailed in section 4.3.1. Moreover, applicants to graduate programs receive information from a range of public, university, and school-level sources. The school's website is the main source of written material about programs and policies. In addition, prospective students are invited to attend regular online information sessions with the director of graduate recruitment, held multiple times per week. These sessions provide dynamic, up-to-date information about programs and the application process, and allow applicants the opportunity to ask questions in real time. Students receive follow-up communication by email, text, and via the social media platform Discord. Upon filling out an inquiry form about applying, students also receive information via Slate, a CRM platform allowing for email campaigns, direct email communications, student tracking, and application management. The admissions process and requirements are also described on both the school's website and university's graduate school website, with more detailed information available for international applicants. Additional material and processes are built into Slate, providing students with timely and detailed information at each phase of the process. Commensurate with the US Supreme Court ruling No. 20–1199, race and other diversity factors are not part of the admissions process but are integrated in recruitment

goals and strategies. The graduate admissions process is diagrammed in the supporting materials and sample admissions files.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
All students receive financial counseling from UB's Office of Financial Aid. Domestic students can apply to federal and state programs for financial assistance – such as US Pell Grants and aid through the NYS Higher Education Services Corporation – as well as university, school, departmental, and private scholarships. International students, who are not eligible for most federal and state aid, receive additional financial counseling from the Office of International Admissions, can apply for a variety of other scholarships, and receive additional information from the School of Architecture and Planning director of graduate recruitment. In addition, the UB Graduate School maintains a list of internal and external funding opportunities for graduate students, and UB Student Life oversees an emergency fund.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
Per federal law, the university maintains a public website on the cost of attendance (COA) for all undergraduate and graduate programs. In addition, the School of Architecture and Planning provides the Office of Financial Aid information on the costs of computing, supplies, and other materials required for each program, which is integrated with the publicly available information on the COA website under the "indirect expenses" category. Students also receive information during university-, school-, and department-led recruitment, enrollment, and orientation sessions.

Appendix 1. Regional Accreditation Report: Middle States Commission on Higher Education

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000.
www.msche.org

STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution:	**UNIVERSITY AT BUFFALO** Buffalo, NY
Chief Executive Officer:	Dr. Satish Tripathi, President
Carnegie Classification:	Doctoral Universities: Highest Research Activity » Four-year, large, primarily residential
Control:	Public
Former Name(s):	SUNY at Buffalo
Address:	Capen Hall Buffalo, NY 14260
Phone:	(716) 645-2000
URL:	**www.buffalo.edu**
Accreditation Liaison Officer (ALO):	Mr. Craig Abbey
Commission Staff Liaison:	Dr. Ellie Fogarty, Vice President

Accreditation Summary

For more information, see the Commission's **Accreditation Actions Policy and Procedures**.

Phase: Accredited

Status: Accredited

Accreditation Granted: 1921

Last Reaffirmation: 2014

Next Self-Study Evaluation: 2023-2024

Next Mid-Point Peer Review: 2020

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education
Approved to offer programs by this delivery method

Correspondence Education
Not approved for this delivery method

Credential Levels

Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Postsecondary award (< 1 year)**
- **Postsecondary award (1-2 yrs)**
- **Postsecondary award (2-4 yrs)**
- **Associate's Degree or Equivalent**
- **Bachelor's Degree or Equivalent**
- **Post-baccalaureate Certificate**
- **Master's Degree or Equivalent**
- **Post-Master's Certificate**
- **Doctor's Degree - Professional Practice**
- **Doctor's Degree- Research/Scholarship**

Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
Amrita University Amritanagar 2 Coimbatore, Tamil Nadu 641 112 India	Additional Location
Amrita University Bangalore Kasavanahalli, Carmelaram P.O. Bangalore - 560 035 India	Additional Location
Brock University St. Catherines, Ontario 500 Glenridge Avenue L2S 3A1 (postal code) Canada	Additional Location
Center for American Education 12 Prince Edward Road #01-03 Podium A Singapore 079212 Singapore	Additional Location
Motorola University No. 1 Wang Jing East Rd. Chao Yang District China	Additional Location
Renmin Univ of China China	Additional Location
Renmin University of China No. 59 Zhongguancun Street Haidian District Beijing 100872 China	Additional Location
Roswell Park Cancer Institute Elm & Carlton Streets Buffalo, NY 14263	Additional Location
Singapore Institute of Management	Additional Location

Location	Type
SIM Headquarters 461 Clementi Road Singapore 599491 Singapore	
Upstate Medical Center 750 East Adams Street Syracuse, NY 13210	Additional Location

Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.

Accreditation Actions

The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the **Commission's Accreditation Actions Policy and Procedures** *and* **the Substantive Change Policy and Procedures**.

July 2, 2019	To acknowledge receipt of the substantive change request. To include the second Postsecondary Certificate program (>=1 year, < 2 years) in Data Intensive Computing within the institution's scope of accreditation. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. .
July 2, 2019	To acknowledge receipt of the substantive change request. To include the second Postsecondary Certificate program (< 1 year) in Journalism within the institution's scope of accreditation. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
July 2, 2019	To acknowledge receipt of the substantive change request. To include the first Postsecondary Certificate program (>=1 year, < 2 years) in Game Studies within the institution's scope of accreditation. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
July 2, 2019	To acknowledge receipt of the substantive change request. To include the first Postsecondary Certificate program (< 1 year) in Creative Writing within the institution's scope of accreditation. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.
May 15, 2019	
November 16, 2017	To accept the supplemental information report. The next evaluation visit is scheduled for 2023 - 2024.
September 11, 2017	Staff acted on behalf of the Commission to request a supplemental information report, due October 9, 2017, addressing recent developments at

	the University which may have implications for current and future compliance with Requirements of Affiliation #5, #11, #14, Standard II (Ethics and Integrity), Standard VI (Planning, Resources, and Institutional Improvement), and Standard VII (Governance, Leadership and Administration).
June 26, 2014	To reaffirm accreditation. The Periodic Review Report is due June 1, 2019.
September 3, 2013	To acknowledge receipt of the substantive change request. To note that the institution has closed its additional locations at (1) Jamestown Community College, 525 Falconer Street, Hult Bldg. P.O. Box 20, Jamestown, NY 14702 and (2) St. Joseph's Villa, 1099 Jay Street, Building P, Rochester, NY 14611. To remove these additional locations from the institution's accreditation. The next evaluation visit is scheduled for 2013-2014.
January 2, 2013	To acknowledge receipt of the substantive change request and to include the additional location at Amrita University, Coimbatore, India within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at the additional location. In the event that operations at the additional location 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.
July 2, 2012	To acknowledge receipt of the substantive change request and to include the contractual agreement with Brock University within the scope of the institution's accreditation. To include the additional location at Brock University, 500 Glenridge Avenue, St. Catharines, Ontario, Canada L2S 3A1 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at this additional location 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.
November 17, 2011	To accept the progress report. The next evaluation visit is scheduled for 2013-2014.
May 5, 2010	To acknowledge receipt of the substantive change request and to include the contractual agreement with Amrita University, Bangalore, India within the

	scope of the institution's accreditation. To remind the institution of the progress letter, due October 1, 2011, documenting that (1) the results of the assessment of institutional effectiveness are used to improve planning and budgeting (Standard 7), and (2) the institution's evaluation of its assessment activities includes the identification of expected student learning outcomes at all levels, including for graduate programs, and the development of systematic measures of student learning in addition to indicators of student achievement (Standard 14). The next evaluation visit is scheduled for 2013-2014.
November 19, 2009	To accept the Periodic Review Report and to reaffirm accreditation. To request a progress letter, due October 1, 2011, documenting that (1) the results of the assessment of institutional effectiveness are used to improve planning and budgeting (Standard 7), and (2) the institution's evaluation of its assessment activities includes the identification of expected student learning outcomes at all levels, including for graduate programs, and the development of systematic measures of student learning in addition to indicators of student achievement (Standard 14). The next evaluation visit is scheduled for 2013-2014.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is one of seven regional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE is an institutional accreditor. Therefore, MSCHE examines and reaffirms accreditation for each of its member institutions as a whole rather than the specific programs within the institution. MSCHE does not approve individual programs. MSCHE accreditation does not expire but is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle.

Appendix 2. Curricular Matrices

PROGRAM AND STUDENT CRITERIA MATRIX: 4+2 M.Arch Research Studio Track

	Year 1 BS				Year 2 BS				Year 3 BS				Yr 4		Year 1 M.Arch								Yr 2			Non-Curricular Activity									
	Fall		Sp		Fall				Fall				Fall		Fall				Spring				F	Sp		ARC Dept.						UB-wide			
	UB Seminar	*Arch. Design Studio 1*	*Arch. Desgin Studio 2*	*Diversity and Design*	*Arch. Design Studio 3*	*Architecture Media 3*	*Env. Systems 1*	*Arch. History 1*	*Arch. Design Studio 5*	*Architectural Media 5*	*Structures 2*	*Env. Systems 2*	*Arch. Design Studio 7*	*Arch. Theory*	*Research Studio*	*Intell. Domain Seminar*	*Tech. Methods Seminar*	*Structures 3*	*Research Studio*	*Intell. Domain Seminar*	*Tech. Methods Seminar*	*Env. Systems 3*	*Research Studio/Thesis*	*Research Studio/Thesis*	*Professional Practice*	*Career Services*	*Academic Advising*	*Graduate Research Groups*	*ARC Student Representatives*	*Atelier Week*	*Peer Mentoring*	*UB Student Services, e.g., Fin. Aid*	*UB Office of EDI*	*UB Office of Inclusive Excellence*	*UB Centers and Institutes*
	AED 199	***ARC 101***	***ARC 102***	***ARC 211***	***ARC 201***	***ARC 311***	***ARC 241***	***ARC 231***	***ARC 301***	***ARC 411***	***ARC 453***	***ARC 473***	***ARC 403***	***ARC 362***	***ARC 605/7***	***ARC xxx***	***ARC xxx***	***ARC 555***	***ARC 606/8***	***ARC xxx***	***ARC xxx***	***ARC 575***	***ARC 605/7***	***ARC 608/6***	***ARC 582***										
Shared Values																																		
Design					•				•	•			•		•				•					•				•		•				
Env. Stewardship & Professional Respon.		•			•		•					•	•									•		•	•									
Equity, Diversity & Inclusion								•					•	•																	•	•	•	
Knowledge & Innovation											•			•	•	•	•	•	•	•	•			•			•		•					•
Leadership, Collab. & Community Engmt.	•	•	•						•				•													•			•					
Lifelong Learning	•							•						•		•				•				•		•	•	•						
Program Criteria																																		
PC.1 Career Paths	X																					X			•	•	•			•				
PC.2 Design					X				X	X			X		X				X				X					•		•				
PC.3 Ecological Know. & Respon.					X		X					X									X													
PC.4 History & Theory								X						X		X				X														
PC.5 Research & Innovation											X			X	X		X	X	X		X						•		•					•
PC.6 Leadership & Collaboration			X						X				X		X				X							•			•					
PC.7 Learning & Teaching Culture	X	X	X																								•		•	•	•			
PC.8 Social Equity & Inclusion				X				X					X	X																	•	•	•	
Student Criteria																																		
SC.1 HSW in the Built Environ.		X			X							X	X					X				X												
SC.2 Professional Practice																		X				X		X										
SC.3 Regulatory Context													X					X				X		X										
SC.4 Technical Knowledge							X				X	X					X					X												
SC.5 Design Synthesis									X																									
SC.6 Building Integration																																		

• Central Contribution

X Assessed at the Understanding Level

X Culminating Course/Experience

PROGRAM AND STUDENT CRITERIA MATRIX: 2-Year M.Arch Synthesis and Integrated Studio Track

		Year 1								Year 2								Non-Curricular Activities								
		Fall				Spring				Fall				Spring				ARC Dept.					UB-wide			
	Preparatory Education	***Design Studio 3***	***Structures 2***	***Architechural Media 1***	***Env. Systems 2***	***Design Studio 4***	***Construction Tech.***	***Env. Systems 3***	***Architectural Media 2***	***Research Studio***	***Architectural Media 3***	***Structures 3***	***Research Studio/Thesis***	***Professional Practice***	***Intell. Doman Seminar***	***Tech. Methods Seminar***	*Career Services*	*Academic Advising*	*Graduate Research Groups*	*ARC Student Representatives*	*Atelier Week*	*UB Student Services, e.g., Fin. Aid*	*UB Office of EDI*	*UB Office of Inclusive Excellence*	*UB Centers/Institutes*
		ARC 603	***ARC 553***	***ARC 511***	***ARC 573***	***ARC 604***	***ARC 542***	***ARC 575***	***ARC 512***	***ARC 605/7***	***ARC 611***	***ARC 555***	***ARC 606/8***	***ARC 582***	***ARC xxx***	***ARC xxx***									
Shared Values																										
Design	●	●				●			●	●	●		●						●		●					
Env. Stewardship & Professional Respon.					●			●						●			●									
Equity, Diversity & Inclusion	●																					●	●	●		
Knowledge & Innovation			●							●		●	●		●	●			●		●					●
Leadership, Collab. & Community Engmt.						●											●				●					
Lifelong Learning														●	●		●	●	●							
Program Criteria																										
PC.1 Career Paths														X			●	●	●							
PC.2 Design	X					X			X	X	X		X						●		●					
PC.3 Ecological Know. & Respon.	X				X			X																		
PC.4 History & Theory	X														X											
PC.5 Research & Innovation			X							X		X	X			X			●		●					●
PC.6 Leadership & Collaboration						X				X			X				●				●					
PC.7 Learning & Teaching Culture	X																	●		●	●	●				
PC.8 Social Equity & Inclusion	X																					●	●	●		
Student Criteria																										
SC.1 HSW in the Built Environ.					X			X																		
SC.2 Professional Practice								X						X												
SC.3 Regulatory Context								X						X												
SC.4 Technical Knowledge	X		X		X		X	X				X														
SC.5 Design Synthesis		X																								
SC.6 Building Integration						X																				

● Central Contribution
X Assessed at the Understanding Level
X Culminating Course/Experience

PROGRAM AND STUDENT CRITERIA MATRIX: 3.5-Year M.Arch

	Year 1								Year 2								Year 3					4	Non-Curricular Activities								
	Fall				Spring				Fall					Spring			Fall				S	F	ARC Dept.					UB-wide			
	Arch. Design Studio 1	*Architectural Media 1*	*Architectural History 1*	*Env. Systems 1*	*Arch. Design Studio 2*	*Architectural Media 2*	*Architectural History 2*	*Structures 1*	*Design Studio 3*	*Structures 2*	*Architectural Media 3*	*Env. Systems 2*	*Architectural Theory*	*Arch. Design Studio 4*	*Construction Tech.*	*Env. Systems 3*	*Professional Practice*	*Research Studio*	*Structures 3*	*Intell. Domain Seminar*	*Tech. Methods Seminar*	*Research Studio*	*Research Studio/Thesis*	*Career Services*	*Academic Advising*	*Graduate Research Groups*	*ARC Student Representatives*	*Atelier Week*	*UB Student Services, e.g., Fin. Aid*	*UB Office of EDI*	*UB Office of Inclusive Excellence*	*UB Centers/Institutes*
	ARC 501	**ARC 511**	**ARC 531**	**ARC 541**	**ARC 502**	**ARC 512**	**ARC 534**	**ARC 552**	**ARC 503**	**ARC 553**	**ARC 611**	**ARC 573**	**ARC 562**	**ARC 504**	**ARC 542**	**ARC 575**	**ARC 582**	**ARC 605**	**ARC 555**	**ARC xxx**	**ARC xxx**	**ARC 606**	**ARC 607**									
Shared Values																															
Design					●	●			●		●			●				●				●			●		●				
Env. Stewardship & Professional Respon.				●								●				●	●						●								
Equity, Diversity & Inclusion			●		●		●						●															●	●	●	
Knowledge & Innovation										●			●					●	●	●	●	●	●			●		●				●
Leadership, Collab. & Community Engmt.														●									●				●				
Lifelong Learning			●				●						●				●			●			●	●	●						
Program Criteria																															
PC.1 Career Paths																	X						●	●	●						
PC.2 Design					X	X			X		X			X				X				X	X			●		●				
PC.3 Ecological Know. & Respon.				X								X				X															
PC.4 History & Theory			X				X						X							X											
PC.5 Research & Innovation										X			X					X	X		X	X				●		●			●	
PC.6 Leadership & Collaboration														X				X				X	●				●				
PC.7 Learning & Teaching Culture	X																							●		●	●	●			
PC.8 Social Equity & Inclusion			X		X		X						X															●	●	●	
Student Criteria																															
SC.1 HSW in the Built Environ.												X				X															
SC.2 Professional Practice																X	X														
SC.3 Regulatory Context					X											X	X														
SC.4 Technical Knowledge				X				X		X		X			X	X			X												
SC.5 Design Synthesis									X																						
SC.6 Building Integration														X																	

● Central Contribution

X Assessed at the Understanding Level

X Culminating Course/Experience

NAAB

Appendix 3. Assessment Plan

The Department of Architecture at UB has a four-phase, multi-modal approach to program assessment. Before articulating this assessment plan, some background information is important.

Impacts of the COVID-19 Pandemic. The COVID-19 pandemic was disruptive across all sectors, geographies, and populations in society – with minorities, older-adults, people with disabilities, and children especially adversely affected. The disruption also impacted architectural education, as professors had to abruptly modify pedagogy and learn new teaching skills, administrators had to manage uncertain budgets and personnel challenges, and student resiliency was tested. Coincidentally, the newest NAAB conditions and procedures were finalized in January 2020 and programs, like UB's Department of Architecture, had just begun faculty conversations when the pandemic-lockdowns began in March. Subsequently, the NAAB postponed all accreditation reviews by a year, as programs responded to new state and institutional policies and procedures, addressed student and faculty crises, and continued to adjust courses and delivery methods throughout AY20/21 and AY21/22. The Department of Architecture at UB led the institution in the return to in-person learning, while making strides on mapping the curriculum to the NAAB criteria. Assessment, however, was delayed not only due to "bandwidth" but also due to concerns about the utility of assessing student learning amidst such an idiosyncratic moment in architectural education. As such, the department has launched a phased approach to assessment, starting with the collection of quantitative baseline data from fall 2022 and spring 2023 courses, as outlined in the table below.

Assessment Paradigms. This phased plan has carefully considered the strengths and limitations of various assessment strategies. The literature on program assessment in higher education has grown considerably in recent years. This includes a deeper understanding of the three types of assessment:

- Capstone Assessment: The evaluation of all learning outcomes occurs at the end of the program, such as an integrative, reflective portfolio.
- Milestone Assessment: This involves the evaluation of clusters of learning outcomes at specific points in the curriculum, such as a pivotal or culminating structures, history, or design course.
- Mapped Assessment. This method reviews specific learning outcomes within individual courses, such as exams, papers, or projects.

UB's Department of Architecture has adopted a phased approach working from the last type – mapped assessment.

Learning-sciences literature also defines three assessment philosophies:

- Functional Assessment (or "Curriculum as Fact"): In this "assessment *of* learning" paradigm, students acquire knowledge (not create it), while assessment is independent of learning activities, such as in standardized tests or final exams.
- Naturalistic Assessment (or "Curriculum as Activity"): This "assessment *for* learning" paradigm emphasizes processes and qualitative information, rather than the quantitative approach of the previous category. Portfolio review, development, and re-review is one example.
- Emancipatory/Critical Assessment (or "Curriculum as Inquiry"): In this somewhat radical "assessment *as* learning" paradigm, evaluation and learning are synonymous and integrated. Student self- and peer-evaluations are common in this paradigm, where the acts of learning, reflecting, and grading are one in the same.

For practical purposes and to establish a baseline, the department has begun with the first paradigm – functional assessment – by collecting student pass rates for assignments, exams, and projects in core courses.

Nevertheless, architectural education involves several courses and learning activities related to the second category, which the department plans to more systematically document in the future. Likewise, faculty in the department have also begun to explore "radically inclusive pedagogies," such as in the history and structures curricula, which align with the third paradigm.

Phases and Modes of the Assessment Plan. Stemming from the above, the department's phased assessment plan is as follows:

- Phase 1 (AY22/23): Mapped, Functional Assessment. Collect and assess quantitative data on student pass rates at the course level related to each PC and SC.
- Phase 2 (AY24/25): Milestone, Naturalistic Assessment. Collect and evaluate qualitative capstone and milestone information, such as portfolios, and compare this information to the above data points.
- Phase 3 (AY25/26): Critical Assessment. Identify courses for piloting in the "Curriculum as Inquiry" paradigm, recollecting the data articulated in phases 1 and 2, and comparing across the paradigms.
- Phase 4 (AY26/27): Meta-assessment and Revisions. Redrafting this assessment plan based on the findings and lessons learned above.

A summary of Phase 1 (Mapped, Functional Assessment) for fall 2022 and spring 2023 courses is outlined below. For each course, professors identified the assignment, project, or exam with the learning outcome(s) most aligned with each PC/SC; in some cases, this was a comprehensive exam, final project, or final course grade.

The aspirational benchmark (goal) for all items listed below is 93%. This corresponds to the university's retention goal. Likewise, given the tight, linear sequence of studio, history, structures, and environmental systems courses, failure in any course can result in increased time to degree or leaving the major.

PC/SC	Course: Assignment	Result	Planned Action
PC1	• AED 199: final grade	• 84% C or higher	• we are expanding the credit hours and content of this course
	• **ARC 582: mid-term quiz**	• 100% passed	• none
	• **ARC 582: final quiz**	• 100% passed	• none
PC2	• ARC 201: final project	• 95% passed	• none
	• ARC 202: project #1	• 97% passed	• none
	• ARC 202: project #2	• 99% passed	• none
	• ARC 301: project #3	• 98% passed	• none
	• **ARC 302: project #2**	• 100% passed	• none
	• **ARC 302: project #3**	• 100% passed	• none
	• ARC 312: assignment #7	• 77% passed	• changes to the teaching team and course assignments are planned for spring 2024
	• ARC 403: assignment #5	• 100% passed	• none
	• ARC 411: final project	• missing data	• reassess
	• ARC 412: rendering	• 99% passed	• none
	• ARC 502: project #3a-b	• 100% passed	• none
	• **ARC 503/603: project 5a**	• 100% passed	• none
	• ARC 504/604: project #1b	• 100% passed	• none
	• ARC 512: project #7	• 91% passed	• the department is implementing a Digital Tutoring Center in fall 2023
	• ARC 605/606/607/608: varies by GRG studio	• 100% passed	• pass rates were assessed across all GRGs; we will now assess qualitative differences
	• ARC 611: final drawings	• 95% passed	• none
PC3	• ARC 201: final grade	• 99% passed	• none
	• ARC 241/541: project #2	• 96% passed	• none

	• ARC 473/573: comp. assessment • **ARC 575: assignment 09**	• 97% passed • 97% passed	• none • none
PC4	• ARC 231/531: assnmt. #3 • ARC 234/534: assnmts. #1-2 • **ARC 362/562: paper #3** • ARC 6XX: Intellectual Domain Seminars	• 99% passed • 100% passed • 97% passed • 100% passed	• none • none • none • pass rates were assessed across all GRGs; we will now assess qualitative differences
PC5	• ARC 362/562: paper #3 • ARC 453/553: final project • ARC 555: final grade • ARC 5XX/6XX: technical methods seminars • **ARC 605/606/607/608: varies by GRG studio**	• 97% passed • 88% passed • 100% passed • 100% passed • 100% passed	• none • the teaching assignment and pedagogy for fall 2023 are being transformed • none • pass rates were assessed across all GRGs; we will now assess qualitative differences • pass rates were assessed across all GRGs; we will now assess qualitative differences
PC6	• ARC 102: team-building workshop • ARC 301: project #3 • ARC 403: module #3 • ARC 504/604: project 2a • **ARC 605/606/607/608**	• 100% completion • 98% passed • 100% passed • 100% passed • 100% passed	• developing qualitative methods of assessment commensurate with this criterion • none • none • none • pass rates were assessed across all GRGs; we will now assess qualitative differences
PC7	• **AED 199: final grade** • ARC 101: work habits learning objectives • ARC 102: assignment #1 • **ARC 501: student experience**	• 84% C or higher • class average 13/16 pts. • 94% passed • interviews	• we are expanding the credit hours and content of this course • we are developing a qualitative approach more commensurate with this criterion • none • the department is providing new advising and other services for these students
PC8	• ARC 211: projects #1-2 • **ARC 231/531: assnmt. #2** • ARC 234/534: final assignment • **ARC 362/562: paper #3** • ARC 403: module #3 • ARC 502: projects #1-2	• 88% (#1), 91% (#2) • 97% passed • 100% passed • 97% passed • 100% passed • 90% (#1), 100% (#2)	• university-wide course: disaggregate student data to determine success rates by major, then offer project formats by major • none • none • none • none • none (average for #1 and #2 is 95%)
SC1	• ARC 101: project #3 • ARC 201: final project • ARC 202: assignment #2 • ARC 403: module #3 • ARC 473/573: assnmt. #1 • **ARC 575: assignment #9**	• 94% • 95% passed • 98.5% passed • 100% passed • 100% (473), 84% (573) • 97% passed	• none • none • none • none • conduct qualitative assessment to determine why grad students have a lower pass rate • none
SC2	• ARC 575: assignment #9 • **ARC 582: final quiz**	• 97% passed • 100% passed	• none • none
SC3	• **ARC 403: module #3** • ARC 502: projects #3a-b • ARC 575: assignment #9 • **ARC 582: final quiz**	• 100% passed • 100% (3a-b) • 97% passed • 100% passed	• none • none • none • none

SC4	• ARC 241/541: project #4 • ARC 352/552: sketch #4 • **ARC 442/542: exam #2** • **ARC 442/542: assnmnt. #2** • ARC 453/553: test #2b • ARC 555: final grade • ARC 473/573: assnmt. #1 • ARC 575: assignment #9	• 84% passed • 100% passed • 89% (442), 80% (542) • 98% (442), 100% (542) • 67% passed • 100% passed • 100% (473), 84% (573) • 97% passed	• determine why some students are struggling, and implement pedagogical changes • none • determine why some students are struggling, and implement pedagogical changes • none • the teaching assignment and pedagogy for fall 2023 are being transformed • none • conduct qualitative assessment to determine why grad students have a lower pass rate • none
SC5	• **ARC 301** • **ARC 503/603**	• criterion-based rubric	• faculty utilized the rubric to assess student progress and to deliver guidance
SC6	• **ARC 302** • **ARC 504/604**	• criterion-based rubric	• faculty utilized the rubric to assess student progress and to deliver guidance

As indicated in the track matrices, the department also carried out enhanced assessments for key courses. These assessments are included in the digital team room within the respective PC and SC folders. These courses will continue to be assessed biannually according to the quantitative methods above. Phases 2 and 3 of the assessment plan will integrate these courses as follows:

PC/SC	Course	Phase 2 Method	Phase 3 Method
PC1	• ARC 582	Interviews with randomized sample of students.	Integration of peer-assessment module.
PC2	• ARC 302 and ARC 503	Faculty committee review of randomized sample of student portfolios.	Integration of peer-assessment module.
PC3	• ARC 575	Faculty committee review of randomized sample of student project submissions.	Integration of peer-assessment module.
PC4	• ARC 362/562	Faculty committee review of randomized sample of student essays.	Integration of peer-assessment module.
PC5	• ARC 605/606/607/608	Faculty committee review of randomized sample of student portfolios.	Integration of peer-assessment module.
PC6	• ARC 605/606/607/608	Interviews with randomized sample of students.	Integration of peer-assessment module.
PC7	• AED 199 • ARC 501	Interviews with randomized sample of students.	Integration of peer-assessment module.
PC8	• ARC 362/562	Faculty committee review of randomized sample of student essays.	Integration of peer-assessment module.
SC1	• ARC 575	Faculty committee review of randomized sample of student project submissions.	Integration of peer-assessment module.
SC2	• ARC 582	Interviews with randomized sample of students.	Integration of peer-assessment module.
SC3	• ARC 582	Interviews with randomized sample of students.	Integration of peer-assessment module.

SC4	• ARC 442/542	Faculty committee review of randomized sample of student project submissions.	Integration of peer-assessment module.
SC5	• ARC 301 • ARC 503/603	Faculty committee review of randomized sample of student portfolios.	Integration of peer-assessment module.
SC6	• ARC 302 • ARC 504/604	Faculty committee review of randomized sample of student portfolios.	Integration of peer-assessment module.

Additional Program-level Assessments and Interventions. As evidenced in the data above and as stated in section 5.2.3, a strategic goal of the department is recruiting and retaining diverse, talented students, and supporting student success. The School of Architecture and Planning has a first-to-second-year undergraduate student retention rate (91%) that exceeds the university retention rate (87%), which is significantly higher than the national average (67%). Another measure of the department's positive teaching and learning culture is evidenced in the four- and six-year graduation rates of architecture undergraduates – 63% and 75% respectively for the incoming fall 2016 class – higher than the national average (by eight percentage points) among public universities. Success is particularly strong for architecture students who attain junior standing. For students who entered UB in fall 2017 (from any major) and who ascended to the junior year of the architecture program, 87% and 100%, respectively, graduated in four or six years. More than 30% of this cohort graduated in less than four years due to summer study abroad; at times, this number has exceeded 40%.

To complement the above information, the department also gathered information on DFR rates (the percentage of students who receive a "D" or "F" grade or who resign a course) for fall 2022 and spring 2023. The highest DFR rates in the architecture program are:

- ARC 121: Introduction to Architecture – 20%
- ARC 241: Environmental Systems 1 – 13%
- ARC 575: Environmental systems 3 – 11%

The instructor and department have continued to track student challenges in ARC 121. Beginning in AY22/23, the department has developed a new approach to the course. The course will be taught both fall and spring semesters, enabling several possibilities. First, students who fail or resign the course will be able to retake the course the following semester (not a year later). Second, as the course is offered university-wide as a general-education course, the fall course will focus on architecture majors, while the spring semester will cater to non-architecture majors (primarily). Third, the department can pilot two different instructors and pedagogies for the fall and spring terms to better assess student learning challenges and solutions. The department has yet to develop interventions for ARC 241 and 575, as most of the above percentages are attributable to resignations early in the semester, not D or F grades. The next step is a deeper assessment of the precise factors contributing to the resignations, which may be non-academic.

Outside of ARC 575, the highest DFR rates at the upper-division and graduate level are seminar courses. In these small-enrollment classes, 1-2 students, mostly commonly resigning not failing or earning a D, can significantly skew percentages. Resignations are often attributable to physical- or mental-health issues, family situations, time management, or other non-academic factors. As such, the department does not plan any curricular or pedagogical interventions but will remain focused on delivering comprehensive student services.

Appendix 4: One-page Faculty Bios

Name:
Martha Bohm
Courses Taught (Four semesters prior to current visit)**:**
Fall 2023 (on leave)
Spring 2023 ARC 475/575
Fall 2022 HON 214
Spring 2022 ARC 475/575
ARC 606
Educational Credentials:
M.Arch University of Oregon 2006
BA Harvard University 1998
Teaching Experience:
I have taught at UB since 2010, and taught at Cornell from 2006-2008.
Professional Experience:
I worked full time at William McDonough + Partners in Charlottesville, VA from 2008-2010, and worked part time as an intern at Rowell Brokaw Architects in Eugene, OR from 2005-2006.
Licenses/Registration:
NA
Selected Publications and Recent Research:
Ringland, John; Bohm, Martha; Baek, So-Ra; and Eichhorn, Matthew. "Automated survey of selected common plant species in Thai homegardens using Google Street View imagery and a deep neural network." *Earth Science Informatics,* Volume 14, March 2021, p 179-191. https://doi.org/10.1007/s12145-020-00557-3 [13 pp].
Bohm, Martha. "Understanding Sustainability and Resilience as Applied: Tracking the Discourse in City Policy " In *Climate Adaptation and Resilience Across Scales.* Nicholas Rajkovich and Seth Holmes, eds. (Routledge, 2021), p 207-222.
Bohm, Martha; Rajkovich, Nick; and Okour, Yasmein. "Climate Adaptation by Design: An Overview for New York State Building Professionals" (Albany, NY: NYSERDA, 2019). (Albany, NY: NYSERDA, 2019) [38 pp].
Bohm, Martha; Hwang, Joyce; and Printz, Gabby (eds.). Beyond Patronage: Reconsidering Models of Practice (New York: Actar D, 2015) [205 pp].
Professional Memberships:
Society of Building Science Educators

Name: Nicholas Bruscia

Courses Taught (Four semesters prior to current visit)**:**
Spring 2023:
ARC 619 – Architectural Geometry and Construction
ARC 599TUT – Parametric Programming for 5-axis Waterjet Machining
Fall 2022:
ARC 605 – Specter Space
ARC 611 – Architecture Media 3
Spring 2022:
ARC 606 – Remote Cultural Technologies
ARC 619 – Architectural Geometry and Construction
Fall 2021:
ARC 403 – Architectural Design Studio 7: Housing as Process
ARC 411 – Architecture Media 5

Educational Credentials:
MArch, University at Buffalo, School of Architecture and Planning (2008)
MFA, University at Buffalo, Department of Media Study (2008)

Teaching Experience:
2019 – present: Assistant Professor, School of Architecture and Planning, University at Buffalo
2011 – 2019: Clinical Assistant Professor, School of Architecture and Planning, University at Buffalo
2008 – 2011: Adjunct Assistant Professor, School of Architecture and Planning, University at Buffalo

Professional Experience:
2005 – 2008: Architect Technical Intern, CannonDesign, Buffalo, NY

Selected Publications and Recent Research:
2022 Bruscia, Nicholas. “Recreational Mathematics in Form Making and Fabrication.” *w/k - Between Science & Art;* On Art and Science.
2022 Bruscia, Nicholas, Daiki Kanaoka, Hideaki Asaoka, and Kotaro Iwaoka. “Nemagari Crafting - Utilization of Bentroot Timber with Mixed-Reality Fabrication.” In *2022 AIA/ACSA Intersections Research Conference: Resilient Futures,* Online.
2022 Bruscia, Nicholas, Daiki Kanaoka, Hideaki Asaoka, and Kotaro Iwaoka. “Nemagari no Takumi workshop – mixed reality crafting and new uses for unwieldy logs.” In *ACADIA 2022: Hybrids and Haecceities - Proceedings of the 42nd Annual Conference of the Association for Computer Aided Design in Architecture* (ACADIA), Philadelphia.
2021 Bruscia, Nicholas. “Surface Disclination Topology in Self-Reactive Shell Structures.” In *ACADIA 2021: Realignments: Toward Critical Computation. Proceedings of the 41st Annual Conference of the Association for Computer Aided Design in Architecture* (ACADIA), Online. 362-371.
2020 Bruscia, Nicholas. “Structural Papercuts: Scaling Disclinations in Self-Reactive Surfaces.” In *ACADIA 2020: Distributed Proximities. Proceedings of the 40th Annual Conference of the Association for Computer Aided Design in Architecture* (ACADIA), Online. 536-545.

Professional Memberships:
Association for Computer-Aided Design in Architecture (ACADIA)
Association for Collegiate Schools of Architecture (ACSA)
Association for Computer-Aided Architectural Design Research in Asia (CAADRIA)

Name: Brian Carter

Courses Taught: (four semesters prior to current visit)
SPRING 2023-ARC 630 Seminar (Urban Design) ARC 404 LAB Design Practicum
FALL 2022-ARC 503/603 Graduate Design Studio ARC 697 Seminar (Portfolio)
SPRING 2022-ARC 302 Junior Design Studio ARC 404 LABARC 599 Independent Study
FALL 2021-ARC 503/603 Graduate Design Studio ARC 629 Seminar (Urban Design) ARC 567 Directed Research.

Educational Credentials:
Diploma in Architecture, Nottingham School of Architecture, UK.
M. Arch, University of Toronto, Canada.

Professional Experience:
Architect working in practice, London, UK. (Arup Associates 1970 – 94)

Licenses/Registration:
Architects Registration Council (UK)

Selected Publications & Recent Research:
Johnson Wax Administration & Research Tower, Phaidon Press (1998) Author.
'All-American: Innovation in American Architecture, Thames & Hudson (2002) Co-author.
Public Works; The Miller Hull Partnership, Princeton Architectural Press (2009) Contributor.
Recent research – contemporary global architecture and urban design.

Professional Memberships:
Honorary Fellow, Royal Architectural Institute of Canada (2017)
Elected Fellow, Royal Society of Arts , London (1992)
Elected Associate, Royal Institute of British Architects (1966)

Name: Elaine Y. Chow

Courses Taught:
Fall 2023:
ARC 301 Junior Architecture Design Studio
ARC 498/697 Portfolio Seminar
Spring 2023:
ARC 302 Junior Architecture Design Studio
ARC 498/697 Portfolio Seminar
Fall 2022:
ARC 301 Junior Architecture Design Studio
ARC 498/697 Portfolio Seminar
Spring 2022:
ARC 302 Junior Architecture Design Studio
ARC 498/697 Portfolio Seminar

Educational Credentials:
2001: M.Arch, Columbia University GSAPP
1998: BPS Arch, University at Buffalo

Teaching Experience:
2022-present: Clinical Assistant Professor, University at Buffalo
2017-2021: Adjunct Instructor, University at Buffalo

Professional Experience:
2012-present: sole practitioner, proj.eyc
2007-2011: architect, project manager, zerolaboffice, Shanghai, China
2001-2006: junior architectural designer, Kallmann McKinnell & Wood Architects, Boston, MA
1999-2001: junior designer, The Moderns, New York, NY
1996-1997: intern, Flynn Battaglia Architects, Buffalo, NY

Licenses/Registration:
2022-present: NY
2007-2022: MA

Selected Publications and Recent Research:
2021: AIA Buffalo/WNY Design Award (4+2 House)

Professional Memberships:
AIA
NCARB
LEED AP

Name: Stephanie Cramer

Courses Taught (Four semesters prior to current visit)**:**
Spring 2023 : ARC102
Fall 2022 : ARC606 – Graduate Option Studio, Scaffolded
Spring 2022 : ARC102, ARC112
Fall 2021 : ARC101, ARC111

Educational Credentials:
March – Architectural Association, Design + Make, 2014
Barch – Rensselaer Polytechnic Institute, 2006

Teaching Experience:
2019 – present : University at Buffalo School of Architecture and Planning, Clinical Assistant Professor
2014 – 2019 : University at Buffalo School of Architecture and Planning, Adjunct Instructor
2014 – 2015 – The New School, School of Constructed Environments, Design Workshop Summer Faculty

Professional Experience:
2011 – 2013 : Studio Jantzen, Venice, CA, USA – Associate / Project Architect
2009 – 2011 : Behnisch Architekten, Venice CA, USA - Project Architect
2006 – 2009 : Behnisch Architekten, Stuttgart Germany – Project Architect
2004 – 2006 : Falling Anvil Studios, Troy NY – Fabricator / Designer
2000 – 2003 – Mesick, Cohen, Wilson, Baker Architects, Albany NY – Intern

Licenses/Registration:
Registered Architect, New York State

Selected Publications and Recent Research:
N/A

Professional Memberships:
N/A

Name: Gregory Delaney

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

Fall 2021: ARC 121—Introduction to Architecture, ARC 599—Directed Research, ARC 599—Independent Study in Architecture

Spring 2022: ARC 202—Architectural Design Studio 4, ARC 551—Technical Methods: Urban Design II, ARC 499/599—Independent Study in Architecture

Summer 2022: ARC 491/596—Special Topics, OPR 481/581—UB Programs Abroad

Fall 2022: ARC 121—Introduction to Architecture, ARC 599—Directed Research

Spring 2023: ARC 202—Architectural Design Studio 4, ARC 312—Architecture Media 4, ARC 699—Masters Thesis

Summer 2023: ARC 491/596—Special Topics, OPR 481/581—UB Programs Abroad

Educational Credentials:

Master of Architectural Studies in Criticism, Knowlton School, The Ohio State University (2010
Bachelor of Science in Architecture, Knowlton School, The Ohio State University (2008)

Teaching Experience:

2023–present: Clinical Associate Professor, School of Architecture and Planning, University at Buffalo
2014–2023: Clinical Assistant Professor, School of Architecture and Planning, University at Buffalo
2011–2014: Adjunct Assistant Professor, School of Architecture and Planning, University at Buffalo
2010–2011, Summers 2013, 2014, 2016, 2017: Lecturer, Knowlton School, The Ohio State University

Professional Experience:

2023–present: Member, Design Committee, Scajaquada Corridor Coalition

Selected Publications and Recent Research:

Peer-Reviewed Articles Authored and Conference Participation:

2022 “Matter and Memory of the Great Northern,” *(In)Tangible Heritages: Architecture, Media, Politics, Society (AMPS)*, Kent School of Architecture and Planning, University of Kent, Canterbury, Kent, UK (coauthored with Beth Tauke).

2019 “Making Bibelot: Casting Material Research within Cultural Frameworks,” *Frontiers of Architectural Research*, Vol. 8, No. 2, Jun. 2019: 121–135. Print. (coauthored with Erkin Özay, Nicholas Traverse, and Andrew Pries).

Articles Authored in Newspapers, Journals, and Magazines:

2022 “The Time to Save the Great Northern wasn’t Then—it’s Now,” *The Buffalo News* [Buffalo], 15 Oct. 2022. Print.

2022 “There’s no emergency—Great Northern can be saved,” *The Buffalo News* [Buffalo], 4 Mar. 2022. Print.

2016 “From Big to Small,” *The Public* [Buffalo], 13 Apr. 2016: 6–7. Print.

2012 “Observations on Colbert.” *Log*, No. 24. Architecture Criticism (2012): 18. Print.

2010 “Building Momentum.” CMH [Columbus], Issue 5. Jan. 2010: 56–58. Print.

Name:
Miguel Guitart

Courses Taught (Four semesters prior to current visit)**:**
Spring 2023: ARC604+ARC699 (thesis)
Summer 2023: ARC491+ARC596 / OPR481+OPR581 (Study Abroad)
Fall 2023: ARC501+ARC632

Educational Credentials:
PhD in Architectural Theory and Design (Summa Cum Laude, 2000)
Escuela Técnica Superior de Arquitectura de Madrid (ETSAM, Universidad Politécnica de Madrid (UPM)
Master in Architecture II (2003)
Harvard University Graduate School of Design (J. W. Fulbright Scholar)
Master in Architecture+Dipl. Arch (Summa Cum Laude, 2000)
Escuela Técnica Superior de Arquitectura de Madrid (ETSAM, Universidad Politécnica de Madrid (UPM)

Teaching Experience:
University at Buffalo (2014-current)
Universidad de Zaragoza (2013-2014)
Universidad Pontificia de Salamanca Campus Madrid (2006-2014)
Boston Architectural Center (2002-2003)

Professional Experience:
Gimeno Guitart (founding partner, 2008-2014)
Guitart Arquitectos (founding partner, 2003-2008)

Licenses/Registration:
Licensed in Spain (since 2000, COAM 15038)

Selected Publications and Recent Research:
https://orcid.org/0000-0002-2735-9991

Professional Memberships:
ACSA, J. W. Fulbright Spanish Association, ...

Name: Hiroaki Hata

Courses Taught:
Spring 2023:
ARC 630/URP 566: Case Study: Theories of Urban Settlement Patterns, an interdisciplinary graduate seminar
ARC 316/END 312: Design of the City/Experiencing the City: an interdisciplinary seminar for Env. Design undergrads

Fall 2022:
ARC 681/URP 581 Interdisciplinary graduate studio: Urban Hamlet 3, Imagining Buffalo's Post Highway Future ARC 547/UPR565/END 565: Understanding Good Urban Form, an interdisciplinary graduate seminar

Educational Credentials:
Master of Architecture in Urban Design: MAUD (post-professional-advanced degree), Harvard University, 1978
Master of Architecture with distinction, Washington University, St. Louis, MO, 1969
Ochano-mizu Academy of Fine Arts, Tokyo, Japan, 1962-63 (24 months) a special non-degree program for intensive drawing Bachelor of Arts in English and English Literature, Reitaku University, Chiba, Japan, 1963

Teaching Experience: *All at UB except as noted:*
2011-present: Associate Professor of Architecture and Urban Design, joint-appointment: Director of MUP Urban Design Specialization Program, 2012-present
Core faculty: Urban Design Graduate Research Group in Dept. of Architecture, 2015-present
Affiliated Faculty: MS in Real Estate Development Program in the Department of Urban & Regional Planning, 2016- present
UBRI: Affiliated Faculty + Principal Investigator, 2010-present.
1985-2011: Associate Professor of Architecture in Urban Design
2000-01: Visiting Professor in Urban Design, New York Institute of Technology New York, NY (part-time).
1985-86: Visiting Associate Professor of Architecture, Aarhus School of Architecture, Aarhus, Denmark, (full-time)
1979-1985: Assistant Professor of Architecture at School of Architecture and Planning; tenured in 1985
1972-1979: part-time instructor in Architecture/Urban Design at Harvard GSD and Boston Architectural College

Professional Experience:
2000-2001: HOK (Helmuth Obata Kassabaum) Planning Group, New York, NY. UD consultant for a number of large-scale planning and urban design work including a Landscape Master Plan for UB North/South campuses
1975-77: Hiro Hata, UD Consultant, Cambridge, MA, Independent Consultancy for a variety of firms. 1974-76/1960-70: Anselevicius/Rupe/Assoc. Senior Designer/Co-job Captain; Junior Designer.
1973-74: Pietro Belluschi and Jung-Brennan Associates, Boston, MA, Senior Designer
1971-73: Sert, Jackson and Associates, Cambridge, MA, Senior Designer: Worked on two of large-scale high-density, high-low-rise urban housing complexes in New York. Client: NYS Urban Development Corporation (Empire Development Corp)
1965-68: Graduate Research Assistant, and Dean C. Michaelides and Professor R. Vickery, Washington University, St. Louis, MO. Summers 1966; 1967: HOK, St. Louis, MO. Intern architect
Jan-Dec. 1964. Yasue and Associates Architects, Tokyo.

Licenses/Registration:
Registered Architect in the Commonwealth of Massachusetts. Registration #: 5281 Architect Licensure in the State of New York. Registration #: 17312

Selected Publications and Recent Research:
Academic, Peer-Reviewed Book: N/A

Selected Peer-Reviewed Articles and Peer-Reviewed Book Chapters:
2021: "FRAMING THE BEHOLDER'S VISUAL EXPERIENCE: AN INVESTIGATION OF PERSPECTIVAL THINKING FOR URBAN DESIGN": *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, Article ID: RJOU1979084; First author with Ernest Sternberg.
2013: "PATHWAYS AND ARTIFACTS: Neighborhood Design for Physical Activity"; Second-author with Daniel Hess and Ernest Sternberg; published in Journal of Urbanism, vol. 6, No.1,
1994; "An Urban Design Studio as a Means of Making Cities Livable", International Making Cities Livable Council, Carmel, CA; 1978: "Center for the Study of Contemporary Art: Joan Miro Foundation, Barcelona, Spain" in Architecture + Urbanism (A+U), 1978: "Harvard Science Center", in Architecture + Urbanism (A+U);

Professional Memberships: N/A

Name: Joyce Hwang

Courses Taught (Four semesters prior to current visit)**:**
Fall 2023: Arc 503/603 Architecture Graduate Design Studio 3 - Synthesis
Spring 2023: Arc 606 Material Culture Graduate Studio
Fall 2022: Arc 201 Architecture Undergraduate Design Studio 3
Spring 2022: n/a – course buy-out for research

Educational Credentials:
2003: Princeton University, Master of Architecture
1998: Cornell University, Bachelor of Architecture

Teaching Experience:
2005 – Current: University at Buffalo, School of Architecture and Planning, Dept. of Architecture
- 2013 – Current: Associate Professor (2018-21: Associate Chair, 2018- Current: DGS)
- 2006 – 2013: Assistant Professor
- 2005 – 2006: Adjunct Assistant Professor

2018: Visiting Associate Professor, University of Toronto
2003-2005: Lecturer, Temple University, Tyler School of Art, Department of Architecture

Professional Experience:
2004 – Current: Ants of the Prairie (Director/ Sole Proprietor), Buffalo, NY, USA
2003 – 2004: MGA Partners (Design Staff), Philadelphia, PA, USA
2001: Tonet Sunyer Arquitectos (Design Staff), Barcelona, Spain
2000: Carlos Ferrater Arquitecto (Project Staff), Barcelona, Spain
1998 – 2000: Handel Architects (Associate), San Francisco, CA, USA
1997- 1998: McCall Design Group (Design Staff), San Francisco, CA, USA

Licenses/Registration: Registered Architect in New York State, NCARB Certified

Selected Publications and Recent Research:
Selected Publications (Journal Articles*, Book Chapters, and Co-Edited Book***):**
"To Middle Species, With Love," in *Empathic Design*, ed. Elgin Cleckly (Island Press, 2023)**
"Environment as Collaborator" in *Log, #54: Coauthoring* (2022)*
"Generative Zoning," in *Waste Matters*, ed. Nikole Bouchard (Routledge, 2021)**
"Toward an Architecture for Urban Wildlife Advocacy" in Biophilic Journal, issue 2 (2017)*
"Living Among Pests" in Volume Magazine, issue 35 (2013)*
Beyond Patronage: Reconsidering Models of Practice, eds. Joyce Hwang, Martha Bohm, Gabby Printz***
Selected Awards and Fellowships:
2024 WOJR/ Civitella Ranieri Architecture Prize (awarded 2023)
2022 Pratt Institute Piaule Multispecies Habitats Fellow
2021 Exhibit Columbus University Design Research Fellowship
2017 Australian National University School of Art and Design International Craft and Design Residency
2017 Blue Mountain Center Residency
2016 and 2011 MacDowell Fellowship
2014 Architectural League of New York Emerging Voices Award
2013 New York Foundation for the Arts Fellowship

Professional Memberships: AIA, NOMA, NCARB, ACSA

Name: Anahita Khodadadi

Courses Taught (Four semesters prior to current visit)**:**
Fall 2022: ARC 301 – Architecture Design Studio
Spring 2023: ARC 608 – Optional Architecture Design Studio 8
ARC 546: Tech Methods – Ecological Practices II
Fall 2023: ARC 453 | 553 - Structure 2

Educational Credentials:
2019 - Ph.D. in Architecture (Building Technology), University of Michigan
2015 - M.S. in Architecture (Building Technology), University of Michigan
2010 – M.Arch, University of Tehran, Iran
2008 – B.S in Architecture, University of Tehran, Iran

Teaching Experience:
2022- present: Assistant Professor, School of Architecture and Planning, University at Buffalo
2019 – 2022: Assistant Professor, School of Architecture, Portland State University
2013- 2016: Graduate Research and Teaching Assistant, University of Michigan
2011-2013: Adjunct Lecturer, Azad University, Tehran, Iran

Professional Experience:
2011- 2013: Design and Research Fellow Physical Development Research Center, Tehran, Iran
2008-2011: Designer, Bam Citadel of Kerman Architecture Firm, Tehran, Iran.

Licenses/Registration:
2016 – present: LEED Green Associate
2011 – present: License Architect, Tehran, Iran

Selected Publications and Recent Research:

Selected books:
- Khodadadi, A. (2021). *Basic Concepts of Structural Design for Architecture Students*. Portland State University Library. https://doi.org/https://doi.org/10.15760/pdxopen-31

Selected Peer-reviewed papers:
- Khodadadi, A. (2022, September). Open Educational Resources in Structural Engineering Education. *Proceedings of the IASS 2022 Symposium Affiliated with APCS 2022 Conference*.
- Khodadadi, A., & von Buelow, P. (2022). Design exploration by using a genetic algorithm and the Theory of Inventive Problem Solving (TRIZ). *Automation in Construction*, *141*, 104354. https://doi.org/10.1016/J.AUTCON.2022.104354
- von Bulow, P., & Khodadadi, A. (2021, August). Computational form exploration of branching columns using concepts of formex algebra and the ParaGen method. *International Association of Shells and Spatial Structures Annual Symposium 2020/21 and 7th International Conference on Spatial Structures*.
- Khodadadi, A. (2019, October). Eco-friendly Mid-rise Apartments Using CLT Panels. *Proceedings of IASS Annual Symposia, IASS 2019 Barcelona Symposium: Timber and Bio-Based Structures*. https://www.ingentaconnect.com/content/iass/piass/2019/00002019/00000020/art00012
- Khodadadi, A. (2018). Synergy of a Genetic Algorithm and TRIZ in Conceptual Design. *International Association of Spatial Structures Annual Symposium (IASS)*.
- Khodadadi, A. (2015, August). Active Learning Approach in Teaching Structural Concepts to Architecture Students. *International Association of Shells and Spatial Structures Annual Symposium (IASS)*.

Professional Memberships:
2011 – present: Member of the International Association for Shell and Spatial Structures (IASS).
2011- present: Member of Tehran Construction Engineering Organization

Name: Conrad Kickert

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

- **ARC607 – Fall 2022, Fall 2023**
- **ARC630 – Spring 2022, Spring 2023**
- **END498 – Fall 2022**
- **ARC404 – Spring 2023**
- **ARC489/END489 – Fall 2023**

Educational Credentials:

- 2010-2014 **Doctor of Philosophy in Architecture**
  - University of Michigan, Ann Arbor – USA
- 2004-2007 **Master of Science in Urbanism**
  - Delft University of Technology – Netherlands
- 2005-2006 **Master of Urban Design (as exchange scholar)**
  - University of Michigan, Ann Arbor – USA
- 2001-2004 **Bachelor of Science in Architecture**
  - Delft University of Technology – Netherlands

Teaching Experience:

- 2021 -> **University at Buffalo – *Assistant Professor (Department of Architecture)***
- 2015-2020 **University of Cincinnati – *Assistant Professor of Urban Design (School of Planning)***
- 2011-2013 **TU Delft, department of urbanism – *Visiting lecturer***

Professional Experience:

- 2009-> ***Freelance urban researcher and designer***
- 2011 **TU Delft and Rotterdam City Council – *urban researcher / supervisor***
- 2010 **Delta Metropolis Association, Rotterdam – *urban researcher / team leader***
- 2009-2010 **Onderzoekslab Rijksbouwmeester, The Hague –*urban researcher***
- 2007-2009 **Roger Evans Associates, Oxford –*urban designer/researcher***

Licenses/Registration:

- **2007>** Eligible for Dutch architect/urbanist license (not registered for 2023)

Selected Publications and Recent Research:

- Kickert, Talen eds. (2023) *Streetlife – urban retail dynamics and prospects.* Toronto: University of Toronto Press.
- Kickert, Karssenberg (2022) *Street-level architecture: the past, present and future of interactive frontages.* New York, London: Routledge.
- Kickert (2019). *Dream city: creation, destruction, and reinvention in downtown Detroit.* Cambridge, MA: MIT Press

Professional Memberships: International Seminar on Urban Form (editorial board member)

Name: Annette W. LeCuyer

Courses taught (four semesters prior to current visit):
Fall 22+23: ARC 403 Senior studio + ARC449/549 Material Matters seminar
Spring 22+23: ARC 504-604 Graduate design studio + ARC 442/542 Construction Technology

Educational credentials:
Architectural Association, London England: Dip (Architecture) + Grad Dip (Architectural History)
University of Colorado, Boulder, Colorado: Bachelor of Fine Arts, with distinction

Teaching experience:
Professor, University at Buffalo, The State University of New York, January 2003-present.
International Architect in Residence, University of Auckland, New Zealand, July-August 2017.
Masterclass, Berlage Institute, Rotterdam, November 2004.
Arthur F. Thurnau Professorship, University of Michigan, 2002.
Pietro Belluschi Distinguished Visiting Professor in Architectural Design, University of Oregon, spring 2002.
Associate Professor, University of Michigan, 1994-2002.
Adjunct Associate Professor, University of Michigan, winter 1993.

Professional experience:
Allies and Morrison Architects, London, England, 1988-94. Associate 1991-94.
Jeremy Dixon/BDP, London, England,1984-1988.
Foster Associates (now Foster and Partners), London, England, 1981-1984.
Broome Oringdulph O'Toole Rudolf (BOORA), Portland, Oregon, June-September 1978.
MLTW/Turnbull Associates, San Francisco, California, June-September 1977.

Licenses/registration:
Architects' Registration Council of the United Kingdom, 1982

Selected publications and recent research:
Edited publications:
Canadian Documents in Architecture
Co-editor: *Barry Sampson: Teaching + Practice* (2021, Dalhousie Architectural Press).
Editor: *The Passage of Time*, Shim Sutcliffe (2014, Dalhousie Architectural Press) Reprinted 2018.

Authored publications:
LeCuyer, Annette. *ETFE – Technology and Design* (Birkhauser, 2008) German and English editions; (China Architecture + Building Press, 2010) Chinese edition.

LeCuyer, Annette. *Steel and Beyond – New Strategies for Metals in Architecture* (Birkhauser, 2003) German and English editions; (China Architecture + Building Press, 2009) Chinese edition.

LeCuyer, Annette and Carter, Brian. "Off the Radar," *Architectural Design* (Wiley-Academy, Jan/Feb 2003).

LeCuyer, Annette and Carter, Brian. *All-American: Innovation in American Architecture* (New York and London: Thames and Hudson, 2002). Dutch edition: *Opkomend Talent in de Amerikaanse Architecture* (Roularta and Sun, 2002). German edition: *Neue Architektur in den USA* (Deutsche Verlags-Anstalt, 2002).

LeCuyer, Annette. *Radical Tectonics* (Thames and Hudson, 2001).

Professional memberships:
-

Name: Laura Schmitz Lubniewski

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

Spring 2023 ARC 302, Architecture Design Studio 6, Coordinator: Ken MacKay
SSN 601, Sustainability Professional Skill Capstone
Fall 2022 ARC 484/584, Professional Practice 2 Firm & Alternative Practice Seminar
ARC 498/697, Portfolio
ARC 403, Senior Undergraduate Architectural Design Studio 7, Coordinator: Erkin Özay
Spring 2022 ARC 606, Architecture Design Studio "Fence +", Co-taught with Martha Bohm
Fall 2021 ARC 403, Senior Undergraduate Architectural Design Studio 7, Coordinator: Erkin Özay

Educational Credentials:

M.Arch, February 2015, Massachusetts Institute of Technology, Cambridge, MA
B.S. Architecture, February 2011, University at Buffalo, State University of New York

Teaching Experience:

University at Buffalo, State University of New York	Clinical Assistant Professor, Fall 2022- Current
University at Buffalo, State University of New York	Adjunct Professor, Spring 2017- Current
Massachusetts Institute of Technology	Teaching Assistant, Fall 2014
Boston Architectural College	Teaching Assistant, Summer 2012

Professional Experience:

Architect, Wendel Companies, Buffalo, NY, 2021-2022
Architect, eco_logic STUDIO, Buffalo, NY, 2017-2021
Tiny House Consultant, 2016-2019
Lead Architectural Designer, Tumbleweed Tiny House Company, Colorado Springs, CO, 2015-2016
Architectural Designer, StoneCloud Design Build, Denver, CO, 2015
Design Intern, MIT Campus Planning, Cambridge, MA, 2014
Intern Builder, Earthship Biotecture, Taos, NM, January 2014
Architectural Intern, Cannon Design, Grand Island, NY, 2013

Licenses/Registration:

Registered Architect 2020 - Current
Professional license and registration in New York State, #042810

National Council of Architectural Registration Boards (NCARB) 2020 – Current
Certification, #100202

Professional Memberships:

Certified Passive House Consultant (CPHC) 2020-Current
ID: # 3034
Phius Alliance New York Board of Directors Member, 2023

Name: Kenneth S. MacKay, AIA

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

SPRING 2023- ARC 302 Junior Studio (Coordinator) & ARC 482/582 Professional Practice
FALL 2022- ARC 301 Junior Studio (Coordinator) & ARC 330/521-END 330 Global Issues in Design Practice
SPRING 2023- ARC 302 Junior Studio (Coordinator) & ARC 482/582 Professional Practice
FALL 2022- ARC 301 Junior Studio (Coordinator) & ARC 330/521-END 330 Global Issues in Design Practice

Educational Credentials:
Bachelor of Arts, Colgate University
M. Arch, University at Buffalo

Teaching Experience:
University at Buffalo- 1988 to present

Professional Experience:
KENNETH MacKAY ARCHITECTURE- Architect | Owner: August 1995 to Present
FONTANESE, FOLTS, AUBRECHT ARCHITECTS P.C.- Principal | Partner: 1985 to 1995

Licenses/Registration:
New York State ARCHITECT License No. 018310-1

Selected Professional Engagement:
NCARB 'Scholars in Professional Practice' (Invited Alumnus)- 2023
AIA NYS Design Awards 2022- Jury Member
NCARB 'Scholars in Professional Practice'- 2019
AIA Buffalo/WNY- Chapter President: 2019
AIA Buffalo/WNY- Chapter Board Member: 2019
Recent research – contemporary global architecture and urban design.

Professional Memberships:
American Institute of Architects- 1988 to present

Name: Dennis Maher

Courses Taught: (four semesters prior to current visit)
SPRING 2023-ARC 544. Technical Methods Seminar: Recollecting the City
FALL 2022-ARC 632. Intellectual Domain: Worldbuilding in Architecture/Art/Design
SUMMER 2022- ARC 589. Special Topics. Reassembling the City.
SPRING 2022- ARC 544. Technical Methods Seminar: Recollecting the City
FALL 2021-ARC 632. Intellectual Domain: Worldbuilding in Architecture/Art/Design

Educational Credentials:
Bachelor of Architecture, Cornell University School of Art, Architecture, and Planning

Professional Experience:
Artist and Architectural Designer working in practice in Buffalo, 2003-present
Founder and Director, Assembly House 150, Buffalo

Licenses/Registration: N/A

Selected Publications & Recent Research:
Lead Artist/Designer: 'Interfield' at Burchfield Penney Art Center, Buffalo. Transformation of museum education spaces into long-term immersive artwork, with Assembly House 150. (2023)
Lead Artist/Designer: Assembly House, Buffalo. Transformation of 1850's church into interactive museum and education site, with Assembly House 150. (2015- present)
Exhibition: 'A Second Home' at Mattress Factory Art Museum, Pittsburgh, PA. Transformation of 3-story house into long-term immersive artwork. (2016-2023)
'Assembling the Real Imaginary City', in Waste Matters: Adaptive Reuse for Productive Landscapes, Routledge. (2021).
'Dialog Concerning a House's World System.' In MAS Context 27: Debate, MAS Studio. (2015)
Recent research – experimental preservation, skills training and collaborative construction in design/build and social practice art

Professional Memberships:
John R. Oishei Foundation, Oishei Leaders Group

Name: Erkin Özay

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

Fall 2023	
ARC 605	Graduate Studio
Summer 2023	
ARC 481/581	UB Programs Abroad
Fall 2022	
AED 199	UB Seminar
ARC 403	Architectural Studio 7
Spring 2022	
ARC 404	Proseminar
All semesters	
ARC 699	Masters Thesis
ARC 567	Directed Research

Educational Credentials:
Master of Architecture, Harvard University Graduate School of Design, 2001
Bachelor of Architecture, Middle East Technical University, 1998

Teaching Experience:

2022-present	Associate Professor, UB SAP
2014-2022	Assistant Professor, UB SAP
2011-2014	Lecturer / design critic, Harvard GSD
2012	Visiting critic, U. of Toronto Daniels Faculty of Architecture, Landscape and Design
2010-2011	Lecturer, Northeastern University College of Art, Media, Design
2009	Adjunct instructor, Northeastern University College of Art, Media, Design
2000	Adjunct instructor, Boston Architectural Center

Professional Experience:

2011-2014	The Özay Office, Cambridge, MA
2011	Safdie Architects, Somerville, MA
2009-2011	Etal Studio. Lincoln, MA
2005-2009	Peter Rose and Partners, Cambridge, MA
2004-2005	Foster and Partners, London, UK
2001-2004	F. Douglas Adams Architects, Belmont, MA
2001	Hashim Sarkis Studios
1998-1999	Teget Architects, Istanbul, Turkey

Licenses/Registration:
Commonwealth of Massachusetts 2010 – current, #50177
National Council of Architectural Registration Boards (NCARB) 2010 – current, #130024
Chamber of Architects and Engineers, Turkey Registered Architect 1998 – current

Selected Publications and Recent Research:

2021 Özay, E. “Code as Urban Vision: A Critique of the Buffalo Green Code.” *Journal of Urban Design*.

2020 Özay, E. *Urban Renewal and School Reform in Baltimore: Rethinking the 21st Century Public School.* Routledge.

2020 Özay, E. “Rust Belt Cosmopolitanism: Resettlement Urbanism in Buffalo, New York.” in *Buffalo at the Crossroads: the Past, Present, and Future of American Urbanism*. Cornell University Press.

2019 Özay, E, et al. “Making Bibelot: Casting Material Research within Cultural Frameworks.” *Frontiers of Architectural Research*.

Name: Georg Rafailidis

Courses Taught (Four semesters prior to current visit):
ARC 605/7 *Dimitra doesn't want to move*, Spring 2023, 6 credits, 14 students
ARC 592: *On Objects.* Spring 2023, 3 credits, 14 students
ARC 605/7 *PULP.* Fall 2022, 6 credits, 10 students
ARC490/590: *Shinohara.* Fall 2022, 3 credits, 16 students
ARC 502 *Generous Architecture.* Spring 2022, 7 credits, 13 students
ARC 605/7 *PULP.* Fall 2021, 6 credits, 16 students
ARC490/590: *Shinohara.* Fall 2021, 3 credits, 19 students

Educational Credentials:
2001 – 2003, M.A., Architectural Association School of Architecture, London, United Kingdom
1994 – 2000, Professional Degree in Architecture, University of Applied Sciences Munich, Department of Architecture, Munich, Germany

Teaching Experience:
Spring 2023, University of Ioannina, Department of Architecture, Ioannina, Greece
2018 – 2019, Peter Beherens School of Arts, Dusseldorf, Germany
Fall 2017, University of Toronto, John H. Daniels Faculty of Architecture, Landscape and Design, Toronto, Canada
2010 – present, University at Buffalo, SUNY, Department of Architecture, Buffalo, NY
2005 – 2010, RWTH Aachen University, Department of Architecture, Institute for Architectural Design and Building Typologies, Aachen, Germany, Prof.Klaus Kada / Prof. Meinrad Morger / Prof. A.J.Bernhardt

Professional Experience:
2003 – 2005, Herzog & de Meuron, London, United Kingdom and Basel, Switzerland
2000 – 2001, Allmann Sattler Wappner Architects, Munich, Germany

Licenses/Registration:
Licensed Architect in the European Union. Registration #: 13303, Architektenkammer Berlin,(Architectural Licensing Board Berlin, Germany)

Selected Publications and Recent Research:

Review of work by others
Book chapter
Asensio Quesada, Sergio, "Continual Construction / Together Apart" in Brick Architecture: Layer by Layer. (Barcelona: booq Publishing, 2022), 59-68.
Darmon, Olivier, "Une Atelier Modulable" in Ré-habiter : réutiliser, transformer, expérimenter. (Paris: Les éditions Alternatives, 2021), 37-43.
Quinton, Maryse, "Architecture transformative: Big Space, Little Space, Buffalo, États-Unis, 2018, Davidson Rafailidis" in *Habiter autrement: Quand l'architecture libère la maison*. (Paris: Éditions de La Martinière, 2021), 132-141.
Journal
Medina, Samuel, "Space for Something" in AN Interior, Issue 23 Spring/Summer, June 2023, p.104-111.
Orzechowska, Maya, "Davidson Rafailidis" in Canadian Architect, August 2021, p.40-41.
Ryan, Raymund, "Buckminster's Cat Cafe." in The Architectural Review (UK), No. 1483, July/August 2021.
Ryan, Raymund, "Big Space, Little Space." in The Architectural Review (UK), No. 1477, December 2020/January 2021.
Feinstein, Laura, "Alley Cat." In Metropolis (USA), November/December 2020.
Berke, Deborah, "Old buildings, future roles," in Domus magazine, Italy, issue 1046, May 2020; and "Big Space Little Space, Buffalo NY", 26-28 and 32-35.
Fumex, Mathieu, "Singulier Pluriel", in À Vivre magazine, France, issue 111, January-Feburary 2020.
Newspaper
"Adaptive Reuse" (p.22) The Architect's Newspaper, Issue December 2022.
Murphy, Jack, "Shapes in Space" Studio Visit feature in May 2022 print issue (p.16-17), also published online with title "Through a Series of Inventive Projects in Buffalo, Davidson Rafailidis explores its own distinctive take on adaptive reuse," The Architect's Newspaper, May 13, 2022.

Name: Nicholas B. Rajkovich, PhD, AIA, CPHC

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

Spring 2023	"Green Reconstruction, v.2.0" Ecological Practices Graduate Research Group Studio
Fall 2022	"Green Reconstruction" Ecological Practices Graduate Research Group Studio Urban Design Graduate Research Group Technical Methods Seminar
Fall 2021 and Spring 2022	Sabbatical

Educational Credentials:
Doctor of Philosophy, Urban and Regional Planning, University of Michigan, August 2014.

Master of Architecture (Post-Professional Degree), University of Oregon, June 2002.

Bachelor of Architecture (Professional Degree), Cornell University, May 2000.
– Architecture, Art, and Planning Cornell-in-Rome Program, Spring Semester 1999

Teaching Experience:
Associate Professor (with tenure), University at Buffalo (UB) Department of Architecture, 2020—.

Assistant Professor, UB Department of Architecture, 2014–2020.

Visiting Assistant Professor, Cornell University Department of Architecture, 2004–2006.

Professional Experience:
Senior Program Engineer, Pacific Gas and Electric Company, San Francisco, CA, 2007–2009.

Project Manager, Riecke Sunnland Kono Architects, Ltd., Kahului, HI, 2006–2007.

Intern Architect/Associate, Einhorn Yaffee Prescott Architecture & Engineering, Albany, NY, 2002-2004.

Licenses/Registration:
Certified Passive House Consultant (CPHC), 110284, September 28, 2022—.

National Council of Architectural Registration Boards (NCARB) Certificate, #67940, October 31, 2009—.

Licensed Architect, State of Ohio, License Number ARC.0814737, October 6, 2008—.

U.S. Green Building Council (USGBC) LEED Accredited Professional, February 12, 2003—.

Selected Publications and Recent Research:
Rajkovich, Nicholas B., Joyce Hwang, and Laura Garofalo Khan. 2022. The Trellis at Silo City: A Case Study for Design-Build in a Post-Industrial Context. In The Practices of Architecture: Three Fields, One Discipline, edited by Miguel Guitart. New York: Routledge.

Rajkovich, Nicholas B., and Seth Holmes, eds. 2021. Climate Adaptation and Resilience Across Scales: from Buildings to Cities. New York, NY: Routledge. (doi: 10.4324/9781003030720)

Rajkovich, Nicholas B. 2022. Constructing a Resilient Future for New York State's Buildings. AIA New York State, Albany, NY: https://issuu.com/aianys/docs/aianys_sept_22_quarterly_final_9-30-22.

Anderson, Allison, Megan Recher, Lindsay Brugger et al. 2022. Resilient Project Process Guide. AIA: Washington, D.C.: https://content.aia.org/sites/default/files/2022-06/AIA46_Resilient_Process_061422.pdf

Professional Memberships:
American Institute of Architects, 2002—.

Society of Building Science Educators, 2000—.

Name: Christopher Romano

Courses Taught (Four semesters prior to current visit)**:**
Fall 2023:
ARC 455/555 – Structures 3: Mechanical Object & Spatial Generator
ARC 605 – Material Culture Graduate Research Studio: Living Memorial: Sydney Gross Memorial
Winter & Spring 2023:
ARC 492/592 – Stories of Sustainability in Tanzania
ARC 352/552 – Structures 1: Strength, Stiffness, Stability
ARC 606 – Material Culture Graduate Research Studio: Living Memorial: Sydney Gross Memorial
ARC 699 – Masters Thesis
Fall 2022:
ARC 455/555 – Structures 3: Mechanical Object & Spatial Generator
ARC 543 – Material Culture Technical Methods Seminar: Logging
ARC 699 – Masters Thesis
Spring 2022:
ARC 352/552 – Structures 1: Strength, Stiffness, Stability
ARC 633 – Material Culture Technical Methods Seminar: Cementitious
ARC 699 – Masters Thesis

Educational Credentials:
Master of Architecture, University at Buffalo (2005)
Bachelor of Science in Architecture, University at Buffalo (2003)

Teaching Experience:
2019–present: Assistant Professor, School of Architecture and Planning, University at Buffalo
2018–2019: Clinical Associate Professor, School of Architecture and Planning, University at Buffalo
2012–2018: Research Assistant Professor, School of Architecture and Planning, University at Buffalo
2015–2016: Visiting Assistant Professor, Department of Architecture, Pennsylvania State University
2010–2012: Clinical Assistant Professor, School of Architecture and Planning, University at Buffalo
2005–2010: Adjunct Assistant Professor, School of Architecture and Planning, University at Buffalo

Professional Experience:
2010–present: Director, Studio NORTH Architecture, Buffalo, NY
2014-present: Architectural & Fabrication Consultant, Rigidized Metals Corporation, Buffalo, NY
2005-2010: Architectural Designer, Studio for Architecture, Buffalo, NY

Licenses/Registration:
New York State Trained Logger Certification (2022)
National Council of Architectural Registration Boards Certificate (2012)
New York State Registered Architect (2011)
LEED 2.0 Accredited Professional (2004)

Selected Publications and Recent Research:
Selected Peer-Reviewed Articles:
2023 “Eroded Earthen Mass (EEM)” in Robotic Clay: New Methods in Architectural Ceramics
2015 “Re-forming Models of Collaboration between Academia & Industry” in Dichotomy, Issue 21
2015 “Applicable Experiments: Collaborative Models Between Academia and Industry” in Intersections Between the Academy & Practice, Proceedings, AIA/ACSA Intersections Conference
2014 “Collaborative Models Between Academia & Industry: Thought Experiments and Applicability” In The Substance of Material, Proceedings, TxA Emerging Design and Technology Conference

Professional Memberships:
American Institute of Architects (AIA)
Association of Computer Aided Design in Architecture (ACADIA)
Computer Aided Architectural Design Futures (CAAD Futures)

Name: Daniela Sandler
Courses Taught (Four semesters prior to current visit)**:**
Fall 2022:
ARC 231/531 – Architectural History 1: Ancient to 1450
ARC 489/589 – Architecture, Cities, and Food
Spring 2023:
ARC 616 – Research Methods

Educational Credentials:
PhD, Visual and Cultural Studies, University of Rochester (2006)
Professional Degree in Architecture and Urbanism, University of São Paulo, Brazil (1998)

Teaching Experience:
2022–present: Associate Professor, School of Architecture and Planning, University at Buffalo
2019–2022: Associate Professor, School of Architecture, University of Minnesota
2014–2019: Assistant Professor, School of Architecture, University of Minnesota
2012–2014: Visiting Assistant Professor, Dept of Art History, Theory, and Criticism, Maryland Institute College of Art
2009–2012: Assistant Professor, Department of the History of Art and Visual Culture, UC Santa Cruz
2006–2009: Assistant Professor, History of Art and Visual Culture Department, Rhode Island School of Design

Professional Experience:
2005: Editorial and Research Assistant, Department of Publications, Getty Research Institute
1999, 2000: Science writer and reporter, Folha de São Paulo daily newspaper, São Paulo, Brazil
1998: Research Assistant in Urban Planning, Jorge Wilheim Associate Architects, São Paulo
1998: Architectural Designer, Meta Urbana Associate Architects, São Paulo

Licenses/Registration: N/A

Selected Publications and Recent Research:
Academic, Peer-Reviewed Book:
2016 *Counterpreservation: Architectural Decay in Berlin since 1989* (Cornell University Press), Winner, 2019 Antoinette Forrester-Downing Book Award (recognizes excellence in a published work devoted to historical topics in preservation), Society of Architectural Historians
Selected Peer-Reviewed Articles and Peer-Reviewed Book Chapters:
(n.d., forthcoming) "The Memorial to the Black Women from the Periphery Against State Terrorism, Rio de Janeiro," invited essay for the peer-reviewed volume *Breaking the Bronze Ceiling: Women, Memory, and Public Space*, ed. Andrew Shanken and Valentina Rozas-Krause, Berkeley Forum on the Humanities, Fordham University Press (essay submitted November 2021)
(n.d., forthcoming) "Social Interest Architecture in Brazil: The Seed of Something New," in *The Routledge Companion to Contemporary Architectural History*, ed. Duanfang Lu (Routledge)
2021 "Meningitis, Shared Environments, and Inequality in São Paulo, 1971–1975," in *Epidemic Urbanism*, ed. Caitlin DeClercq and Mohammad Gharipour, Intellect Books
2020 "Modernism and Classicism in Brazil: Foundational Myths and Other Stories," in *The Routledge Handbook on the Reception of Classical Architecture*, eds. Andrzej Piotrowski et al. (Routledge)
2020 "Grassroots Urbanism in Contemporary São Paulo," *Urban Design International,* vol. 25, no. 2: 137–51
2018 "Culture as Urbanism, or the Territorial Dimension of Culture," *Arq.Urb Journal*, no. 23: 95–116
2010 "The Other Way Around: The Modernist Movement in Brazil," in *Third World Modernism: Architecture, Development, and Identity,* ed. Duanfang Lu (Routledge), 31–56

Professional Memberships:
College Art Association
Society of Architectural Historians
Association of Critical Heritage Studies
Global Architectural History Teaching Collaborative

Name: Mark Shepard

Courses Taught (Four semesters prior to current visit)**:**
Spring 2022:
ARC 626 - Situated Technologies Intellectual Domain: Biased by Design
DMS 605 – Advanced Computational Media: Making Media with Machine Learning
Fall 2022:
ARC 625 – Situated Technologies Intellectual Domain: Fabricating the Real
DMS 605 – Advanced Computational Media: Making Media with Machine Learning
Spring 2023:
ARC 606 – Situated Technologies Graduate Design Research Studio: Twins
DMS 611 – Critical Media Seminar
Fall 2023:
ARC 625 – Situated Technologies Intellectual Domain: Fabricating the Real

Educational Credentials:
MFA, Combined Media, City University of New York, Hunter College (1998)
MS, Advanced Architectural Design, Columbia University, GSAPP (1996)
BArch, Cornell University, College of Architecture, Art and Planning (1992)

Teaching Experience:
2011-present: Associate Professor, Departments of Architecture and Media Study, University at Buffalo
2005-2011: Assistant Professor, Departments of Architecture and Media Study, University at Buffalo
2014: Visiting Professor, Bauhaus-Universität Weimar, Germany
2003-2005: Senior Lecturer, University of The Arts, Philadelphia, PA
2003-2005: Lecturer, School of Art and Design, Purchase College, SUNY

Professional Experience:
1998-2005: Co-founder, director, dotsperinch, New York, NY
1993-1994: Architectural Designer, Tanner Leddy Maytum Stacy Architecture, San Francisco, CA
1991-1992: Architectural Designer, Atelier O+S Architekten AG, Bern, Switzerland
1989-1991: Architectural Designer, Atelier Jullian and Pendleton, Ithaca, New York

Licenses/Registration: N/A

Selected Publications and Recent Research:
2022 Shepard, Mark. *There Are No Facts: attentive algorithms, extractive data practices and the quantification of everyday life,* Cambridge: MIT Press, MIT Press
2020 Shepard, Mark. “Bias in Urban Research: From Tools to Environments”, *Routledge Companion to Smart Cities.* eds. Katharine Willis and Alessandro Aurigi, New York: Routledge
2020 Shepard, Mark. “Media Study Futures”, *MAST – Journal of Media Arts Study and Theory,* v1. n1
2020 Shepard, Mark. “False Positive: on the null hypothesis”, Urban Infill, v8, Future Cities Pamphlets, Urban Design Collaborative, Kent State University
2015 Shepard, Mark. “Predictive Geographies”, *New Geographies*, v7. Harvard Graduate School of Design. August
2014 Shepard, Mark. “Beyond the Smart City: Everyday Entanglements of Technology and Urban Life”, *Harvard Design Magazine*, v37. Winter
2013 Shepard, Mark. “Minor Urbanism”, *Continuum: Journal of Media & Cultural Studies*, July
2012 Shepard, Mark; Offenhuber, Dietmar and Schechtner, Katja. "Surviving the Sentient City", *Inscribing a Square: Urban Data as Public Space*. eds. Offenhuber, D. and Schechtner, K. Vienna: Springer
2011 Shepard, Mark (ed). *Sentient City: ubiquitous computing, architecture and the future of urban space,* New York: The Architectural League of New York and Cambridge: MIT Press

Professional Memberships: N/A

Name: Korydon Smith, Professor and Department Chair

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

- ARC 101, Architectural Design Studio 1 (fall 2023)
- ARC 404, Pro-seminar (spring 2023)
- ARC 101, Architectural Design Studio 1 (fall 2022)
- ARC 102, Architectural Design Studio 2 (spring 2022)

Educational Credentials:

- EdD, Higher Education Leadership, University of Arkansas
- M.Arch, Specialization in Architectural Theory and Design, University at Buffalo
- B.P.S. in Architecture, University at Buffalo

Teaching Experience:

- 2012 – present, Professor (2016)/Associate Professor, Department of Architecture, University at Buffalo
- 2002 – 2012, Associate Professor (2008)/Assistant Professor, Department of Architecture, University of Arkansas
- 2001 – 2002, Visiting Assistant Professor, Department of Architecture, University of Arkansas

Professional Experience:

- 2005 – present, Inclusive Design and Accessibility Consultant, various organizations and projects

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

Books

- K. Smith and Miguel Guitart, *Introducing Architectural Theory: Debating a Discipline* (New York/London: Routledge, 2023).
- K. Smith and Pavani Ram (eds.), *Transforming Global Health: Interdisciplinary Challenges, Perspectives, and Strategies* (New York: Springer, 2020).
- K. Smith and Tomà Berlanda, *Interpreting Kigali, Rwanda: Architectural Inquiries and Prospects for a Developing African City* (Fayetteville, AR: University of Arkansas Press, 2018).
- Jordana Maisel, Megan Basnak, Edward Steinfeld, K. Smith, and Beth Tauke, *Inclusive Design: Implementation and Evaluation*, part of the "Pocket Architecture: Technical Design Series," Ryan E. Smith (series editor) (New York/London: Routledge, 2017).
- Beth Tauke, K. Smith, and Charles Davis (eds.), *Diversity and Design: Understanding Hidden Consequences* (New York/London: Routledge, 2015).
- K. Smith (ed.), *Introducing Architectural Theory: Debating a Discipline* (New York/London: Routledge, 2012).
- Wolfgang F.E. Preiser and K. Smith (eds.). *Universal Design Handbook*, 2nd Ed. (New York: McGraw-Hill, 2010).
- K. Smith, Jennifer Webb, and Brent T. Williams, *Just Below the Line: Disability, Housing, and Equity in the South* (Fayetteville, AR: University of Arkansas Press, 2010).

Recent Articles/Chapters

- K. Smith and Emmanuel Frimpong-Boamah, "Constructive Ethics: A Framework for Global Humanitarian Architecture and Planning," *The Journal of Architecture* (21 October 2022).
- K. Smith, "Universal Human Rights and Universal Design for People with Disabilities: Challenges and Lessons from Sub-Saharan Africa," in Inger Marie Lid, Edward Steinfeld, and Michael Rembis (eds.). *Rethinking Disability and Human Rights* (London/New York: Routledge, 2023).

Professional Memberships:

- N/A

Name: Jin Young Song

Courses Taught (Four semesters prior to current visit)**:**
ARC 403 Arch Design Studio 7 (2023 Fall)
ARC 498/ 697 Master's Portfolio/ Arch Research + Creative Activ (2022/2023 Spring)
ARC 202 Arch Design Studio 4 (2023 Spring)
ARC 545SEM-EP Ecological Practice Tech Methods (2022 Fall)
ARC 453/553 Structures 2 (2022 Fall)
ARC 302 Arch Design Studio 6 (2022 Spring)

Educational Credentials:
Master in Architecture, Harvard University, Cambridge, MA, USA. 2008
B.S in Housing and Interior Design|, B.S in Human Environment Design, Yonsei University, Seoul, Korea, 2003

Teaching Experience:
University at Buffalo: Associate Professor, Department of Architecture (2019-present)
Yonsei University: Visiting Instructor, The College of Human Ecology (2019-20)
University at Buffalo: Assistant Professor, Department of Architecture (2013-19)

Professional Experience:
Founding Principal at DIOINNO Architecture PLLC, Buffalo|Seoul, (2013-present)
Skidmore Owings and Merrill LLP, New York, NY (2008-13)
Sauerbruch Hutton Architects, Berlin, Germany (2006)
OMA (Office for Metropolitan Architecture), Rotterdam, Netherlands (2005)

Licenses/Registration: New York State Registered Architect, #034923

Selected Publications and Recent Research:
J. Song, D. Vrana, S. Heo, X. He, J. Shim. Snap-interlock module system: Exploring an alternative architectural construction method. *International Journal of Space Structures*. 2023
J. Song, D. Vrana, J. Hopp, S.Murrey, J. Wu, and J. Shim, "Reconfigurable Terracotta Facade," In proceedings of *Facade Tectonics 2022 World Congress, Los Angeles* Oct 12-13.
J. Song, D. Vrana, and J. Shim, " Stick Snap Stack", *Seoul Biennale of Architecture and Urbanism Data Book*, 2022.("Stick, Snap, Stack: Reconfigurable Stacked Lattice System" is selected in the main exhibition of 2021 *Seoul Biennale of Architecture and Urbanism*).
J. Song, "Slanted Memorial", *Bracket issue 4 [Take Action]*, 292-297, 2020.
Snap-interlock module system received 2019 Forge Prize organized by American Institute of Steel Construction (AISC) and Association of Collegiate Schools of Architecture (ACSA).
J. Song, S. Heo, and J. Shim, "Snapping Facade: Exploring elastic instability for building envelopes," *TAD Journal of Technology, Architecture, and Design*, 2:45-54, 2018.

Professional Memberships: AIA (American Institute of Architects), LEED AP

Name: Jason Sowell, RA

Educational Credentials:
Master in Landscape Architecture, Harvard University Graduate School of Design, 2004
Bachelor of Architecture magna cum laude, University of Tennessee, Knoxville, 1996

Teaching Experience:
2022-present. Associate Professor, School of Architecture and Planning, University at Buffalo
2018-2022. Associate Professor, Department of Landscape Architecture, Texas Tech University
2012-2017. Associate Professor, School of Architecture, The University of Texas at Austin
2005-2012. Assistant Professor, School of Architecture, The University of Texas at Austin
2008. Visiting Assistant Professor, Department of Landscape Architecture, Penn School of Design
2004-2005. Lecturer, College of Architecture + Design, University of Tennessee, Knoxville

Professional Experience:
2023-present. Consultant, Lewis Group Architects
2017-present. Principal, Stiphany Sowell Architecture + Urbanism
2014. Consultant, Ten Eyck Landscape Architecture
2005. Consultant, Specht Harpman
1998-2002. Partner, Robert C. French Architect
1997-1998. Intern Architect, McCarty Holsaple McCarty

Licenses/Registration:
Registered Architect. State of Texas, No. 25408.

Design Awards:
2020. Texas Society of Architects Studio Award. Brownie Neighborhood Park.
2020. Environmental Design Research Association Place Planning. Honorable Mention. Brownie Neighborhood Park.
2016. Sobradinho Social Housing Competition. Honorable Mention. with SIAA.
2010. AIA New Orleans Descours. Finalist. with Nichole Wiedemann and Chris Taylor.
2007. Cleveland Design Competition: Irishtown Bend. Second Place. with Hope Hasbrouck.
2003. American Institute of Architects, Austin, Texas Chapter. Citation of Honor Award. King Residence, with Atelier Hines Almy.

Publications and Technical Reports:
2022. Stiphany, Kristine and Jason Sowell. “Regenerative Suburbanism: A Health Commons on the Texas High Plains.” Project report.
2018. Stiphany, Kristine and Jason Sowell. “Brownie Neighborhood Park Masterplan.” City of Austin Department of Parks and Recreation.
2015. Sowell, Jason. “Book Review—Out of Water: Designing Solutions for Arid Regions.” Landscape Journal 01/2015; 34(1):97-99.
2013. Sowell, Jason. “Appearance and Action in the Poetics of Landscape.” In Platform: Poetics of Building. Coleman Coker, ed. Spring.
2011. Sowell, Jason. “Systems, Site, Program, Place.” In Representing Landscapes: A Visual Collection of Landscape Architectural Drawings, ed. Nadia Amoroso. Taylor & Francis/ Routledge, London: 2011.
2010. Sowell, Jason. “Cash Crops, Energy Landscapes.” In On Farming: Bracket 1, ed. Mason White and Maya Przybylski, 70-74. Actar, Barcelona: 2010.

Peer Reviewed Publications:
2010. Sowell, Jason. “Sex in the Garden.” MIT Thresholds 37 (2010): 56-63.
2009. Sowell, Jason and Nichole Wiedemann. ”Sponge Urbanism: The Cellular Redevelopment of New Orleans.” Journal of Architectural Education 62:4 (2009): 24-31.
2007. Sowell, Jason and Nichole Wiedemann. ”New Orleans after Katrina” OnSite Review: culture urbanism art architecture 17 Water (2007): 44-47.

Name: Hadas A. Steiner

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

General survey of architectural theory (UG/G)

Theory seminars: Synanthropes (UG/G), Dematerialization of the Object (G), Habitat | Territory | Environment (G)

Educational Credentials:

PHD, History, Theory and Criticism of Architecture, MIT

MA, History of Art, UC Berkeley

BA, Architecture/Astronomy, Columbia University

Teaching Experience:

27 years of instruction in the history of architecture and art at University at Buffalo, SUNY, Harvard, MIT and UC Berkeley

Selected Publications and Recent Research:

"A Habitat Waiting to Be," *Habitat: Ecology Thinking in Architecture*, edited by Dirk van den Heuvel, et al., Rotterdam: Nai010, 2021, pp. 90-97.

"On the Beauty of the Metacarpal," *D'Arcy Wentworth Thompson's Generative Influences in Art, Design and Architecture: From Forces to Forms*, edited by Charissa Terranova and Ellen K. Levy**,**London: Bloomsbury, 2021, pp. 47-53.

"Limbs of Nature," *Neri Oxman: Material Ecology*, edited by Paola Antonelli, New York: MoMA, 2020, pp. 40-47.

"Cropping the View," *Buffalo at the Crossroads: The Past, Present, and Future of American Urbanism*, **e**dited by Peter Christensen**,** Ithaca: Cornell University Press, 2020, pp. 255-264.

"A Bird in the Hand," *Thresholds: Scatter Issue***,** Massachusetts Institute of Technology**,** No. 46, May 2018, pp. 36-43.

"Mobility, Distilled," *Richard Hamilton & Sigfried Giedion: Reaper*, edited by Carson Chan**,** Geneva, Switzerland: JRP|Ringier, 2017, pp. 157-166.

"At the Threshold," *OCTOBER*, MIT Press**,** No 136, Spring 2011, pp. 133-155.

Professional Memberships:

Society of Architectural Historians (SAH)

European Architectural History Network (EAHN)

Name: Edward Steinfeld

Courses Taught:
Fall 2022-23: Graduate Design Studio on Inclusive Design
Spring 2022: ARC 624 Practicing Inclusive Design
Spring 2022-23: END319/ARC320 The Built Environment in Media

Educational Credentials:
B. Arch. Carnegie Mellon U.,1968
M. Arch. U. of Michigan, 1969
Arch. D. U. of Michigan, 1972

Teaching Experience:
2012- present: Distinguished SUNY Professor of Architecture, State University of NY at Buffalo
1982-2012: Professor, Dept. of Architecture, State University of NY at Buffalo
1978-1982: Associate Professor, Department of Architecture, State University of New York at Buffalo
1976-1978: Associate Professor, School of Architecture and Gerontology Center, Syracuse University
1973-1976: Assistant Professor, School of Architecture and Gerontology Center, Syracuse University

Professional Experience:
1971-1973 Research Architect, Center for Building Technology, National Bureau of Standards
1978- present Edward Steinfeld, Architecture and Research

Licenses/Registration:
Registered Architect, New York State, 1978

Selected Publications and Recent Research:

Books

Lid, I.M., Steinfeld, E. and Rembis, M. (2023) Re-thinking Disability and Human Rights. London: Routledge.

Maisel, J.L., Steinfeld, E., Basnak, M., Smith, K., Tauke, M.B. (2018) Inclusive Design: Implementation and Evaluation. London: Routledge.

Steinfeld, A., Maisel, J. and Steinfeld, E. (2018) Accessible Public Transportation: Designing Service for People with Disabilities. London: Routledge.

Steinfeld, E., and Maisel, J. (2010) Universal Design: Creating Inclusive Environments. Hoboken, NJ: Wiley, 2012

Steinfeld, E., White, J. (2010) Inclusive Housing: A Pattern Book. New York: W.W. Norton, 2010

Steinfeld, E. and Danford, G. S (1999) Measuring Enabling Environments, New York: Kluwer Academic/Plenum,

Selected Peer Reviewed Articles and Conference Papers

Kim, K and Steinfeld, E (2023). The Effects of Interactive Stairways on User Behavior and Safety. Architectural Science Review.

Steinfeld E, Thibodeaux A, Gabriel Klaiman S (2022) Public Restrooms: A Site of Cultural Conflict. Proceedings of the Architectural Research Centers Consortium (ARCC) Annual Conference.

Steinfeld E, Mortorff T, Levine D, & Ranahan M (2021). Housing for Wounded Warriors. Journal of Disability Studies, 7(1), 25-37.

Kim, K., & Steinfeld, E. (2019). The effects of glass stairways on stair users: An observational study of stairway safety. Safety Science,113, 30-36. doi:10.1016/j.ssci.2018.11.010

O'Shea E.O., Basnak, M., Bucholz, M. and Steinfeld, E. (2018) A review of universal design in professional architectural education: recommendations and guidelines. In Craddock et al. (eds.) Transforming Our World Through Design, Diversity and Education. Volume 256: Studies in Health Technology and Informatics. IOS Open Access E-books.

Professional Memberships:
American Institute of Architects
RESNA (Rehabilitation Engineering and Technology Society of North America)

Name Kristine Marie Stiphany, PhD, AIA, MArch

Lab Design with Resilient Environments Lab https://dre-lab.ap.buffalo.edu
Educational Credentials 2015 PhD. Community and Regional Planning (International Development) The University of Texas at Austin **2006** MArch. Community and Regional Planning (International Development) The University of Texas at Austin **1998** BFA. Photography. The University of Michigan.
Teaching Experience 2022 – Assistant Professor. University at Buffalo / State University of New York (SUNY). **2017 – 2022** Assistant Professor. Texas Tech University.

Professional Experience 2017 – Principal. Stiphany Sowell Architecture + Urbanism. Austin, TX. **2007 – 2008** Designer. Studio Gang Architects. Chicago, IL. **2006 – 2007** Hellmuth Obata and Kassabaum. Washington, DC. **2005 – 2006** Cotera Reed Architects. Austin, TX.

Licenses/Registration Registered Architect. State of New York. (2022 -) #045330-01 Registered Architect. State of Texas. (2016 -) #25405

Recent Peer Review Articles

K Stiphany, PM Ward, and LP Perez (2022) Informal Settlement Upgrading and the Rise of Rental in São Paulo, Brazil. *Journal of Planning Education and Research*.

K Stiphany (2021) Insurgency or infrastructure? Constructing situated data at Brazil's urban periphery. Special Issue: *PlaNext Next Generation Planning Journal*. Planning Theories from the Global South (Special Issue Editors: Vanessa Watson, Chandrima Mukhopadhyay, and Feras Hammami).

K Stiphany (2019) Latin American Urbanism After a Right to the City. *Latin American Research Review*, 53(4): 1072 – 1081.

K Stiphany (2019) *Mutirão*: The Architecture of Agency. *Journal of Architectural Education*, 73(2): 258 – 260.

Book Project

K Stiphany and E Ely-Ledesma (eds) *Insurgent Urbanism in the Americas*. New York, Routledge. 12/1/24 expected release.

Recent Book Chapters

K Stiphany (2023) Vivienda de alquiler informal en São Paulo: una realidad ignorada. (Informal rental housing in São Paulo: An ignored reality). In Vivienda en Arriendo en América Latina. Felipe Link, Adriana Toró (eds.) Centro de Estudos de Conflicto y Cohesión Social – COES; Instituto de Estudios Urbanos e Territorial UC – IEUT UC.

Design Awards

2020 Texas Society of Architects. Studio Prize. Brownie Neighborhood Park Project, Austin Texas.
2020 Environmental Design and Research Association (EDRA) Honorable Mention. Brownie Neighborhood Park Project, Austin TX.
2016 CODHAB Secretary of Housing / Federal District of Brasilia. Honorable Mention (110 entries) Sobradinho Social Housing, Brasilia, Brazil.
2009 Alcoa Prize for Social Innovation in Design.

Name: Despina Stratigakos

Courses Taught (Four semesters prior to current visit): N/A

Educational Credentials:

1999 Bryn Mawr College, Ph.D. History of Art
1989 University of California at Berkeley, M.A. History of Art
1986 University of Toronto, B.A. Cultural Anthropology and History of Art

Teaching Experience:

Tenure-Track Positions
2016- Professor, Department of Architecture, University at Buffalo
2011-16 Associate Professor, Department of Architecture, University at Buffalo
2007-11 Assistant Professor, Department of Architecture, University at Buffalo
2001-03 Assistant Professor, School of Art, Illinois State University

Visiting Academic Positions
2003-07 Lecturer, Women's Studies and School of Design, Harvard University
2000-01 Visiting Assistant Professor, Department of Art, Grinnell College
2000 Visiting Assistant Professor, Honors Program, University of Iowa

Professional Experience:

2018-22 Vice Provost for Inclusive Excellence, Office of the Provost
2015-16 Interim Chair, Department of Architecture
2011-12 Deputy Director, Institute for Research and Education on Women and Gender
1990-92 Senior Curator and Coordinator of Exhibitions, Maisons de la culture, Ville de Montreal (a network of 13 municipal galleries)

Licenses/Registration: N/A

Selected Publications and Recent Research:

Sole-authored peer-reviewed books

Hitler's Northern Utopia: Building the New Order in Occupied Norway (Princeton University Press, 2020; Audiobook by Recorded Books, Inc, 2020; paperback 2022)

Where are the Women Architects? (Princeton University Press, 2016)

Hitler at Home (Yale University Press, 2015; paperback 2017)

A Women's Berlin: Building the Modern City (University of Minnesota Press, 2008)

Edited and co-authored peer-reviewed volumes

Ella Briggs: The Life and Work of an Unconventional Architect (Princeton University Press, forthcoming 2024). With Elana Shapira et al.

A Cultural History of the Home in the Modern Age, 1920-2000+ (Bloomsbury Academic, 2020)

Professional Memberships:

Society of Architectural Historians

Name: Beth Tauke

Courses Taught (Four semesters prior to current visit)**:**
ARC 211: American Diversity and Design
ARC 698: Directed Research
ARC 699: Thesis

Educational Credentials:
M.F.A. (3D Design) University of Iowa – 1982
M.A. (2D Design) University of Iowa - 1981
B.A. (psychology, art, education/minor: theatre) Clarke University - 1978

Teaching Experience:
Assistant/Associate Professor, State University of NY, School of Architecture and Planning 1995-present
Visiting Designer/Professor, West Virginia University, College of Creative Arts, 1994
Visiting Associate Professor, Carnegie Mellon University, School of Fine Arts, 1992-93
Instructor, University of Iowa, School of Art and Art History, 1984-85

Professional Experience:
College Textbook Designer, Wm. C. Brown Publishers, 1982-84
Media Coordinator, 2nd District Iowa U.S. Congressional Campaigns, 1980, '82, '84
Illustrator, Daily Iowan, 1980-82
Curator: Dubuque Art Association Old Jail Gallery, 1977-79

Licenses/Registration:
None

Selected Publications and Recent Research:
Research:
National Endowment for that Arts, Art Works Grant (co-PI), 2014-18
National Endowment for that Arts Universal Design Leadership Grant (PI), 2009-12

Books:
Jordana Maisel, Edward Steinfeld, Megan Basnak, Korydon H Smith, and Beth Tauke. 2018. *Inclusive Design: Implementation and Evaluation.* New York: Routledge.
Beth Tauke, Korydon H. Smith, and Charles L Davis. (eds) 2016. *Diversity and Design: Understanding Hidden Consequences.* New York: Routledge.
G. Scott Danford and Beth Tauke (eds) 2000. *Universal Design/New York.* New York: Mayor's Office-City of New York

Chapters/Articles
Tauke, Beth. 2023. "Expanding Concepts of Inclusive Housing". In *Transforming Issues in Housing Design,* edited by Kutay Guler. New York: John Wiley & Sons, Inc.
Tauke, Beth, and Greg Delaney. 2023. "Matter and Memory of the Great Northern". In *(IN)TANGIBLE HERITAGE(S): Design, Culture and Technology – Past, Present, and Future,* edited by Howard Griffin, Proceedings of Architecture, Media, Politics, Society Conference, June 15-17, 2022, 530–43.
Tauke, Beth, and Korydon Smith. 2020. "Marginalized by Design." *Journal of Interior Design* 45 (1): 5–12.

Professional Memberships:
Environmental Design Research Association (EDRA)
Interior Design Educator's Council (IDEC)

Name: Adam Thibodeaux

Courses Taught (Four semesters prior to current visit)**:**
Fall 2021: ARC 605 – Graduate Research Studio, ID, ARC 620 – Technical Methods, ID
Spring 2022: ARC 202 – Architectural Design II, ARC 621 – Technical Methods, Inclusive Design
Fall 2022: ARC 101 – Architectural Design I, ARC 503 – Architectural Design III
Spring 2023: ARC 202 – Architectural Design II, ARC 621 – Technical Methods, Inclusive Design

Educational Credentials:
M.Arch II, Yale University, New Haven, CT (2020)
B.Arch, University of Texas at Austin, Austin, TX (2016)

Teaching Experience:
2022–present: Clinical Assistant Professor, School of Architecture and Planning, University at Buffalo
2020-2021: Adjunct Instructor, School of Architecture and Planning, University at Buffalo
2020: Adjunct Instructor, School of Architecture and Urban Planning, University of Wisconsin, Milwaukee
2019-2020: Graduate Teaching Fellow, School of Architecture, Yale University

Professional Experience:
2020-Present: Co-founder and Director, Kingfish, Buffalo, NY
2019-2020: Coordinating Editor, Paprika!, New Haven, CT
2015-2018: Project Architect, STG Design, Austin, TX
2014-2015: Architectural Intern, Gensler, Austin, TX
2013-2014: Architectural Intern, Delineate Studio, Austin, TX
2013-2015: Docent, Landmarks Public Art Program, Austin, TX

Licenses/Registration: Registered Architect (NCARB), State of New York

Selected Publications and Recent Research:
Selected Peer-Reviewed Publications:
2022: “Public Restrooms: A Site of Cultural Conflict”, ARC-EAEE 2022, Miami, FL
2022: “Uncovering and Reclaiming Queer Sanctuary Spaces,” AMPS 2022, Calgary, AB
Other Publications:
2021: “Hunting the Kingfish: On Digital Trails of Architectural Ghosts,” Burnaway Reader
2019: “Deafspace” and “Arch/Merch,” Retrospecta 42, Yale School of Architecture
2019: “Trashcan Manifesto” and “Thoughts on the Gross,” Paprika! 5-06: Yuck!
2018: “Thoughts on Skeletons,” Paprika! 4-08: Illusion/Deception
2015: “Public Interest Design: The Stacks,” ISSUE 011, University of Texas School of Architecture
2014: “Post-Occupancy Evaluation: Lifeworks,” Public Interest Design, Public Architecture, SF
Grants, Fellowships and Awards:
2023: Despina Stratigakos Fellowship, SUNY Buffalo, Buffalo, NY
2023: Formworks Grant, University at Buffalo School of Architecture and Planning, Buffalo, NY
2022: Resource:Art, Buffalo, NY
2021: Resource:Art, Buffalo, NY
2020: Buffalo Institute of Contemporary Art, Buffalo, NY
2020 Graham Foundation, New York, NY
2020 Inclusive Design Fellow, Yale School of Architecture, New Haven, CT
2020 Moulton Andrus Award for Excellence in Art and Architecture, Yale University
2014 Public Interest Design Fellow, University of Texas Center for Sustainable Development

Professional Memberships:
N/A

Name: Bradley Wales, R.A.

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

Fall 2022: ARC 403 – Architectural Design Studio 7 – Housing as Process
ARC 448/548 – Small Built Works – Fresh Food Retail Market
Spring 2023: ARC 302 – Architectural Design Studio 6 – Building Social Infrastructure
ARC 404 – Small Built Works – Community Fridge and Fresh Food Retail Market

Educational Credentials:

Princeton University, Princeton, NJ, B.A. Architecture, Cum Laude (1983)
Thesis Topic: Housing in Jersey City, New Jersey Chair: Alan Colquhoun

Teaching Experience:

Massachusetts College of Art: Artist-in-Residence, Studio for inter-Related Media (SIM), 1986-87
1997-2001: Adjunct Professor, School of Architecture and Planning, University at Buffalo
2001-present: Clinical Assistant Professor, School of Architecture and Planning, University at Buffalo

Professional Experience:

Sole Practitioner, Commercial, Residential, and Industrial practice, 1994-present. Recent work includes:

- Burning Books in Buffalo, NY; A 3,440 sq. ft. Addition to an existing building to combine Properties into a new accessible mixed-use Building with reading Stage, new Garage, and two Residential Units. 2022-present.
- Peacemakers Cultural Facility in Buffalo, NY; A new 4,200sf frame structure with new community greenspace, for an accessible mixed-use Cultural Facility with Caretaker Apartment on the Second Floor. 2001-2022.
- Keller Technology Corporation in Tonawanda, NY; Schematic design thru Construction Documents, Shop Drawings, and Construction Observation for a $2.2 million, 7,800 sq. ft. Industrial Plant Addition. 2022-2023.
- WEDI East Side Job Training Center in Buffalo, NY; Schematic Design through Construction Documents for an adaptive re-use. 2020-present.
- The PilatesLAB in Buffalo, NY; Mixed-use design-build gut-renovation of an existing 2-story 1927 brick building in the historic Allentown District. A successful BMSI Grant was garnered in 2022. 1996-present.

Wendel Associates Architects & Engineers, Amherst, NY. 1992-1993
Pratt & Huth Architects & Engineers, Williamsville, NY. 1989-1992
Tise-Wilhelm Architects, Brookline, MA. 1984-1988
Perry, Dean, Rogers Architects, Boston, MA. 1983-1984

Licenses/Registration:

Licensed Architect, State of New York, number 024648-1, 1994-present.

Selected Publications, Awards, and Recent Research:

"Small Built Works Project: Energizing the Public Realm in Buffalo" in Journal of Architecture Education (JAE), Jori Erdman, Thomas Leslie (eds), for the "1:1" issue, November 2006.
"A Downtown Stadium" in Artvoice by Andrew Kulyk for the Vol. 13 No. 32, August 7, 2014.
2015 DOE Solar Decathlon 2nd Place for GRoW Home. Developed initial designs of "GRoW Home" in the 2013 ARC 607 Ecological Practices Graduate Studio.
Living Legacy Project by the Burchfield Penney Art Center, a professional development program for those who have made "the WNY arts scene so vibrant." 2015
Burchfield-Penney Art Center Public Art Competition first place out of 46 entries; Small Built Works Program. 2008
NCARB Grand Prize for the creative integration of education and practice for the Small Built Works Program. 2005

Professional Memberships:

Non-current: Allentown Association; Hallwalls; Squeaky Wheel; NFTC Bicycle Subcommittee Chairperson, 1995-96