

New York City College of Technology

OF THE CITY UNIVERSITY OF NEW YORK

Professional Activity Report and Self Evaluation

Jason Montgomery, NCARB LEED AP

BACKGROUND

1. Date: 2019 10 31

2. Name: MONTGOMERY, JASON

3. Department: Architectural Technology

4. Date of first NYCCT appointment on tenure bearing line: SEPT 2009

5. Present Rank: Assistant Professor

5A. Effective Date of Present Rank: SEPT 2009

6. Bachelor's Degree: BARCH University of Notre Dame, May 1992

7. Master's Degree: Graduate Diploma, Prince of Wales's Institute for Architect, July 1996
Master of the Arts in Architecture, University of Wales at Cardiff, July 1997

8. Thesis Title: Aesthetic Theory and The Vitruvian Triad

9. Doctorate: n/a 10. Dissertation Title: n/a 11. Progress toward doctorate (if not completed): n/a

12. Doctoral Dissertation Advisor or Sponsor: n/a 13. Basis for Doctoral Equivalent if relevant: n/a

14. Professional licenses or certifications: **REGISTERED ARCHITECT, New York State (2009-present) , South Carolina (2017-present), State of Pennsylvania (2013-2015), NCARB Certification (2009- present) LEED Accredited Professional (2009-present)**

15. Summary of Previous Employment:

TRUONG MONTGOMERY ARCHITECT, Principal 2009 – present

Lead Architect and Urban Designer: Residential, Commercial, Urban Planning Projects

HART HOWERTON, Principal 2004-2009

Lead Architect and Urban Designer: Hospitality, Urban, Residential Projects

YALE UNIVERSITY, Adjunct Faculty 2003

Studio Assistant to Prof. Demetri Porphyrios, Smithfield Market Redevelopment Project, London

COOPER ROBERTSON AND PARTNERS, Project Architect 1999-2004

Lead Designer: University, Hospitality, Urban, and Residential Projects

UNIVERSITY OF NOTRE DAME, Rome Studies Program, Adjunct Faculty 1997-1999

Director, Third Year Design Studio, Graduate Studio

PORPHYRIOS ASSOCIATES, Project Architect 1994-1997

Lead Designer: University, Urban, Hospitality, Residential, Commercial Projects

ANDREWS UNIVERSITY, Adjunct Faculty, 1993

Third Year Design Studio Lead

TEACHING

16. List all courses taught at New York City College of Technology:

ARCH 1100 Architectural Drawing I

ARCH 1130 Building Technology I

ARCH 1140 Materials in Architecture

ARCH 1230 Building Technology II*

ARCH 1231 Building Technology I (revised)

ARCH 1240 Methods of Construction in Architecture

ARCH 2310/ARCH 2311 Architectural Design III

ARCH 2411 Architectural Design IV

FMGT 4880 Space Planning

ARCH 4710 Urban Design*

LIB2205/ARCH2205 (ID) Learning Places*

*Co-Teaching: I co-taught ARCH 4710 with Prof. Michael Duddy for three semesters. I co-taught ARCH 1230 one semester with Prof. Wendell Edwards. I co-taught LIB 2205/ARCH 2205 with Profs. Anne Leonard three semesters, Nora Almeida and Susan Philip together two semesters, and Susan Phillip one semester.

17. TEACHING AND INSTRUCTIONAL RESPONSIBILITIES

COURSE COORDINATION:

- **ARCH 1231 BUILDING TECHNOLOGY I fall 2017-present**
(5 sections, 80-100 students, 4 adjunct faculty) coordination effort includes pre-semester meetings and training, mid semester review meetings, course observations.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/course-coordination/>

- **ARCH 1130 BUILDING TECHNOLOGY I spring 2012-fall 2017**
(6 sections, 100-120 students, 5 adjunct faculty) coordination effort included pre-semester meeting and training, Blackboard training for information sharing, exam standardization, mid semester review meetings, course observations. I developed an OpenLab Course Coordination site for this course with lectures, assignments, examples of student work, and a sample syllabus. This site is accessible to both students and faculty and provides a central clearinghouse for information about the course to the full college community.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/course-coordination/>

- **ARCH 1230 BUILDING TECHNOLOGY II spring 2012-fall 2017**
(5 sections, 80-100 students, 4 adjunct faculty) coordination effort included pre-semester meeting and training, Blackboard training for information sharing, exam standardization, mid semester review meetings, course observations. I developed an OpenLab Course Coordination site for this course with lectures, assignments, examples of student work, and a sample syllabus. This site is accessible to both students and faculty and provides a central clearinghouse for information about the course to the full college community.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/course-coordination/>

- **FIRST YEAR COURSES COORDINATION and Co-COORDINATION spring 2009-fall 2011**
I helped coordinate the following courses in my first years at the college: ARCH 1100 Drawing I, ARCH 1140 Materials in Architecture, ARCH 1200 Drawing II, ARCH 1240 Methods of Construction. I helped part-time faculty get oriented and provided materials (Lectures, Assignments, Quizzes, Final Exams) from my courses as needed to support their teaching.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/course-coordination/>

CURRICULUM DEVELOPMENT:

- **ARCH 1231 BUILDING TECHNOLOGY I COURSE REVISION winter 2018**
I worked closely with the Building Technology Sequence Committee to develop a revised course outline with new course content that better aligns this course within the AAS, BTECH, and BARCH curricula. This course continues to serve a critical General Education role for first year students. I led the integration of the READ initiative into the course as a regular component of the course. I also introduced an innovative method of assessing the students' fluency and literacy with orthographic drawings, a critical foundational skill in the profession.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/courses/arch-1231-building-technology-i/>

- **NEW DEGREE PROGRAM: BACHELOR OF ARCHITECTURE DEGREE fall 2015-fall 2016**
I was invited by the department chair to serve on the department Executive Committee for NAAB Accreditation to study the requirements for gaining accreditation for a new 5 year Bachelor of Architecture Degree (BARCH) by the National Architectural Accrediting Board (NAAB). Our committee studied our existing curriculum, examples of BARCH degrees from around the country, and developed a draft of a new 5 year curriculum that would respond to the NAAB requirements while building on our department's culture and tradition and tailored for our students. This proposed curriculum has served as a template for our continued development of the curriculum with the full faculty. I was also charged by the chair of the department to help edit the New Degree Program Proposal to College Council

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/barch-degree-development/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/new-degree-program-report-editor/>

- **MAJOR MODIFICATION OF AAS CURRICULUM fall 2016**

I lead the effort to translate the NAAB Accreditation Executive Committee's development of a new accredited 5-year Bachelor of Architecture degree program into a Major Curriculum Modification of the first two years. This proposal was submitted the College Council in Sept 2016, and reviewed, and supported by the subcommittee of the Curriculum Committee, chaired by Prof. Parides. While the proposal was eventually withdrawn by the department chair for further review by the department, many of the recommended changes were incorporated into the spring 2017 proposal that was approved by college council.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/major-curriculum-modification-2016/>

- **ARCH 1130 BUILDING TECHNOLOGY I COURSE REVISION spring 2015**

Revision of course with strong emphasis on General Education principles and student learning objectives. Lifelong learning is the critical SLO selected for this course. Revision work supported through the *Fifth Year Fellowship* of the Living Lab grant.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/courses/arch-1130-building-technology-i/>

- **LIB 2205/ARCH 2205 (ID) LEARNING PLACES spring 2014-fall 2015**

I developed this place-based INTERDISCIPLINARY course with Prof. Maura Smale, Chief Librarian. We were awarded money through a call for proposals from the Interdisciplinary Committee to develop the course to meet the urgent need in the college. Course will focus on undergraduate research techniques using primary sources and NYC as a laboratory. Course approved by College Council in fall 2014 and is being offered for fall 2015.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/courses/lib2205-arch2205/>

- **FIRST YEAR CURRICULUM spring 2015**

Worked with course coordinators of first year courses, Profs. Barbara Mishara and Claudia Hernandez to develop links and synergies between courses as well as emphasis on General Education SLOs.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/improvement-activities/first-year-coordination/>

- **INTERDISCIPLINARY MODULE FOR ARCH 4710 spring 2015**

I developed module with Prof. Jill Belli from the English Dept. This module is developed as a seminar on "Happiness and the City", introducing the students to concepts and issues of the relationship between happiness studies and urban design. This module was launched in Spring 2015.

Evidence: <https://OpenLab.citytech.cuny.edu/duddymontgomeryarch4710sp2015/category/happy-city/>

- **FIRST YEAR WOOD WORKING MODULE spring 2014**

I developed with David Sokol, CLT, and coordinated first implementation of wood working module into the first year of study through the Building Technology I course. Three sections participated in spring 2014. All six sections will participate in Fall 2014 and Spring 2015.

Evidence: <http://OpenLab.citytech.cuny.edu/arch1130/wood-shop-training-manual/>

- **SCHOOL OF TECHNOLOGY AND DESIGN CURRICULUM REVIEW PROCESS spring 2012**

I participated in review of Building Technology I and II (ARCH 1130 and ARCH 1230) course materials and student submissions in order to evaluate achievement of learning objectives.

Evidence: <https://OpenLab.citytech.cuny.edu/buildingtechnologycurriculum/course-reviews/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/course-review/>

- **GENERAL EDUCATION CURRICULUM MAPPING fall 2011 - spring 2012**

Responding to requests from the Provost's office in 2012, I worked with Profs. Mishara and Moll to map the Architectural Technology curriculum according the college's mandated General Education Learning Outcomes to study where these outcomes were already integrated or where they could be integrated with modifications to the courses. Our mapping also included the potential application of High Impact Educational Practices to the courses. Our team met once a week over the course of a semester to complete this tedious mapping process.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/curriculum-mapping/>

- **BUILDING TECHNOLOGY SEQUENCE SUB COMMITTEE fall 2009 – present**

I participated in series of meetings to discuss and plan new strategies for teaching building technology in the first two years of the curriculum. Once implemented, meetings focused on in progress course adjustments, student progress, faculty support. I compiled all the relevant information for a coordination site on OpenLab, including research into other leading program's building science and technology courses and samples of their students' work.

Evidence: <http://OpenLab.citytech.cuny.edu/buildingtechnologycurriculum/>

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- **NEW BUILDING TECHNOLOGY COURSES fall 2009 – spring 2011**

ARCH 1130 BUILDING TECHNOLOGY I

This course replaced the retired courses ARCH 1100 Drawing I and ARCH 1140 Materials of Construction. I authored this course working with the Building Technology Sequence Sub Committee.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/courses/arch-1130-building-technology-i/>

ARCH 1230 BUILDING TECHNOLOGY II

This course replaced the retired courses ARCH 1200 Drawing II and ARCH 1240 Methods of Construction as well as ARCH 1290 Computer Aided Drafting. I authored this course working with the Building Technology Sequence Sub Committee.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/courses/arch-1230-building-technology-ii/>

- **MAJOR MODIFICATION OF AAS CURRICULUM fall 2010 – spring 2011**

Co-editor (w/ Profs. Mishara and Moll) Responsible for editing learning objectives and assessment vehicles for all submitted courses, general coordination of course outline submission format. This curriculum change fundamentally altered our AAS degree program. In this proposal we significantly reallocated credit hours, consolidated a number of 2 credit courses into 3 credit courses, and eliminated outdated courses. We updated course content and adjusted learning objectives to reflect both a General Education emphasis as well as latest teaching methods supported by research. The reallocation of credit hours was mapped to understand our allocation in relation to the National Architectural Accreditation Board's requirements for accredited programs and to align to the NAAB requirements as much as possible.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/departments/major-modification-of-aas-curriculum/>

FORMAL ACADEMIC ADVISEMENT:

- **CUNY BA FACULTY MENTOR fall 2011 - spring 2014**

I served as an advisor and mentor for the CUNY BA for Unique and Interdisciplinary Studies Area of Concentration for Erick Ramirez-Miranda for a number of years. Erick's area of concentration is Urban Sustainability. We worked together to identify courses throughout the CUNY system that would contribute towards Erick's knowledge and skills development on this topic, including Environmental Conservation, Urban Geography, Sustainable Development, and International Pollution Issues courses.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/university/cuny-ba-faculty-mentor/>

- **ADVISEMENT TRAINING summer 2010**

I arranged a meeting with the Registrar's office (Michael Glass) to review our department advisement process and the proper use of SIMS override codes.

COLLEGE-WIDE TEACHING IMPROVEMENT PROGRAMS:

- **CO-DIRECTOR, CITY TECH LIVING LAB GENERAL EDUCATION SEMINAR fall 2018 - present**
I was invited by Profs. Julia Jordan and Karen Goodlad to take on the leadership of the Living Lab General Education Seminar, working with Prof. Anna Matthews as co-directors. This seminar is the legacy program of the Living Lab Grant from the US Department of Education (2010-2015). The seminar provides exposure and training to full-time and part-time faculty in the incorporation of general education into their courses across all disciplines at the college. The seminar teaches best practices in the application of High Impact Educational Practices, Open Pedagogy, Place-Based Learning, and Assessment techniques. Each year a Gen Ed learning outcome is selected as the theme and focus for the participants work. Participants are required to modify or develop an assignment or course segment that integrates the Gen Ed learning outcome and applies some of the strategies discussed in the seminar to increase student engagement and the efficacy of the assignment.

Our responsibilities include working with the Provost on the annual Call for Participants, developing the syllabus, course readings, and course bibliography, curating course resources, managing the General Education Seminar OpenLab site as well as seminar project sites on OpenLab for each seminar cohort, leading each of the 5-6 seminar meetings, coordinating with guest lecturers and presenters, mentoring the faculty participants in their project development, organizing final presentations and awards, organizing presentations and report to the General Education Committee.

Evidence: <https://OpenLab.citytech.cuny.edu/genedseminar/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/the-living-lab-seminar-co-director/>

- **FACILITATOR: BRIDGING THE GAP, COGNITIVE RESEARCH AND INSTRUCTIONAL PRACTICE fall 2016**
I was an invited workshop facilitator in fall 2016. I worked with a group of 6 faculty over the course of 4 weeks in the fall of 2016, facilitating the discussion and review of 3 chapters of the text used for the seminar: *How Learning Works*.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/bridging-the-gap-seminar-facilitator/>

- **FACILITATOR: FACULTY COMMONS WORKSHOP “When you look, What do you see?” spring 2017**
I developed this workshop on the role of careful observation in learning with Julia Jordan. We implemented the workshop in spring 2017, with 2 sessions, each session with approx. 6-8 faculty from across the college.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/improvement-activities/workshops/>

- **LIVING LAB GENERAL EDUCATION SEMINAR, FIFTH YEAR FELLOW** spring 2015 - fall 2016
I was awarded this fellowship with 3 hours release time to participate in the final year of the Living Lab grant project. During the fellowship I have participated in seminar discussions of teaching effectiveness, curriculum development, and student learning. The revision of ARCH 1130 Building Technology I was the focal point of my fellowship work.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/living-lab-fifth-year-fellowship/>

- **FACILITATOR: FACULTY COMMONS WORKSHOP Place-Based Learning Workshop** spring 2016

Profs. Julia Jordan, Susan Phillip, and I developed a Place-based Teaching and Learning workshop that was held on June 1, 2016. This workshop provided faculty developing Learning Communities with the support to develop a place-based learning activity in their courses.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/improvement-activities/workshops/>

- **PARTICIPANT: BRIDGING THE GAP, COGNITIVE RESEARCH AND INSTRUCTIONAL PRACTICE** spring 2015-fall 2015

I was an invited workshop participant to this Interdisciplinary group seminar exploring how students learn using the book *How Learning Works* as the main text. I worked with Prof. Hamidreza Norouzi, CMCE to lead a discussion on Knowledge Organization for one of the seminar sessions, reviewing the research that supports this important aspect of education and the importance of helping students formulate a structure that helps them see the relationships between the things they learn.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/improvement-activities/bridging-the-gap-seminar/>

- **MAKING GEN ED LIVE January 22, 2015**

Attended as a Course Coordination Liaison this full day workshop on General Education initiatives at the College. I attended this full day event where Gen Ed was the focus, including the Keynote Presentation on WHERE CUNY students study, which provided important insights for faculty and contextualized our students vividly. The round robin event introduced us to a broad range of support services available to help implement GEN ED initiatives in our classrooms.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/improvement-activities/making-gen-ed-live/>

- **LIVING LAB GENERAL EDUCATION SEMINAR, THIRD YEAR FELLOW** spring 2013 - fall 2014
I was awarded this fellowship with 3 hours release time. The Living Lab seminar has enriched and enhanced my teaching with extensive training and exposure to research in pedagogy, technique, general education, assessment development. I was an active participant in this seminar, attending numerous workshops, presentations, and work sessions where we developed our course outlines and assessment tools to integrate many of the effective teaching techniques supported by the research we studied. I also integrated and developed general education learning objectives into my curriculum. I participated in numerous on site investigations of Brooklyn neighborhoods, including Greenpoint, Williamsburg, and Red Hook, contributing extensive photo documentation to the seminar as a record and tool for future investigation. I also participated in the very meaningful survey of Sheepshead Bay residents directly impacted by Superstorm Sandy, which had a profound impact on my understanding and appreciation of the exposure of New York coastal neighborhoods, and the necessary infrastructural changes as well as organizational changes that need to occur to reduce damage and increase safety.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/living-lab-third-year-fellow/>

- **ACADEMIC SERVICE LEARNING PROJECT, LIVING LAB GENERAL EDUCATION SEMINAR, THIRD YEAR FELLOW** fall 2013
As required for the fellowship, I developed an academic service learning project in my first year course ARCH 1130 Building Technology I. The students and I teamed up with the Red Hook Winery in Pier 41, Red Hook Brooklyn to document their historic space and building and provide potential solutions to protect the space from future storms and flooding.

Evidence: <http://OpenLab.citytech.cuny.edu/montgomeryarch1130fall2013/academic-service-project/>

- **TEACHING PORTFOLIO WORKSHOP** spring 2011
- **SUMMER INSTITUTE TRAINING** spring 2010
- **LEARNING COMMUNITY TRAINING** spring 2010
- **LEARNING COMMUNITY: 1100-1140 – TESTING CURRICULUM DEVELOPMENT** fall 2009, fall 2011
- **SPEAKING ACROSS THE CURRICULUM PARTICIPANT** fall 2009-spring 2011
- **SKETCHING AT CITY TECH:**
In the fall of 2017 I launched a new initiative that I developed to encourage students at City Tech to enhance their understanding and experience of great buildings and places in New York City while they developed free hand drawing skills along with careful observation skills. Fall 2017 included 5 workshops focused on outdoor places: The Highline, MoMA, Lincoln Center, Saint John the Divine, and the Guggenheim. I raised approximately \$2000 for prize money to be given out once the workshop is fully operational at an annual exhibition of student sketches.

Evidence: <https://OpenLab.citytech.cuny.edu/sketching-at-citytech/>

SCHOLARLY AND PROFESSIONAL GROWTH

18a. Publication and Production Since Appointment in 2009

Peer-Reviewed Articles Contributed to:

- **Macaulay-Lewis, Elizabeth, and Ross Burns. "A Roman Monumental Building in South-east Damascus?" *Levant* 47.1 (2015): 93-111. Web.**

Levant is the international peer-reviewed journal of the Council for British Research in the Levant (CBRL), a British Academy-sponsored institute. 2012 Scopus metrics: SJR2: 0.414, SNIP2: 0.74 RANKS: Q1 Archeology. Jeffery Burden, PhD and I are assisting Dr. Macaulay Lewis with her research of Bayt Farhi, an Ottoman palace in Damascus. We contributed to this article by providing uncompensated service of developing architectural reconstruction drawings and analysis of the palace and its Roman origins.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/levant-journal-article-contribution/>

Peer-Reviewed Scholarly Book Contributed to:

- **Montgomery, Jason. "Chapter 5 Teaching a Broad Discipline: The Critical Role of Text Based Learning to Building Disciplinary Literacy in Architectural Education", *Teaching College-Level Disciplinary Literacy: Strategies and Practices in STEM and Professional Studies*, edited Juanita But, Palgrave Macmillan/Springer, forthcoming, expected 2020.**

Chapter Abstract:

Architecture is a demanding discipline with multiple, complex concerns and identities shaping the profession. The discipline requires analysis of complex and multifaceted issues and synthesizing broad knowledge through a focused creative process. While the 21st century education may leverage many sources to educate students of architecture, texts remain the primary repository par excellence of the rich and diverse body of knowledge and ideas that continue to inspire and ground architects, theorists, historians, planners, policy makers tied to the discipline. Perusing and engaging with the diverse body of architectural literature is a strong approach to support one's learning to think, speak, and write in the discipline with a high level of fluency and expertise. Yet reading, the foundational skill that provides access to the literature is often overlooked in the development of curriculum and the pedagogy of architectural education. This chapter explores in detail the challenges that inhibit student reading and reading effectiveness followed by strategies for building student reading skills in architectural education to support increased disciplinary literacy. Central to the strategies discussed is increased integration of text-based learning and explicit foregrounding of reading and study tools to support students' learning through text. Key learning principles that serve a foundational role in text-based learning are analyzed to underpin the strategies discussed. Finally, two case studies are provided that exemplify the integration of these strategies that support increased disciplinary literacy in architectural education.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/architecture-scaffolding-reading-drawings-and-technical-texts/>

- **STUDY OF UNREALIZED NYU BRONX CAMPUS MASTERPLAN PUBLISHED AS A CONTRIBUTION IN:**

Macaulay-Lewis, Elizabeth, and Matthew M. McGowan. *Classical New York: Discovering Greece and Rome in Gotham*. Empire State Editions, an Imprint of Fordham University Press, 2018.

Project Description: Working through the Building History Project Lab that I co-founded with Dr. Jeffrey Burden, I contributed to this book an original geo-located geometric study of the New York University Bronx campus for the chapter *The Gould Memorial Library and Hall of Fame: Reinterpreting the Pantheon in the Bronx*, authored by Elizabeth Macaulay-Lewis. My study synthesizes the existing conditions documented through aerial photography and the NYC tax maps with the proposed but not fully executed masterplan sketches by Stanford White. This required studying the alignments of existing architectural elements and site lines across the site and rigorously incorporating the additional proposed building elements and landscape layout and adjusting dimensions and geometry to work within the property lines and road alignments. This study represents the most rigorous known study of this important project. I also contributed a larger scale plan study of the library floor plan of the Gould Memorial Library (now part of CUNY/ Bronx Community College.)

ISBN: 9780823281022

Publisher Link: <https://www.fordhampress.com/9780823281022/classical-new-york/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/classical-new-york-book-contribution/>

- **BATHS OF CARACALLA PLAN STUDY PUBLISHED AS A CONTRIBUTION IN:**

Macaulay-Lewis, Elizabeth, and Matthew M. McGowan. *Classical New York: Discovering Greece and Rome in Gotham*. Empire State Editions, an Imprint of Fordham University Press, 2018.

Project Description: Working with archeological documentation of the ancient baths, I developed this plan for inclusion in the chapter on Rome Reborn.

ISBN: 9780823281022

Publisher Link: <https://www.fordhampress.com/9780823281022/classical-new-york/>

Evidence: <https://openlab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/book-contribution-baths-of-caracalla-study/>

- **MAJOR CONTRIBUTION TO EXAMINATION OF HISTORIC PALACE, BUILDING TYPOLOGY, AND PEER STRUCTURES IN OTTOMAN DAMASCUS AND REGION (SYRIA):**

E. Macaulay-Lewis, *Bayt Farhi and the Forgotten Sephardic Palaces of Late Ottoman Damascus*, Manar al-Athar Monograph Series, no. 4, American School of Oriental Research & University of Oxford, May 2018.

This book is peer-reviewed and is co-published by the American School of Oriental Research and the University of Oxford. Jeffery Burden, PhD and I worked closely with Dr. Elizabeth Macaulay Lewis for over 5 years on this monograph of Bayt Farhi, an Ottoman era palace in the Jewish Quarter of Damascus. We provided uncompensated contribution and collaborative research, working closely with the author to analyze the palace, its possible archeological roots in a large scale Roman public building, its typological development as well as its relationship to the urban context. We studied the evolution of this typology through conjectural reconstructions, articulation of a model palace with its key characteristics, and diagrams of the range of classic types of Ottoman urban houses and palaces. I also documented a wide range of related palaces to provide uniformly documented plans that facilitate the analytical comparison of the complexity and scale of this range of palaces to Bayt Farhi. Our contribution also included the development of architectural reconstruction drawings and analysis of the palace with plan diagrams, three-dimensional sections, three-dimensional massing models, and urban context models, adding context and illustration of the text's examination of this palace.

For further description, see my e-portfolio page [here](#).

Manar al-Athar (<http://www.manar-al-athar.ox.ac.uk/>) is a digital photography archive project based at the University of Oxford. During 2016-2017 academic year, I worked directly with editors in Oxford to adjust and refine the approx. 4 dozen drawings and diagrams I developed for this monograph. This project required 5 years of development, refinement, and editing.

ISBN-13: 978-0897571005

Evidence: https://www.amazon.com/Sephardic-Damascus-Centuries-Al-athar-Monographs/dp/0897571002/ref=sr_1_1?s=books&ie=UTF8&qid=1523131521&sr=1-1&keywords=9780897571005

Evidence: http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/bayt_farhi/

Related Article: <https://www.smithsonianmag.com/history/in-damascus-restoring-beit-farhi-and-the-citys-jewish-past-29436946/>

Worldcat Listing: <https://www.worldcat.org/title/bayt-farhi-and-the-sephardic-palaces-of-ottoman-damascus-in-the-late-18th-and-19th-centuries/oclc/1013993090>

Invited Lectures (Not peer reviewed):

- **Montgomery, Jason and Jeffrey Burden. "Analytical Modeling of Historic Buildings and Artifacts" 8 Feb. 2019, CUNY Graduate Center, NY. Invited Lecture/Workshop in the NYC Digital Humanities Series.**

Jeffrey Burden, Ph.D and I were invited to present the work of our research lab **The Building History Project** and our methodology and Digital workflow. At this workshop we presented samples of some the projects from our lab and focused on our investigation of objects at the Metropolitan Museum working with MET Conservator Pascale Patris. Specifically we presented research documentation techniques for the study of architectural and decorative objects using a multi-step workflow including scanning, digital modeling, contextualizing, document sharing and organization, and 3d printing. We followed up this workshop with a visit with some of the attendees at the MET on May 4 where we worked to train the attendees in the object scanning techniques we use in our investigations.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/analytical-modeling-of-historic-buildings-and-artifacts/>

- **Montgomery, Jason and Jeffrey Burden. "The Building History Project: Tectonic Analysis in Service of Scholarship." 19 Oct. 2017, CUNY Graduate Center, NY. Invited Lecture.**

Jeffrey Burden, Ph.D and I were invited to present the work of our research lab **The Building History Project** and our application of our methodology to multiple educational contexts.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/tectonic-analysis-in-service-of-scholarship/>

Symposia (Not Peer Reviewed):

- **Montgomery, Jason. *The Psychology of Isolation, the Legacy of 1950's Urban Renewal in New York City and the Path to an Integrated, Diverse and Sustainable American City*. National Meeting Dine-Around, American Psychoanalytic Association, Manhattan. 12 Jan 2016.**

I was invited for a second time to be the guest speaker at this event, leading a discussion on the concentration and isolation of public housing in the American city and its impact on urban community.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/breaking-the-urban-isolation-of-public-housing/>

- **Montgomery, Jason, Michael Duddy, Benjamin Shepard, and Eric McClure. *Rezoning Downtown Brooklyn*. Brooklyn Historical Society, Brooklyn. 21 April 2015.**

I was the lead organizer of this one day symposium that was focused on the rezoning of Downtown Brooklyn in 2004 and the impact of this zoning on the growth and development of the urban precinct.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/panel-discussions/re-zoning-downtown-brooklyn/>

- **Montgomery, Jason with Michael Duddy. "Rezoning Downtown Brooklyn, Ten Years Later." *Rezoning Downtown Brooklyn*. Brooklyn Historical Society, Brooklyn. 21 April 2015.**

I co-authored this presentation of the last decade of change and growth of Downtown Brooklyn with a review of successes and failures of some aspects of the development history.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/rezoning-downtown-brooklyn/>

- **Montgomery, Jason, Benjamin Shepard, and Eric McClure. *Rethinking Jay Street*. City Tech, Brooklyn. 7 Oct. 2014.**

I was a co-organizer of this one day symposium that was focused on the redevelopment of Jay Street Brooklyn as a linchpin of the larger development of Downtown Brooklyn.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/panel-discussions/rethinking-jay-street/>

- **Montgomery, Jason. "Downtown Brooklyn's Evolution." *Rethinking Jay Street*. City Tech, Brooklyn. 7 Oct. 2014. Lecture and Panelist.**

I presented the evolution of Downtown Brooklyn and its characteristics at various stages of development. I also participated in the panel discussion.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/brooklyn-downtown/>

- **Montgomery, Jason with Michael Duddy. "Downtown Brooklyn's Evolution and Student Projects to Transform It." *Architectural Visions: Transforming Downtown Brooklyn - 40 Innovative Designs*. Borough Hall, Brooklyn. 17 Nov. 2014.**

I co-authored and co-presented with Prof. Michael Duddy a history of the development of Downtown Brooklyn and the student projects we directed as critics for Jay Street and environs.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/panel-discussions/transforming-downtown-brooklyn-exhibit-and-presentation/>

Journal Articles (Not peer reviewed):

- **Montgomery, Jason. "Course Handbook Open to All." *NUCLEUS*, v.8 (2017 Winter): Print.**

I was invited to contribute a piece on the value of OpenLab to City Tech students.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/nucleus-article-course-handbook-open-to-all/>

- **Montgomery, Jason. "Abstraction and Architecture." *TECHNE 2* (2015): Print.**

I authored this article for our departmental journal which delves into the concept of abstraction as it relates to architectural design and education.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/abstraction-and-architecture/>

- **Montgomery, Jason. "Process and Workflow in Architectural Education." *TECHNE 1* (2014): Print.**

I authored this article for our departmental journal which delves into the idea of Workflow and how it relates to design Process and the implication of both to architectural education.

Evidence: https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/essay_process-and-workflow-in-architectural-education/

Reports (Peer Reviewed):

- **Montgomery, Jason, Anna Matthews, and Andleeb Zameer. "LIVING LAB THIRD YEAR FELLOWS REPORT" May 2015, City Tech, Brooklyn.**

I co-authored and co-presented this report of the research and projects developed by the Living Lab Third Year Fellows. This report presents research on effective teaching and meaningful learning, General Education and its vital role in our college, the viability of High Impact Educational Practices and Place-based Learning, and describes our use of Academic Service Learning as a particular part of our fellowship work. This report also describes the importance of the OpenLab platform to City Tech's evolution and revolution in General Education.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/reports/living-lab-third-year-fellows-report/>

Report (Not Peer Reviewed):

- **Montgomery, Jason and Jason Ellis. "RECONSIDERING THE LEARNING ENVIRONMENT: TRANSFORMING CITY TECH'S CLASSROOMS THROUGH THE LENS OF GENERAL EDUCATION" May 2016, City Tech, Brooklyn.**

I co-authored this report with Prof. Jason Ellis. I lead this effort as the chair of the Buildings and Grounds committee, examining City Tech's classrooms and their possible transformation into active learning environments. I have developed the architectural designs for this report and edited and designed the report itself, integrating the contributions from the committee members, including a scholarly literature review.

Evidence: <https://OpenLab.citytech.cuny.edu/buildings-and-grounds/files/2016/05/20160819Reconsidering-the-Classroom-at-City-Tech.pdf>

Conference Papers (Peer Reviewed):

- **Montgomery, Jason and Michael Duddy. "Public Space: The Normative And The Political." submitted to the 105th Annual Meeting, Association of Collegiate Schools of Architecture, March 23-25 2017.**

I co-authored this paper with Michael Duddy in response to a request for papers for this conference. The paper delves into the nature of public space and the way public space design has inherent implications for the type of behavior acceptable in the place. The paper was reviewed but **not accepted**. Revised and Resubmitted: **Montgomery, Jason and Michael Duddy. "Public Space: The Normative And The Political." submitted to the 2018 International Conference, Association of Collegiate Schools of Architecture, Madrid, Spain, June 12-14, 2018.** This submission was also **not accepted**.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/public-space-the-normative-and-the-political/>

Conference Papers (Peer Reviewed Abstract):

- **Montgomery, Jason with Karen Goodlad and Anna Matthews. "Building An Institutional Culture Of General Education: A Multidisciplinary Blueprint." Abstract Accepted (Double Blind Peer Review.) International Society For Exploring Teaching And Learning, Conference On Innovative Higher Education Pedagogy. Charlotte North Carolina, Oct. 2019**

Peer Reviewed Double Blind Accepted Abstract:

An Urban College Of Technology Educating Predominantly Low-Income And First-Generation Students, Often Lagging Behind Their Peers In Both Persistence And Attainment Of Degrees (Cataldi, Bennett, & Chen, 2018), Sought To Incorporate Teaching Methodology Engaging Students In Their General Education Curricula. Known As The Living Lab, This Model Of Pedagogy Was Developed And Successfully Implemented At New York City College Of Technology (City Tech). It Encompasses Four Important Practices. First, Is High Impact Educational Practices (Hiep), As Defined By George Kuh (2008) Which Has Been Studied To Prove That Students, Especially Those From Underserved Communities, Who Participate In One Or More Hiep, Find Greater Success In College Than Their Peers Who Do Not (Finley & McNair, 2013). The Next Methodology Is Place-Based Learning (Pbl), Where Faculty Have The Opportunity To Choose From A Number Of Different Theories To Identify One Which Is Best Suited To The General Education Learning Outcomes Relevant To Their Course (Goodlad & Leonard, 2018). The Seminar Next Explores Open Pedagogy, Capitalizing On The Openlab, City Tech's Proprietary Open-Source Digital Platform For Teaching, Learning And Sharing In An Open Manner (Rosen & Smale, 2015). Finally, Faculty And Administrators Should Be Informed About The Impact Of Their Practices. To Do This Effectively, Educators Are Guided To Develop Tools For Assessment Of Learning Outcomes. While The Four Methodologies Have Proven Successful On Their Own, Together, Educators Have Stated They Create A Unique Multidisciplinary Approach To Developing Their Own Pedagogy (Goodlad & Leonard, 2018).

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/conference-on-innovative-higher-education-pedagogy/>

- **Montgomery, Jason. “Ten Years Of Building Technology At City Tech: Reflections On The Evolution Of First Year Building Technology Courses In An Open Enrollment Candidate Barch Program” Paper Accepted For Amps International Conference, June 2019, Stevens Institute, New Jersey. <http://architectureemps.com>**

Peer Reviewed Abstract:

A BARCH candidate program at City Tech, an open enrollment CUNY college in Brooklyn, New York, offers a portal for increasing access to an architectural career path in the United States. Emerging from a historically vocational culture, the building technology curriculum at City Tech is a case study in the goal for balance between job readiness and critical skills-based education. Formally referred to as construction documents courses, the building technology courses are becoming dynamic laboratories for investigation that integrate with the design curriculum. They also incorporate history and theory to place discussion of structure, materials, tectonics, and performance into context.

With all the possibility of new directions for building technology teaching, the foundational skills of reading and drawing cannot be jettisoned, especially for the education of underprepared college students. These students need to build their technical knowledge through enhancing their general education skills of effective reading in the discipline. They also need to develop their visualization/three-dimensional thinking through challenging 2d and 3d drawing construction. Further, all students need to integrate these skills and apply them to understand how buildings are put together and perform, but also how architecture is born through these explorations.

This paper reviews the experimentation and development of first-year building technology courses over a ten-year period at City Tech. Case studies of prominent buildings ranging from the Empire State Building to the Yale Center for British Art are presented as a vehicle to provide a place-based laboratory and a historical/theoretical context for learning. Emphasis on three-dimensional explorations of structure and assemblies developed through hand drafting and digital modeling will be reviewed for their learning efficacy. Finally, assessment and improvement techniques for reading technical texts and “reading” orthographic drawings will be presented. These strategies are shown to be particularly useful for a diverse and often underprepared student cohort.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/ten-years-of-building-technology-at-city-tech-amps-conference/>

- **Montgomery, Jason. “READING Tech in Architecture” Invited presentation at READ Workshop, Faculty Commons, Feb 15, 2019. Also presented as part of the READ Team presentation at the CUNY CUE Conference, City Tech, New York, May 10 2019.**

Peer Reviewed Abstract: READ (Reading Effectively Across the Disciplines) at New York City College of Technology is a program with a primary goal to improve students’ critical reading skills, disciplinary literacy, and academic success. It employs a multi-component design that consists of faculty training in disciplinary literacy instruction, development and implementation of active reading assignments and assessments, peer-led team learning, and the dissemination of discipline-specific teaching and learning resources on an Open Lab site to provide an interactive teaching and learning environment for students and faculty. The program’s success relies on its model in which literacy specialists and content-area instructors work together to identify literary practices that are unique to each discipline and to embed literacy instruction into the content-area courses. In this panel, faculty from English/Reading, Accounting, Architecture, Biology, Computer Engineering Technology, and Mathematics will discuss strategies and practices that foster student learning of content knowledge and engage them in developing disciplinary literacy.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/reading-tech-in-architecture/>

- **Montgomery, Jason and Anne Leonard. “Learning Places: Observing, Analyzing, Understanding New York City” Paper presented at the CUNY CUE Conference, City Tech, New York, May 10 2019.**

At this conference I presented with Anne Leonard and two of our students on the tools we use for place-based learning and achieving the general education learning outcome of deriving meaning from experience through inquiry.

Peer Reviewed Abstract: Students in the co-taught interdisciplinary course Learning Places: Understanding the City meet general education learning outcomes through a series of place-based learning experiences and assignments that foreground the study of a specific place in New York City. Drawing on a shared orientation to the site chosen for study from documentary films, site visits, reflections on their own experiences as urban dwellers, and focused research visits to archives and special collections, students learn not just about New York City but more importantly how to observe, how to construct meaning from observation, and how to verify data gathered through empirical study. Students conduct empirical studies of the chosen place and then analyze the evidence they gather through research in archives, special collections, and demographic and geographic data. After documenting their observations and documentation (including photographs and sketches) in a site report, students use a range of research methods to draw further meaning from their empirical study, which they apply to their research throughout the semester. The site report launches students into the process of meeting a specific general education learning outcome: using skills in inquiry and analysis to derive meaning from experience as well as gathering information from observation. In this presentation, instructors and a few current students (schedules permitting) will offer their perspectives on learning from studying one New York City place through place-based empirical observation and analysis of a range of historical and contemporary primary sources.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/learning-places-observing-analyzing-understanding-new-york-city/>

- **Montgomery, Jason and Karen Goodlad, Anna Matthews. “A Living Lab Approach to Technological Literacy” Paper presented at the 17th Annual CUNY IT Conference, John Jay College, New York, November 29-30 2018.**

At this conference I presented with Karen Goodlad and Anna Matthews on the critical use of OpenLab at City Tech as a tool for student learning and engagement.

Peer Reviewed Abstract: The Living Lab General Education Seminar encompasses high impact educational practices, place-based learning, open pedagogy on the OpenLab and enhanced assessment practices, each designed to engage students in their general education and degree-specific curriculum. A significant component of the Living Lab is dedicated to finding opportunities for students to share their learning in an interactive manner on the OpenLab, City Tech's open-source digital platform where students and faculty meet to learn, work, and share their ideas. We will demonstrate how we use the Living Lab Model of Pedagogy to equip students for technological literacy through reflection, peer feedback, collaboration, documentation and presentation using e-portfolios. Examples will be provided across disciplines including hospitality management, architectural technology, and dental hygiene. Facilitators will share how they promote development and progress throughout a student's collegiate experience. As leaders of the Living Lab General Education Seminar, we also will share how we employ these practices to facilitate faculty interaction and collaboration, encouraging professional growth.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/cuny-it-conference-nov-29-30-2018/>

- **Montgomery, Jason and Amanda Almond, Sean MacDonald. “Interdisciplinary Studies at City Tech: Unique Objectives and Exemplary Assessment.” *CUNY Experiential Learning Symposium: Breaking Boundaries*. Guttman Community College, New York. 28 April 2017.**

I was invited to join Profs. Almond and MacDonald in the development of this presentation on experiential learning, an important initiative at CUNY. My focus is the place-based learning impact on students as measured by their levels of observation and their reflection on their discoveries using the Learning Places coursework as a case study, where students' podcast as a final project reveals the depth of observation and analysis of primary sources.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/interdisciplinary-studies-at-city-tech-unique-objectives-and-exemplary-assessments/>

- **Montgomery, Jason, and Jeffrey Burden, PhD. "Using New York as a Laboratory for Learning Building Technology." 2014 ESRI User Conference Paper Sessions. Proc. of ESRI International User Conference, San Diego. ESRI, n.d. Web. 17 May 2015. <<http://proceedings.esri.com/library/userconf/proc14/index.html>>.**

I co-authored and presented at this peer reviewed international conference, describing our development of the Building History Project and my method of teaching Building Technology that uses the city as a laboratory. The research conducted on the case study subjects are documented and stored in GIS format.

Peer Reviewed Abstract: The challenge was placing students and researchers in a digital urban geography that could be examined from macro to micro detail. GIS provided the tool for documenting, analyzing, and particularly storing the geography of building technology, an emerging field of study. GIS driven deep mapping allowed us to examine the process of how New York was built in detail. We found a new way to teach building tech--geographically--and became CUNY's university wide case study in high impact learning.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/using-new-york-as-a-laboratory-for-learning-building-technology/>

- **Montgomery, Jason, Anna Matthews, and Andleeb Zameer. "Academic Service Learning and Place-Based Learning at City Tech." CUNY CUE Conference 2015, City College, New York.**

I co-authored and co-presented this paper at the CUNY Cue Conference on May 8, 2015. This presentation described the use of Academic Service Learning projects to enhance undergraduate education and student engagement. This paper was based on our Third Year Fellows' Report, 2015.

Peer Reviewed Abstract: Academic Service Learning and Place-Based Learning at City Tech. In 2013-2014, an interdisciplinary faculty group developed and successfully implemented Academic Service Learning and place- based learning projects/assignments in their courses. The authors evaluated outcomes of these high-impact educational practices by reviewing faculty and students' reflections/ feedback, and provided recommendations to the college.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/academic-service-learning-and-place-based-learning-at-city-tech/>

- **Montgomery, Jason. "Brooklyn Historical Society, the Library Ceiling." City Tech Faculty Research Conference, Brooklyn. May 1, 2015.**

I presented progress on my research on the library space of the Brooklyn Historical Society building. I am researching the circumstances that led to the lack of a decorative scheme for the library ceiling. This project is being developed with the support of the staff of the BHS towards the goal of organizing a competition to design an intervention in the ceiling.

Peer Reviewed Abstract: The Brooklyn Historical Society Othmer Library undoubtedly aspires to sit proudly in this continuum of the small institutional library. The configuration follows the typical formula. The woodwork's warmth and richness immediately strike the visitor and speak of this great traditional. All the elements are here, except for one: the ceiling. In this space, the ceiling hovers uncomfortably just above the cornice of the mezzanine shelves, with awkward shadows lurking in this gap of space. The contrast of the richness below and the blankness above is conspicuous and mysterious and begs the question: was this intentional or the result of some particular contingency of the project? My research is seeking to answer this question. But this research is also intended to provide context for a creative intervention (likely ephemeral): an artistic and architectural competition to "finish the space."

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/brooklyn-historical-society-the-library-ceiling/>

- **Montgomery, Jason. "Pursuing Meaningful Education, Place Base Learning" Paper presented at 10th CUNY CUE Conference, LaGuardia Community College, Queens, New York, May 2, 2014.**

At this conference I presented my latest development of case study, place-based curriculum in my Building Technology courses.

Peer Reviewed Abstract: Learning outside the classroom is among the most critical activities in higher education today. The benefits of the High Impact Practice of Place Based Learning and Academic Service Learning are well documented and CUNY is wonderfully situated to use New York City and its environs as a Living Laboratory to enhance student learning.

At City Tech's Department of Architectural Technology, we have instituted Place Based Learning through a series of Case Studies in our first year Building Technology courses. In addition, some of the Case Studies also function as Academic Service Learning Projects. The Case Studies take the students to a number of sites where they study buildings through first hand experiences. The goals for these Case Studies are:

Introduce the student's to a culture of careful observation and investigation of primary sources.
Develop a deeper awareness of the built environment of the city and how it moulds our lives.
Foster moments of experiential discovery that excite and motivate students' dedication and rigor in their studies.

Study the Tectonics of World Class Architectural Works

Our presentation will illustrate our Case Study process using three case studies as examples.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/pursuing-meaningful-learning-cuny-cue-conference-paper-may-2-2014/>

- **Montgomery, Jason, and Jeffrey Burden, PhD. “Pursing a High Impact Architectural Education.” Paper presented at CUNY 2013 CUE Conference, John Jay College, May 10, 2013.**

I co-authored and co-presented at this conference on the development of case study, place based curriculum in my Building Technology courses.

Peer Reviewed Abstract: New York City College of Technology reports on its use of high impact techniques in the classroom to develop its first year architecture courses. The presentation will lay out their use of sequencing, three-dimensional work, and on-site exercises that place the student in the world with a new ability to observe, comprehend, analyze, and sensitively intervene in their environment.

Evidence: http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/cuny-cue-conference_spring-2013/

- **Montgomery, Jason, and Jeffrey Burden, PhD. “Evolving Envelopes: The Empire State Building, A Case Study.” Paper presented at 7th CityTech Research Conference, Brooklyn, New York, April 5, 2013.**

This presentation which I co-authored and co-presented focused on research on the Empire State Building as part of a case study in a first year learning community that combined ARCH 1100 with ARCH 1140.

Peer Reviewed Abstract: As a primary icon of New York recognized around the world, the Empire State Building serves as a powerful tool for teaching in our Building Technology sequence. As a case study, it offers a depth of investigation, a vehicle for engagement, and a clarity of tectonics. Field observation and documentation through photography but more importantly the sketchbook activate the student engagement with the structure and the process of research. The sketchbook links the eye, mind, and hand, fostering discovery. The students use historic photos, the architect’s drawings, and their own documentation to develop tectonic studies of the building’s structure, skin, and core.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/conference-paperscitytech-faculty-research/>

Peer Reviews:

- **Montgomery, Jason. "Journal of Urban Technology." Invited Reviewer. Journal Impact Factor (2014) 0.978 Ranking 21/39 (Urban Studies)**

I was invited by Dr. Richard Hanley to serve as a peer reviewer for submitted scholarly articles. To date I have reviewed 3 articles.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/journal-of-urban-technology-peer-reviews/>

- **Montgomery, Jason. "National Conference on the Beginning Design Student." University of California Poly, San Luis Obispo, February 25-28, 2016.**

I was invited to serve as a reviewer for submitted papers for this national conference hosted by the Research Office for Novice Design Education.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/national-conference-on-the-beginning-design-student/>

Panel Discussions:

- **Montgomery, Jason. "Affordable Housing against the Odds: Innovative Developments along the Brooklyn Waterfront." Invited Moderator, *Living in Brooklyn: Housing along the Brooklyn Waterfront Conference*, City Tech, New York, BWRC, April 12, 2019**

I was invited by Richard Hanley to be the moderator of this panel discussion at the Brooklyn Waterfront Research Center's 2019 conference:

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/living-in-brooklyn-housing-along-the-brooklyn-waterfront/>

- **Montgomery, Jason and Nora Almeida. "Place-Based Pedagogy in NYC: The City as a Classroom." Invited Panelist, Hunter College, New York, ACRET Seminar, March 12, 2019**

I was invited to present with Nora Almeida our place-based learning strategies to this professional development seminar series at Hunter College. This invitation is evidence of my leadership and expertise in place-based learning at CUNY.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/place-based-pedagogy-in-nyc-the-city-as-a-classroom/>

- **Montgomery, Jason. "ID MATTERS: Connecting Service, Scholarship, Teaching and Learning." Invited Panelist, Brooklyn, New York, April 15, 2016.**

I was invited to share my experience teaching a new interdisciplinary course that I developed with the Library's Chief Librarian, Maura Smale. Also, I presented research that I am conducting with Prof. Michael Duddy on the Brooklyn Civic Center.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/panel-discussions/id-matters-panelist/>

- **Montgomery, Jason. "Making Sense of Big Data." Participated in panel discussion, Brooklyn Tech Triangle U, Brooklyn, New York, April 23, 2014.**

Panel Press Coverage:

Dale, Brady. "In Brooklyn, a Grasp at Giving 'big Data' Meaning." CNN Money. CNN, Fortune & Money, 28 Apr. 2014. Web. 29 Apr. 2014

I was invited to join this panel discussion at the Brooklyn Tech Triangle U event, sponsored by the Downtown Brooklyn Partnership. This panel was held at Metro Tech. This event was intended to allow faculty from the Brooklyn area colleges to discuss important current topics in technology and to share their research and application of technology in the classroom. In our case, we discussed Big Data and the use of GIS software as a tool for examining Big Data. The panel consisted of five faculty including myself and the moderator.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/panel-discussions/brooklyn-tech-u-gis-big-data/>

Poster Presentations:

- **Montgomery, Jason with Michael Duddy. "Brooklyn Square: A Gateway to Brooklyn." Poster presented at 13th Annual CityTech Faculty Research Poster Session, Brooklyn, November 19, 2015.**

The Brooklyn Bridge stands as a great iconic structure of New York with the Empire State Building and the Statue of Liberty. An estimated 1.4 million pedestrians walk the bridge each year. This project explores the development of a new urban space that will greet Brooklyn's visitors, provide a commensurate amenity to the Brooklyn Bridge that can serve as a visitor's center and museum celebrating engineering and the bridge's design, link the Brooklyn and Manhattan Bridge's pedestrian walkways, and reconnect adjacent neighborhoods that have been blocked by the many ramps and barriers of the two bridges' vehicular access roads.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/poster-presentations/>

- **Montgomery, Jason with Elizabeth Macaulay Lewis and Jeffrey Burden. “Endangered Architecture: High Status Courtyard Houses of Late Ottoman Syria.” Poster presented at 12th Annual CityTech Faculty Research Poster Session, Brooklyn, November 20, 2014.**

Historic architecture often experiences periods of cultural neglect that threatens the preservation of significant cultural heritage. After long neglect throughout the 20th century, Ottoman Houses in Syria recently emerged as assets with renewed cultural capital. But now warfare again threatens them. This project is the architectural/analytical component of the historical and archeological examination lead by Dr. Elizabeth Macaulay-Lewis, Jeffrey Burden PhD, and Jason Montgomery. The poster includes the compiled and developed collection of plans, reconstructions, and analytical diagrams to explore the nature of this rich typology of urban residence that contributes to the scholarly documentation and investigation of these threatened structures.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/poster-presentations/>

- **Montgomery, Jason, and Joseph Smith. “Excavating Icons: The Empire State Building.” Poster presented at 9th Annual CityTech Faculty Research Poster Session, Brooklyn, New York, November 17, 2011.**

How do architecture students best learn about buildings, building technology, materials, assemblies, and architectural drawing in analogue and digital format in their first year of college? High Impact teaching techniques offer an opportunity to take the broad range of knowledge and skill required in the profession and tie them together coherently in our introductory Building Technology courses. Applying a High Impact approach to the development of our new courses, our committee conceived the following course vision:

1. SEQUENCE the Lectures, Readings, and Assignments so that the content flows between them and requires the students to apply the knowledge gained through readings and lectures directly into their assignment work. Each content element of the course is thus examined through multiple portals and has a corresponding application to a case study investigation.
2. WORK in THREE DIMENSIONS to enhance the student learning of the materials, elements, and assemblies that are the focus of the readings and lectures. Three dimensional drawing (analogue and digital) elicits explicit understanding of the course content, and exercises the students mental cognition of space and form. Digital models in particular offer a dynamic, multi-view examination of the elements under study.
3. USE the CITY as a LABORATORY to place the students in direct contact with World Class structures that exemplify the materials and methods of construction central to this course. First hand experience adds a richness and depth to the case study investigations beyond what is possible in the classroom alone. On site sketching exercises foster the coordination of eye, mind, and hand. Four semesters of application of this vision has shown some efficacy of the approach, but also the need for improvement through further experimentation of structure and techniques. Much of the student assignment work exhibits a higher order of comprehension of the course material in comparison to work produced in the old curriculum, which emphasized a rote learning process. Architectural education is an intensive, broad based pursuit that requires full engagement and dedication by the student. Our development of these courses is showing strong potential for an approach to education that places the student in the world with a new ability to observe, comprehend, analyze, and sensitively intervene in their environment.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/poster-presentations/>

- **Montgomery, Jason, “There and Back Again: Text to Buildings to Drawings.” Poster presented at 8th Annual CityTech Faculty Research Poster Session, Brooklyn, New York, December 1, 2010.**

This learning community joins a drawing course with a materials course. Links are drawn between architectural scale and measurement, human scale and proportion, and material fabrication and modularity. The Vitruvian Man is a depiction of ideal proportion described in a text and translated to a drawing. The students measured themselves to understand their scale and proportion and used themselves to measure buildings. The city is used as a laboratory to facilitate teaching materials and drawing simultaneously. The CUNY Graduate Center and the Dyckman Farmhouse are subjects of investigation. Studies are executed in both 2 and 3 dimensions.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/poster-presentations/>

Other scholarly, technological, or creative/professional works:

- **Senior Fellow, BROOKLYN WATERFRONT RESEARCH CENTER (BWRC), fall 2018-present**

I was invited by Richard Hanley, the Executive Director of the BWRC, to contribute to the work of the center as a research fellow, assisting in program development and conferences. My major contribution to date is my work on the spring conference development as well as a study of the BWRC research area, mapping the census tracts that are within the research area and preparing base data to supply to invited researchers.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/living-in-brooklyn-housing-along-the-brooklyn-waterfront/>

- **Montgomery, Jason. *Ecole Supérieure en Tourisme et Hôtellerie*. Department of Hospitality, New York City College of Technology, Cap Haitien, Haiti, spring 2018-present**

I am collaborating with Faith Corbett and Prof. Jean Claude of the Hospitality Department to develop a building for Prof. Claude's ongoing Associate Degree program in Haiti that prepares graduates for a career in the growing hospitality industry in Haiti.

To date we developed a development program, building design, and renderings and contributed to a fundraising dinner at the Janet Lefler Dining Room at the college on May 2, 2018 where city, state, and federal political representatives and staff assembled with representatives of the Haiti community in New York as well as officials from the university in Cap Haitien to celebrate the project and kick off a focused fundraising effort.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/ecole-superiere-en-tourisme-et-hotellerie/>

- **Montgomery, Jason, and Anh Truong Montgomery. Competition Entry. *Big Ideas for Small Lots*, Department of Housing Preservation Development. spring 2019.**

Anh and I developed a detailed sustainable and contextual solution to the challenge of providing affordable housing on small lots across New York City. Our entry mirrors many of the concepts acknowledged in the selected finalists' schemes. This entry is an important effort to contribute to the urgent need to develop affordable housing in major urban centers around the world.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/hpd-competition-big-ideas-for-small-lots/>

- **Montgomery, Jason, and Anh Truong Montgomery and Jeffrey Burden. *New House, Still Point*. Walland, Tennessee, 2018-present.**

Anh and I are working with our colleague Jeffery Burden on a large mountain house near the Great Smokey's National Park in Tennessee. This house's scale and siting create complex challenges of engineering and design that offer me professional development on technical aspects of the discipline that I can apply into my course coordination and curriculum development of the first year Building Technology course ARCH 1231.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/mountain-house/>

- **Montgomery, Jason and Jeffrey Burden, "Matthias Locke Table Study." Metropolitan Museum English Collection. Building History Project Lab. spring 2017-present.**

The research lab I am a founding partner in, The Building History Project, is assisting the conservator at the Metropolitan Museum in the research on this 18th century furniture piece from the English Collections. <http://www.metmuseum.org/art/collection/search/234881>

To date we developed measured drawings of the piece and are studying the joinery and tectonics of its construction.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/works-in-progress/metropolitan-museum-matthias-locke-table-metropolitan/>

Evidence: <https://sketchfab.com/3d-models/bhp-locke-wireframe-20170620-isolated-d6682ac9d7c743bc9b6cd17329b00278>

- **TECHNE Volume 5: Journal of the Department of Architectural Technology October 2018**

I again worked closely with Prof. Ting Chin and Prof. Michael Duddy to design, coordinate, and edit this journal that is dedicated to the theme of understanding the education and training of 21st century architects. For this issue, we have compiled contributions of architects working in New York City that speak to the skills and characteristics required of graduates for employment and advancement in contemporary offices. I helped form the concept of the journal issue and helped steer its development.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/techne-issue-5/>

- **Montgomery, Jason A. "Get Engaged: Community Programming at The Whitney and The Intrepid: The Intrepid Sea, Air, & Space Museum." *Chelsea Now* [New York] 24 Sept. 2015: 12. Print.**

Invited to write an architectural review of this museum for a neighborhood weekly newspaper.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/chelsea-now-review/>

- **TECHNE Volume 4: Journal of the Department of Architectural Technology June 2017**

I again worked closely with Prof. Ting Chin and Prof. Michael Duddy to design, coordinate, and edit this journal that is dedicated to the theme of "Design to Build", exhibiting the work of our students and faculty. I helped form the concept of the journal issue and helped steer its development.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/techne-issue-4/>

- **TECHNE Volume 3: Journal of the Department of Architectural Technology May 2016**

I again worked closely with Prof. Ting Chin and Prof. Michael Duddy to design, coordinate, and edit this journal that is dedicated to the theme of "Process", exhibiting the work of our students and faculty. I helped form the concept of the journal and helped steer its development. In the final stages I was the copy editor for the majority of essays, interviews, and student project descriptions.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/techne-issue-3/>

- **EMERGING SCHOLARS MENTOR: REINTEGRATING PUBLIC HOUSING WITHOUT DISPLACEMENT w/ Prof. Ting Chin. Student: Cindy Ocassio Fall 2015**

Prof. Chin and I mentored Cindy in the development of a study to spatially integrate the Farragut Houses into the surrounding neighborhood, adding much needed new housing (combination of affordable and market rate) and generating income to be applied to the rehabilitation or replacement of the existing public housing units.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/poster-presentations/emerging-scholars-mentor-fall-2015/>

- **TECHNE Volume 2:** Journal of the Department of Architectural Technology March 2015

I again worked closely with Prof. Ting Chin and Prof. Michael Duddy to design, coordinate, and edit a 165 page journal that is dedicated to exhibiting the work of our students and faculty. I helped form the concept of the journal and helped steer its development. In the final stages I was the copy editor for the majority of essays, interviews, and student project descriptions. I also contributed an essay on “Abstraction and Architecture” noted above.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/techne-vol-2/>

- **TECHNE Volume 1:** Inaugural Journal of the Dept. of Architectural Technology May 2014

I worked closely with Prof. Ting Chin to design, coordinate, and edit a 120 page journal that is dedicated to exhibiting the work of our students and faculty. I helped form the concept of the journal and helped steer its development. In the final stages I was the copy editor for the majority of essays, interviews, and student project descriptions. I also contributed an essay on “Process and Workflow in Architectural Education.” noted above.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/techne/>

- **Montgomery, Jason, and Philippe Gozlan with Pompei AD. *Urban Master Plan. Redondo Beach Waterfront.* Redondo Beach, California, 2013. (master planning a 150 acre land and water area site for the City, including 450,000 sq. ft. of commercial space and a large waterfront esplanade park.)**

I was the lead master planner and designer for this large scale proposal for the ocean front site of Redondo Beach, CA working with Philippe Gozlan as consultants to Pompei AD, a New York firm. We were compensated by the developer for our design services. Our work was interpreted and integrated through the developer and presented by a local firm as part of a series of public community planning events. The project is currently in the stage of an 2 year environmental review and we endeavor to be engaged again when this process concludes.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/masterplan-coastal-town-center/>

- **Montgomery, Jason, and Anh Truong Montgomery. *Alteration. Sanger Residence.* Madison Square Park New York, 2011 (design, construction administration, municipal approvals.)**

This 2000 sq. ft. apartment was designed to maximize the impact of the 14’ high ceilings and a large collection of books. The large Great Room includes a double height library, a dining area, a sitting area, and an office area with views out to Madison Square Park.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/sanger-residence/>

- **Montgomery, Jason, and Anh Truong Montgomery. Addition and Alteration. *Schwartz Residence*. Riverdale New York, 2011 (design, construction administration, municipal approvals for 2980 sq. ft. single family house)**

Renovation of a 1930's house with a three-story addition. The addition is a seamless extension of the existing house with a new portico added to enhance the entrance. The 5 bedroom, 5 full 2 half bath house serves well the needs of the owner's growing family. The master bedroom has a high ceiling beneath the gambrel roof, with triple windows on two sides providing ample cross ventilation, daylight, as well as sweeping views of the Bronx to the east.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/schwartz-residence/>

- **Montgomery, Jason, and Anh Truong Montgomery. Alteration. *Neill Residence*. Upper West Side New York, 2011 (design, construction administration for 2500 sq. ft. apartment.)**

This project had significant challenges to be addressed through creative design. The client had acquired a series of 4 small apartments to be combined into one larger unit. Each small apartment had significant structural and mechanical infrastructure to be maintained and ran vertically through the spaces. The new plan needed to define new spaces for the master suite, office, studio, and guest bedroom as well as large living/dining space and a new kitchen. The flow of the spaces was critical to the client, as was maximizing the penetration of the natural light into the darkest corners of the existing space. The client also desired to use wood extensively throughout the design to add warmth to parts of the apartment and relate this urban dwelling to their mountain house in Utah.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/neill-residence/>

- **Montgomery, Jason, and Anh Truong Montgomery. Urban Design, Landscape, Conceptual Architecture Project. *Archive Architecture for Health, Kay e Sante nan Ayiti (Housing and Health in Haiti)*. St. Marc, Haiti, 2010 (design competition entry, uncompensated work.)**

A sense of Hope and Dignity is instilled in this transitional community with the use of light and gardens. Light is filtered and dappled through a gabion wall system, which are wire structures filled with rocks and tied into a concrete framework. This wall also allows air to circulate, and with the help of strategically located windows, provides maximum natural ventilation, necessary for the prevention of air borne contagions such as tuberculosis. The massiveness of the wall also works with the natural daily cycle of cooling and heating, providing a comfortable interior environment. Each unit is accessed from the natural high points of the site, allowing each story to have a private garden where the occupants can grow flowers and vegetables, or work on arts and crafts, so that they can participate in green market events with local merchants and farmers. The gardens are linked along the main street, providing an "emerald necklace" analogous to Frederick Law Olmstead's design for the green spaces of Boston. Gardening is a great spiritual and contemplative activity, which is essential to spiritual health.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/urban-planning-projects/>

- **Montgomery, Jason, and Hart Howerton. Urban Design, Landscape Project. *The Summit, Bechtel Family National Scout Reserve*. Mount Hope, West Virginia, 2010 (master plan and conceptual design for 10,600 acre camp for National Boy Scout Jamboree.)**

The SUMMIT is the new home of the National Jamboree of the Boy Scouts of America and the newest National High Adventure Camp. I was the lead master planner on this project, working with Hart Howerton, Andropogon, and Trinity Works, the developer of the project, taking the project from the initial stages of testing the program on the rugged site in West Virginia to the conceptual masterplan stage.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/the-summit/>

- **Montgomery, Jason, and Hart Howerton. Urban, Landscape, Architectural Design Project. *Lulu Island, The Village*. Abu Dhabi, UAE, 2010 (master plan and conceptual design for 171,436 sq. m. urban development project.)**

I joined the project team as a consultant to my former employer Hart Howerton to work on the urban design of the coastal town center as well as the lead the design of the majority of the residential and hotel buildings within the master plan. This project's complexity required a give and take between the urban place making and the architectural components to ensure the density targets established by the developer were met while providing a public space network of streets and squares appropriate to the Emirate's culture and the gulf climate.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/lulu-island/>

- **Montgomery, Jason. Affordable Housing Workshop Design Assistant. *Regional Plan Association*. Westchester County, spring and fall, 2010 (conceptual urban, landscape, infrastructure design.)**

I was invited twice to assist the Regional Plan Associate in running a workshop to help administrators and planners meet the court required provision of affordable housing into their communities due to my expertise in urban design work at Cooper Robertson and Hart Howerton.

Evidence: <https://openlab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/professional-creative-works/regional-plan-association-workshop/>

18 B. **Publication and Production Prior to Appointment in 2009**

DRAWINGS PUBLISHED IN THE FOLLOWING PUBLICATIONS

- **Hodges, Nicola, ed. *Building Classical*. London: Academy Editions, 1993. ISBN-10: 1854902881, ISBN-13: 978-1854902887**

Editorial Reviews : From Library Journal

This lavish volume on contemporary classical architecture is based on papers delivered at two widely publicized exhibitions held in 1992, one in Italy, the other in the United States. The former, A Vision of Europe , was endorsed by none other than Prince Charles and focused primarily on urban planning issues. The latter, highlighting individual projects of emerging classical architects, was organized by the newly formed Classical Architecture League. Fourteen essays, some illuminating, some not, address the appropriateness of classical architecture for the next century; these are interspersed with color photographs and drawings of new classical projects, both built and unbuilt. Even if one disagrees with the premise that classical architecture is the wave of the future, this book is likely to attract widespread attention. For informed readers. - **H. Ward Jandl, National Park Svc., Washington, D.C.**

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- **Benjamin, Asher. *Practice of Architecture, The Builder's Guide*. New York: Da Capo Press, 1994. ISBN-10: 0306805723 ISBN-13: 978-0306805721**
- **Kahn, Eve M. "Thomas Gordon Smith: The man who is bringing CLASSICISM OUT OF EXILE." *Clem Labine's Traditional Building*. Volume 6 No. 2 March/April 1993: 6,72-73.**
- **Monczunski, John. "A Classical Solution." *Notre Dame Magazine* Volume 25 No. 2 summer 1996: 32-41.**

19. Works in Progress

Book Chapter (peer-reviewed)

- **Montgomery, Jason. "LEARNING PLACES: Place-Based Learning in an Interdisciplinary Approach to Undergraduate Research " Book Chapter Proposal, *Interdisciplinary Team Teaching: A Collaborative Study of High-Impact Practices*. editors Reneta Lansiquot, Sean Macdonald. Proposal Submission: May/June 2019. Accepted for Publication: Oct. 2019**

**Book Status: Accepted for Publication by Palgrave Macmillan.
Submission to Publisher due April, 2020.**

I was invited to join this yearlong workshop series focused on the production of a book proposal on Interdisciplinary Teaching and High Impact Educational Practices. I participated in all the workshop sessions and prepared the required deliverables including an abstract that was reviewed in multiple draft submissions along with a draft bibliography and a visual presentation. The proposal has been accepted by Palgrave Macmillan. Production will occur over the winter, with chapters due in January 2020. See evidence for chapter proposal.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/learning-places-place-based-learning-in-an-interdisciplinary-approach-to-undergraduate-research-2/>

Book Contribution (peer-reviewed)

Elizabeth Macaulay-Lewis, "Cosmopolitan Interiors: Syrian 'ajami rooms and an American reinterpretation at Frederic Church's Olana," in *Intersections: Visual Cultures of Islamic Cosmopolitanism*. eds. Melia Belli Bose and Saleema Waraich, submitted to the Cofrin Asian Art Series, University of Florida Press, forthcoming.

I contributed this study of the first floor plan of Frederic Edwin Church's master work National Historic Landmark house on the Hudson known as Olana.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/olana-and-syrian-interiors/>

Book Concept in Development:

- **Duddy, Michael, Ting Chin, & Jason Montgomery. *The Brooklyn Civic Center*. publisher tbd, date tbd.**

Downtown Brooklyn is an urban place of dysfunction and confusion brought on by interventions intended to modernize and mitigate its historic evolution. This condition places downtown Brooklyn in the good company of many American cities that suffered a similar fate. The rubric under which these interventions occurred changed overtime, from traffic improvement plans to full scale masterplanning. The touchstone that best captures the forces of change in this critical hub of Brooklyn is the planning of the Brooklyn Civic Center, a project of fits and starts that was never fully realized and did more harm than good.

Our project reveals the untold story of the development and history of the planning of the Brooklyn Civic Center. We place the story in context by looking at the evolution of downtown Brooklyn from the 18th Century to the 20th century. We then chart the multiple projects and efforts, a large number never going further than renderings and plans, that illustrate the civic, political, and ideological forces that played a key role in the fate and “health” of this American city center.

To date we have established the chapter topics, researched and compiled significant drawings, photographs, newspaper articles from archives and libraries, and outlined a timeline of development, and started the first drafts of 3 of the chapters.

This work builds on previous poster presentations, symposia, and exhibitions focused on Downtown Brooklyn.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/brooklyn-civic-center/>

Evidence: <https://OpenLab.citytech.cuny.edu/examiningthecity/>

20. Honors, Prizes, and Awards

21. **Grant Activity** (indicates funding agency and collaborators; if awarded, provide grant number, amount, and duration. For collaborative grants, indicate amount earmarked for NYCCT)

Participation in the Perkins Grant:

- **PERKINS MAJOR EFFORT 2012-2013 – GIS PROJECT** (continued)

Introduce and Integrate GIS technology as tool for investigating and drawing architecture.

Evidence: <https://openlab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/reports/perkins-major-effort-report/>

- **PERKINS MAJOR EFFORT 2011-2012 – GIS PROJECT**

Introduce and Integrate GIS technology as tool for investigating and drawing architecture. Geographic Information System hardware and software are the tools that are changing the way information about the natural and built environments is recorded, archived, managed, and made useful for research and analysis. These tools can be particularly useful for documenting and analyzing existing structures. Whether documenting existing conditions for construction projects, or archiving information for the use of historic preservation, GIS based data is emerging as a type of library of the future. As a growing field that crosses many disciplines, training in GIS data collection, documentation, and analysis offers our students both an enhancement of their architectural skills as well as a new career path alternative. GIS spatial data can be embedded with intelligence that make it a required tool of architects, landscape architects, urban designers and planners.

Evidence: <https://openlab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/reports/perkins-major-effort-report/>

SERVICE

See Guidelines IIID. Please note where compensation or release from teaching has been provided. All service is evaluated primarily according to the quality and results of the contribution; however, expectations may differ depending upon whether or not compensation or time has been provided to support the service.

22. Administrative Assignments

DEPARTMENT OBSERVATION COORDINATION, spring 2012

Developed detailed spreadsheet to track all department faculty and courses to coordinate observation assignments.

Evidence: <https://OpenLab.citytech.cuny.edu/buildingtechnologycurriculum/department-observations/>

LEARNING CENTER LIASON, fall 2009 – fall 2012.

General coordination meetings each semester with Learning Center Staff regarding tutoring and facility initiatives and monthly meetings with tutorial staff to review curriculum and tutoring support. (No release time provided)

Evidence: <https://OpenLab.citytech.cuny.edu/buildingtechnologycurriculum/learning-center-liason/>

BOOK STORE LIASON, fall 2009-spring 2011

Responsible for latest edition research, confirmation, and coordination of department bookstore order for all courses.

Evidence: <https://OpenLab.citytech.cuny.edu/buildingtechnologycurriculum/bookstore-order-coordination/>

23. Other Department/College/University Service, including Continuing Education (list by category; for committee work, include the name of the committee chair)

Department:

- **DEPARTMENT APPOINTMENTS COMMITTEE spring 2019-present**

I was elected to an interim position on the committee and then re-elected to a full three year term starting in June 2019.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/department-appointments-committee/>

- **Montgomery, Jason, Ting Chin and Michael Duddy. Douglas Haskell Award for Student Journals Application. spring 2018**

I helped prepare this grant application that will fund a professional print run of our department journal TECHNE. We are awaiting word on the award.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/book-journal-contributions/techne-issue-5/>

- **ARCHITECTURE PROGRAM REPORT (APR): INITIAL CANDIDACY (NAAB) fall 2017**

I was tasked by the Chair of the Department to lead the development of this critical document for the first major accreditation review of our department by the National Architectural Accreditation Board. I was the lead author and coordinator of this report that was the next step towards accreditation for our department. This report was reviewed and given verbal praise by the NAAB Visiting Team during their visit to the college in February 2018. This report contributed to the continued positive feedback from the accreditation board and helps position our department to take the subsequent steps in the accreditation process.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/naab-architecture-program-report-initial-candidacy/>

- **DEPARTMENT FACILITIES COMMITTEE fall 2017-present**

Working under the leadership of Prof. Maldonado and Felix Baez, I am helping develop the study of the needs of our department in regard to both the additional instructional space required for the new 5 year BARCH degree program, but also the improvement of our existing facilities, focused on design studios and faculty offices.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/department-facilities-committee/>

- **DEPARTMENT STRATEGIC PLAN, spring 2017**

The chair asked Prof. Azaroff and me to complete the Ten Year Review process by responding to the external reviewer's comments and planning next steps for the department.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/department-strategic-plan/>

- **PLAN FOR ACHIEVING INITIAL ACCREDITATION, NATIONAL ARCHITECTURAL ACCREDITING BOARD (NAAB) fall 2016**

I was the lead author and coordinator of this report that was the first step towards accreditation for our department. This report was accepted and approved by NAAB and has positioned our department to take the next step in the accreditation process. I led the Accreditation Committee development of the first document to be submitted to start the accreditation process, which NAAB calls the Plan for Achieving Initial Accreditation.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/naab-plan-for-achieving-initial-accreditation/>

- **DEPARTMENT EXECUTIVE COMMITTEE FOR NAAB ACCREDITATION, OCT 2015 - NOV 2016**

I was asked to join this committee by our interim chair, Prof. Vaidya, to help develop a new 5 year Bachelor of Architecture Degree Program and prepare documents and infrastructure to guide the program through the accreditation process. This work is ongoing and includes research into national trends in BARCH programs, new course development, development of program assessment strategies, and implementation strategies.

Evidence: <https://drive.google.com/open?id=0B9XGF1fLVwfiZ0h5bnk0Y0RRWkU>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/barch-degree-development/>

- **TEN YEAR REVIEW, spring 2013 - spring 2015**

As the chair of the Steering Committee I lead an effort to coordinate the completion of the 10 Year Review for our department, eventually taking over the editing and graphic work to develop it into a clear and well organized reflection on the previous 10 years of our department's growth and evolution. The document describes this evolution, outlines our changes to our curriculum and how these changes were guided, and provides a vision of our next 10 years. I also helped select and coordinate the visit of the external review, who came to campus in May 2015.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/ten-year-review/>

- **DURA: CITY TECH SOLAR DECATHLON COMPETITION ENTRY, SEPT-OCT 2015**

I volunteered over 200 hours to help with the construction and student mentoring of this critically important project for the department. After my contribution during construction in the Navy Yard, the team requested I travel to Irvine, CA to help with the reassembly for the competition. I lead the finalization of the design of the ramps and railing systems around the perimeter of the house. I also lead the reassembly of the west porch footings, decking, structural columns, and beams.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/solar-decathlon/>

- **READ PROGRAM, August 2015-present**

I have worked closely with Prof. Michael Loo and Prof. Juanita But to implement the READ Program in our department's ARCH 1130 course and now ARCH 1231 to study our first year students' academic reading and test strategies for improving it. I am a regular participant in the bi-annual workshop where we reflect on student outcomes and share strategies that are particularly effective. I have made reading a foregrounded and explicit component of my ARCH 1231 course, and I regularly train all the full-time and part-time faculty teaching this course in their support of student reading. This work has positioned me to be invited by Professor Juanita But to write one chapter of a [new book](#) (under contract) on Disciplinary Reading Strategies.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/read-program-participant/>

- **WINTER SHOW: ABSTRACTION, MARCH 20-APRIL 23, 2015**

With student help I curated, formatted, edited, and installed this exhibition of student work from our department. The show was installed in the Lobby Gallery and Lobby niches of Voorhees Hall. The niche installment remains up generally for a full year to decorate and activate the lobby space with exemplar student work.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/wintershow-abstraction/>

- **WINTER SHOW Dept of Arch Tech, FEB 13-26, 2014**

I was the founder and lead organizer of this new annual event. Ting Chin, Assistant Professor and a team of student volunteers worked closely with me to collect student work, organize it, and format, print, and mount the work. I designed the layout of the Student Lounge, Lobby, and Gallery of Voorhees Hall, and coordinated the installation. This event will become a regular tradition in our department and will help both inspire increased quality of student work as well as offer a impressive display of our department's student work to visitors and guests of the college.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/winter-show-2014/>

- **PRESENTATION to Brooklyn Tech Triangle Coalition, Jan 24, 2014**

I helped organize and set up an exhibition of student urban design work for this special event in our department where the attendees included our President Hotzler, Dean Hom, Stephen Soiffer from our administration, as well as the President of the Brooklyn Bridge Park, representatives from DUMBO, the Brooklyn Tech Triangle Coalition, The Department of Transportation, the Economic Development Corporation, and community leaders from the City Council. This effort is tied to my efforts to help expose our department to the community outside of City Tech, which also included the larger exhibition of student work later in the semester (The Winter Show.)

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/presentation-to-local-community-jan-2014/>

- **INTERSECTIONS SYMPOSIUM, Committee member, spring 2014**

I contributed to the committee work to organize the department's annual symposium funded by the Fuse Lab Grant. This spring, I was responsible for contacting Prof. Omar Kahn from the University of Buffalo School of Architecture and representatives from Boston Valley Terra Cotta to invite them and discuss the nature of the event.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/intersections-symposium/>

- **STEERING COMMITTEE, Chair fall 2009-2014**

Our committee leads the strategic planning efforts of our department through tracking and addressing major issues identified by the faculty. I have lead this committee since its inception, developing the agenda and meeting notes and guiding the discussion of important topics for our department.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/steering-committee/>

- **ASSESSMENT LIASON, fall 2011 - spring 2016**

I am working to develop strategies and tools for measuring our current courses to provide insight and data that can help guide our continuing efforts to refine and improve our courses and overall curriculum. In particular, I am working on visual assessment tools for the building technology sequence to measure drawing fluency and analysis of relationships between structural typologies, spatial definition, and envelope design. In addition, I participated in workshops through AIR and assessment documentation in our department. The workshops included rubric development, program outcome mapping, and test blueprint development. I have also contributed to the Critical Course Assessment report in 2013.

Evidence: <https://OpenLab.citytech.cuny.edu/building-technology-resources/2019/10/19/building-technology-assessment-tools/>

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/department-assessment-liaison/>

- **CURRICULUM COMMITTEE, Prof. Barbara Mishara chair, fall 2009-fall 2017**

.As a new faculty member, I joined the department Curriculum Committee and served as the secretary for the first year. On this committee I contributed to an on-going department effort to re-align the courses, credits, and learning objectives with a more balanced degree more closely following an undergraduate professional degree (BARCH). I actively participate in discussions on curriculum development and have made significant contributions to the AAS Major Curriculum Modification proposals in 2011 and 2016. I also served on the BARCH NAAB Accreditation Executive Committee in 2016 to develop the initial ideas for the new degree program.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/aas-major-curriculum-modification-proposal/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/department-curriculum-committee/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/barch-degree-development/>

- **BUILDING TECHNOLOGY SUB-COMMITTEE, fall 2009 – present.**

I participated in series of meetings to discuss and plan new strategies for teaching building technology in the first two years of the curriculum. Once implemented, meetings focused on in progress course adjustments, student progress, faculty support. I compiled all the relevant information for a coordination site on OpenLab, including research into other leading program's building science and technology courses and samples of their students' work.

Evidence: <http://OpenLab.citytech.cuny.edu/buildingtechnologycurriculum/>

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/department/building-technology-committee/>

School of Technology and Design:

- **COURSE COORDINATION LIAISON, fall 2014 - fall 2016**

I am the department liaison this school wide committee that is developing standards for course coordination within the school. This work is recognized as a service to the college/school. Course coordination is a critical activity due to the high percentage of part time faculty at our college. This effort is also tied to the college wide initiative to develop strategies to integrate General Education student learning outcomes into courses and teaching throughout the college.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/course-coordination-liaison/>

College:

- **Montgomery, Jason. *Living in Brooklyn: Housing along the Brooklyn Waterfront Conference*, City Tech, New York, BWRC, April 12, 2019**

I was invited by Richard Hanley to help him develop this conference, held at the New Academic Building at City Tech. This important conference elevates the college in the scholarly community of Brooklyn and New York. For the spring 2019 conference I helped develop the concept for the conference, arranged meetings with government officials to make connections for potential speakers for the panels, edit and organize a white paper for the conference program, develop and edit the conference program.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/conference-papers/living-in-brooklyn-housing-along-the-brooklyn-waterfront/>

- **Montgomery, Jason and Anna Matthews. *The Living Lab Seminar, Co-Directors*. New York City College of Technology, spring 2018-present**

I was asked to join the Living Lab Faculty Seminar operation as the new Co-Director. I will serve in this role with Anna Matthews from the Department of Dental Hygiene. During the spring 2018 semester Anna and I shadowed current director Prof. Karen Goodlad as a planned transition for the leadership of the program. I also collaborated with Prof. Anne Leonard from the Library to develop and facilitate the place-based learning activity for this year's seminar participants.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/the-living-lab-seminar-co-director/>

- **Montgomery, Jason, Michael Duddy and Ting Chin. *Center for Neighborhood Design Studies*. New York City College of Technology, spring 2018-present**

I am collaborating with my faculty colleagues to found a center at the college that will conduct multidisciplinary research and execute projects in neighborhoods of New York City and beyond in an effort to improve the livability of our urban environments.

To date we developed a mission statement and a prospectus and are proceeding with a review process with the college president's office with a target launch of the center for spring 2019.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/center-for-neighborhood-design-studies/>

- **SEARCH COMMITTEE: PROFESSIONAL DEVELOPMENT CENTER, spring 2018-present**

I was invited by Faith Corbett, Executive Director for Public Affairs and Partnerships in the Office of the President to join her and Paul Dorestant, Director of the SEEK program, on the search committee for a new Academic Coordinator. We interviewed approximately 9 candidates for the new position and re-interviewed 2 of the top candidates in a second round.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/pdc-search-committee/>

- **EMERGING SCHOLARS POSTER SESSION JUDGE, May 2018 + November 2018**

I was invited to serve as a judge for the Emerging Scholars Poster Session. I spent 1 hour reviewing approximately 8 posters and ranking their scores based on the supplied rubric.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/emerging-scholars-poster-session-judge/>

- **COMPREHENSIVE TUTORING VOLUNTEER, Fall 2018 + Spring 2019**

I volunteered to serve as a comprehensive tutor during my office hours, responding to the request by the Associate Provost.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/comprehensive-tutor-volunteer/>

- **OPEN PEDAGOGY EVENT: “CURATING A FACULTY OR STAFF PORTFOLIO”, Faculty Commons, April 4, 2019**

I was invited to present the development of my e-portfolio to faculty and staff colleagues from across the college, to share my ideas and techniques, and reflect on best practices on April 4, 2019 in the Faculty Commons. This presentation is intended to aid faculty and staff in their documentation of their scholarship, teaching, and service at the college.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/open-pedagogy-curating-a-faculty-of-staff-portfolio/>

- **EMERGING SCHOLARS ADVISOR “INVESTIGATION OF A FRENCH CURVE”, Cheriya Wilmot, Dec, 2018**

I advised my student Cheriya Wilmot on this research into the emergence of the French Curve as a tool for design and documentation in architecture. This project was inspired by the students documentation of the New Academic Building as a class assignment, with the complex curvature of the theatre massing.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/emerging-scholars-advisor/>

- **OpenLab: CLASS IN THE SPOTLIGHT, March 2016**

My ARCH 1130 course coordination OpenLab site was selected by the OpenLab team as a Spotlight course as an exemplar for course site develop.

- **COLLEGE COUNCIL VICE-CHAIR, fall 2015-spring 2016**

I served as the Vice-chair of College Council for one year, serving at the same time as the chair of the Buildings and Grounds Committee. I worked with the College Council Chair Marco Castillo on organizational work and met each month with the President and Provost to discuss upcoming issues being addressed by College Council.

Evidence: <https://OpenLab.citytech.cuny.edu/collegecouncil/2015/05/19/organization-meeting-election-results/>

- **BUILDINGS AND GROUNDS COMMITTEE, Chair fall 2014-spring 2016**

I served as the chair of this committee and steered the committee through a process of assessing its role and re-established a partnership with the Budget Committee to hold annual or bi-annual meetings to review the capital budget with the Vice President. I was elected to College Council as a Delegate at Large in Fall 2013. I served the full three year term on the Buildings and Ground Committee. In my first year on this committee I served as Secretary. In the second and third years I chaired the committee. I was also elected Vice-Chair of College Council in Fall 2015, serving both in this role as well as the chair of a committee, which is unusual, but as there were few willing candidates that year for this position I agreed to serve in both roles.

The major outcome of my time as chair of the committee was a report Reconsidering the Learning Environment that provides City Tech with a guide for future classroom renovations and construction based on scholarship and best practices. I also launched the [Building and Grounds OpenLab site](#) where B&G information can be centralized and disseminated to the college community. This site includes our working page on research on classrooms and learning environments.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/buildings-and-grounds-committee/>

Evidence: <https://OpenLab.citytech.cuny.edu/buildings-and-grounds/>

- **BUILDINGS AND GROUNDS COMMITTEE, Secretary (Tess Tobin, Chair) fall 2013-spring 2014**

I served as the secretary of this committee from 2013-2014, and was elected chair of the committee for 2014-2015. We worked this year on a range of issues included HVAC problems, rodent problems, bike parking and support facilities among others.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/buildings-and-grounds-committee/>

- **EMERGING SCHOLARS ADVISOR “PROPOSALS FOR THE REINTEGRATION OF PUBLIC HOUSING IN NEW YORK CITY”, Cindy Ocasio, Dec, 2015**

I co-advised my student Cindy Ocasio with Prof. Ting Chin on this research into the reintegration of NYCHA housing projects into the surrounding neighborhood fabric.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/emerging-scholars-advisor/>

- **INTERDISCIPLINARY WORKSHOP, May 27, 2015**

I was an invited presenter at this event organized by Prof. Paul King to provide support and assistance to faculty from across the college that are working on developing interdisciplinary courses. I presented that LIB 2205/ARCH 2205 interdisciplinary course that I developed with Prof. Maura Smale, Chief Librarian, sharing our experience of developing the overall course goals, the learning objectives, and the challenges of working through the college council approval process.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/interdisciplinary-workshop/>

- **CITY TECH LIBRARY EXHIBITION, fall 2014-spring 2015**

I curated, designed, and installed an exhibition of student work on the Jay Street Corridor project in the City Tech Library with Michael Duddy in Fall 2014. This offered the college community examples of the work of students in the department but also a rich exhibition on the development of downtown Brooklyn, its historical evolution, mid-century interventions, and critical analysis of current challenges in this important urban quarter.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/library-exhibition/>

- **NEW FACULTY SEMINAR, Jan 21, 2015**

I was an invited presenter and panelist at this event. I presented my OpenLab portfolio as an exemplar presentation of my documentation of my scholarly activities, service, and teaching at the college. I also participated in the panel discussion, addressing issues and concerns of the new faculty and sharing experiences of managing the demands of service, scholarship, and teaching.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/new-faculty-seminar/>

- **ARCHITECTURAL VISIONS: TRANSFORMING DOWNTOWN BROOKLYN - 40 INNOVATIVE DESIGNS, Nov 17-19 2014**

I assisted Prof. Maldonado with the design, layout, and installation of this exhibition of student work at Borough Hall.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/scholarly-work/publication-production/panel-discussions/transforming-downtown-brooklyn-exhibit-and-presentation/>

- **READING ASSESSMENT SUB COMMITTEE, fall 2012-2013**

I participated in the college wide effort in 2012-2013 to assess the reading skills of our students. Working closely with AIR, our subcommittee developed a rubric that could be used college wide for this purpose. Then, we each implemented the project in our courses, assessing a large sample of students in many departments. This effort was part of the college effort towards Middlestates accreditation.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/institutional-service/college/reading-assessment-sub-committee/>

- **LIBRARY ADVISORY COMMITTEE, spring 2011**

- **SPEAKING ACROSS THE CURRICULUM, fall 2009-spring 2010**

24. Professional Activities and Recognition

- **REGISTERED ARCHITECT**, New York State, 2009-present Department of Education, 18 hours per year continuing education course work completed
- **LEED AP**, USGBC 2009-present
- **NCARB Certificate**, NCARB 2009-present
- **AIA**, member, 2009-2013
- **SARA NY**, Director, fall 2009- Spring 2011

25. Continuing Professional Education and Community Service

- **INTERSECTIONS SYMPOSIUM DIGITAL INTELLIGENCE: CONVERSANT TECHNOLOGIES FOR BUILDING COLLABORATION May, 2014**

I attended this City Tech symposium where the latest technological developments in data visualization, simulation, and sensing were presented by a wide range of speakers presenting diverse topics including artificial intelligence, maker space in educational institutions, and digital fabrication.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/files/2014/05/Montgomery-Jason-Intersections-2014-PM-Certificate.jpg>

- **HURRIPLAN RESILIENT BUILDING DESIGN FOR COASTAL COMMUNITIES, FEMA Certified Course May 2013**

I was a participant in this 2 day intensive course brought together planners, architects, landscape architects and community leaders to study together the issues and strategies for resiliency.

Evidence: <https://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/files/2013/01/Hurriplan-certificate.jpg>

- **CONTINUING EDUCATION COURSES (MULTIPLE) 2010-present**

I have completed 24 one hour courses in various topics related to construction and design.

Evidence: <http://OpenLab.citytech.cuny.edu/jmontgomery-portfolio/teaching-portfolio/improvement-activities/continuing-education/>

- **VOLUNTEER, PS 33 First Grade Class fall 2012**
Gingerbread House Design Project - Post Sandy Beach Pavilion
- **VOLUNTEER, PS 33 Kindergarten Class fall 2011**
Gingerbread House Design Project
- **VOLUNTEER, PS 198 Green Committee, fall 2010 - spring 2011**
Helped plan for participation in the Green Cup Challenge
- **VOLUNTEER, PS 198 Pre-K Career Day, spring 2011**
Presentation on architectural profession

SELF EVALUATION

26. Self evaluation:

In a succinct but complete narrative, (normally limited to three pages or fewer, single-spaced) candidates should assess their teaching, scholarly and professional growth, and service and should explain how their activities in these areas contribute to the success of their department and New York City College of Technology. The self-evaluation provides candidates an opportunity to reflect on the values, philosophy, and intellectual interests that inform their teaching and scholarship. (See the *Faculty Personnel Process Guidelines*, Section I.B.4 for further guidance.)

CUMULATIVE SELF-EVALUATION FALL 2009-SPRING 2019:

Over the past ten years, my achievements in teaching, scholarship and service have increasingly aligned with initiatives to improve and enhance student learning in the Department of Architectural Technology and in the college. At the forefront are my leadership roles in embedding General Education across the college as co-director of [Living Lab General Education Seminars 2018-2019](#) and my efforts in [curriculum change](#). In addition, I have worked to foster a culture of [assessment](#) in the department and have contributed to its [self-study](#) for the Middle States Commission on Higher Education as well as to building a foundation for [accreditation by the National Architectural Accrediting Board](#). In addition, I was elected a member of the [Department's Appointments Committee](#) and I am honored to serve in this important position.

TEACHING

Since I joined City Tech in 2009, I have increasingly recognized the importance of the integration of General Education proficiencies, [high impact practices](#), and [place-based learning](#) to my students. In particular, I have worked to focus on [reading](#), [undergraduate research](#), and inquiry through experiential learning. All of these are particularly potent for my teaching, as I am regularly teaching students in the first year of the curriculum. In fact, my work in integrating General Education skills into the architecture curriculum may be my most important contribution to student success in the Department.

General education skills like reading serve a critical role in the development of disciplinary literacy and deep, meaningful learning. Reading is also at the forefront of study skills that students need to apply when they are outside the classroom, impacting significantly the potential for growth as a self-directed learner. Reading in the context of architectural education is not limited to text; I work equally on the students development of drawing skills and drawing literacy. I have been an active participant in the campus wide [READ program](#) since 2016, but also with the [AIR Read assessment](#) work since 2012. This work has been documented and analyzed in my recent contribution of a [book chapter](#) to Prof. Juanita But's contracted book on Disciplinary Literacy.

My emphasis on reading in my scholarship and teaching helps architecture students in my class and, through my coordination efforts, in all the sections of the first year class I teach, to build a stronger foundation for their progression into the upper levels of the degree program. I have led an effort to emphasize and support study skills development like note-taking that impact reading effectiveness, which other faculty agreed to adopt in their courses.

My dedication to General Education in my department is reflected both in the development of specific courses as well as the adjustment of the overall degree program curricula. This includes my significant contributions to [writing and leading new technical courses like Building Technology I and II](#) since 2012, but also my more recent work in the department committees to advocate for the [restructuring of the technical sequence](#) by shifting it back one semester to add a new Intro to Architecture course (ARCH 1100) that helps students understand the broad nature of the discipline before embarking on their development of specific technical skills and knowledge.

My teaching philosophy extends to the interdisciplinary course [LIB2205/ARCH2205 Learning Places](#), which incorporates [high impact practices such as undergraduate research and place-based learning](#). I was an early adopter of interdisciplinary teaching at the college, and developed LIB2205/ARCH2205 with Prof. Maura Smale (Profs. Leonard, Phillip, and Almeida contributed to evolving teaching activities, strategies and assignments). By combining place-based learning and high-impact practices and teaching through an interdisciplinary perspective, this course offers City Tech students across the college a unique research experience, giving them additional critical tools to observe and analyze the world around them as they approach graduation and move into the workforce or further study. An invitation from Michael Benediktsson Nora Almeida and myself to present the teaching approach of the course to the [ACERT seminar at Hunter College](#) as well as an [accepted presentation](#) to the 2019 CUNY Cue Conferences, acknowledges the course as an exemplar of undergraduate research, place-based learning, and interdisciplinary teaching and learning. A further acknowledgement of the courses' innovative approach is the invitation by Profs. Lansiquot and Macdonald to contribute to their [book proposal](#) on Interdisciplinary Teaching and High Impact Educational Practices.

After ten years, I am proud of my long term track record of general education integration, and [my leadership now in training other faculty across the college](#) to join this effort, and [my constant efforts to improve](#). I am proud of my technical teaching at the college, and transforming technical teaching to build foundational skills for our students. I am proud of my significant efforts to serve as author and editor of the key initial [NAAB documents](#) that helped the department earn [Candidate Status](#) for a [BARCH degree](#). These efforts are certainly service to the department and college, but many of them are infused with my [scholarship of teaching and learning](#).

My creative work as an architect and urban planner are also constantly enriching my teaching and scholarship. My work on the urban planning of a new town center at [Redondo Beach in California](#) helps me bring important community driven design experience to my students. My work on the [10,000 acre National Scout Reserve for the Boy Scouts of America](#) is an invaluable experience in planning, management, landscape design, low-impact infrastructure, and interdisciplinary coordination and creative problem solving. We are currently working on a [complex mountain house](#) that helps me continue to build innovative technical knowledge that I can bring to my classroom.

SCHOLARSHIP

This academic year, I continued my push to increase my scholarly output. In addition to my contribution to the book [Bayt Farhi and the Forgotten Sephardic Palaces of Late Ottoman Damascus](#) published last year, a second book to which I contributed, *Classical New York: Discovering Greece and Rome in Gotham*, was published this year. In this book I continued my collaboration with Dr. Elizabeth Macaulay Lewis providing study and documentation of [NYU's unrealized Bronx campus and buildings](#) as well as a [study of the Baths of Caracalla](#). I am continuing work on collaborative projects with Dr. Macaulay Lewis, including a study of the nationally significant house [Olana, Frederic Edwin Church's](#) master work and National Historic Landmark.

I am also continuing to collaborate with Profs Michael Duddy and Ting Chin on a book proposal on the [Civic Center in Downtown Brooklyn](#). The three of us also facilitated the publication of the [5th issue of TECHNE](#), the department journal of student and faculty work that we co-founded and co-edit with a student team. This year's issue was celebrated with a launch party hosted by the Architecture League in Soho. We continue to support this important departmental initiative that we spearheaded and led over the last 6 years to offer students and faculty the opportunity to publish but also for the department to communicate its identity beyond the walls of the college. We are currently planning work on the 6th issue to begin this fall.

I also made a significant scholarly contribution this year through my fellowship with the [Brooklyn Waterfront Research Center](#). My efforts included helping establish the study area for the BWRC that provides a specific database of census tracks for future BWRC researchers. I worked closely with BWRC Director Richard Hanley and his team to develop the spring conference focused on Housing along the Brooklyn Waterfront. I worked with Richard to brainstorm the topics for the conference, then helped to identify panelists. I was also a moderator and facilitator of a panel on [Affordable Housing against the Odds: Innovative Developments along the Brooklyn Waterfront](#). I also put together the conference program which included helping edit and refine the presentation of the commissioned white paper. This work related to my exploration of [affordable housing in an HPD sponsored competition](#).

I am actively contributing to two book projects on the scholarship of teaching and learning, one on [Interdisciplinary Teaching and HIEPs](#), led by Profs. Reneta Lansiquot and Sean Macdonald; and a second on [Disciplinary Literacy](#), led by Prof. Juanita But. I worked with both teams to develop a chapter proposal for submission over the course of the academic year. The ID book proposal is accepted by the publisher Palgrave Macmillan and is under contract, with the manuscript due in April 2020. The [Disciplinary Literacy](#) book is also under contract with Palgrave Macmillan. The manuscript, with work started during the spring semester 2019, is now submitted, including my chapter on disciplinary literacy in architectural education. It is expected to be published in the spring or summer, 2020.

My abstract for a presentation documenting my teaching approach in building science and technology courses was accepted for the peer-reviewed [AMPS International Conference on Education, Design, and Practice](#). I presented the paper over the summer, and it is currently in peer-review for publication. Another abstract was accepted after double-blind peer review for the [International Society for Exploring Teaching and Learning \(ISETL\) International Conference on Innovative Higher Education and Pedagogy](#). This proposal was co-written with Profs. Karen Goodlad and Anna Matthews. This year, I also made multiple presentations across CUNY on topics ranging from [Place-based Learning \(Hunter College\)](#) to [Digital Humanities \(the Grad Center\)](#), to [Technological Literacy \(John Jay CUNY IT\)](#) to [Reading, Place-based Learning and Observation and Inquiry \(City Tech CUNY CUE\)](#) to [e-Portfolio Development \(City Tech Faculty Commons\)](#). I continue to develop my scholarly investigation of general and architectural education and my voice is being increasingly recognized by educators outside the college and the university.

SERVICE

To date, my most significant service to my department and the college has been provided as [co-director \(with Anna Matthews\) of the General Education Living Lab Seminars since 2018](#). The mission of this seminar centers on the continued dissemination of general education across the college, supporting the culture of General Education at City Tech. The Middle States Commission's recent accreditation review of City Tech acknowledges the important shift and progress on general education integration. This seminar is an important component of the college's efforts to continuously improve and reach higher. In addition to explicit integration of general education learning outcomes, the seminar provides faculty the opportunity to adopt methods and approaches to their teaching that are demonstrated to increase student engagement and learning, including Open Pedagogy, High Impact Educational Practices, Place-based Learning, and Adoption of Assessment Practices to analyze student progress and develop improvement plans.

Our experience as mentors supported and facilitated the seminars which exposed faculty participants to guest speakers and readings that challenge and engaged them and promoted new ideas on teaching and learning which they demonstrated in a final presentation. Some participants shared their seminar experience with the General Education Committee in May 2019. Feedback from the 17-member cohort representing 11 departments provided evidence of the positive impact of the seminar. Participants shared their appreciation that the seminars fostered their creativity as well as offered the opportunity to build collaborative relations with their peers.

My service continues to be centered on the department's [self-study for accreditation](#) by the National Architectural Accrediting Board (NAAB) of our new degree program. As part of the accreditation effort, I am focused on the [facilities plan to improve the learning environment](#) for our students. I am working with Profs. Vaidya, Maldonado, Felix Baez, and Emmanuel Joseph to craft a strategy for space allocation and configuration, student desk design, multi-modal learning facilitation, technology integration, studio space and finish design. This service to the department allows me to apply my expertise as an architect, educator, and scholar on architectural and general education to help further our department's continuous improvement and adoption of best practices. I am currently helping finalize a report with specific proposals to present to the college by the end of the fall 2019 semester. This work builds on my service as the chair of the Buildings and Grounds Committee on College Council for two years, where I led the development of a report on [Reconsidering the Learning Environment](#) across City Tech.

I have supported important initiatives on campus by volunteering my time, including approximately 200 hours of work on the [Solar Decathlon](#). I was recruited by Vice President Faith Corbett to help [Prof. Jean Claude's hospitality program in Haiti](#) by working with him to define a new facility to house the program, providing culinary labs and support facilities. This past year I volunteered at both the [Honors Convocation and Commencement](#), where I served as a seating Marshall.

Finally, an important development for me this year was to be elected to the [Department's Appointments Committee](#), which is responsible for hiring new faculty, including our large contingent of part-time faculty. The responsibility also includes conducting annual evaluations of full-time faculty, a skill I developed and nurtured as a principle at Hart Howerton, overseeing multiple teams of junior staff.

Overall, my work on campus in these ten years has been diverse but rich, sometimes clearly linked to my strengths and experience before joining the faculty but often challenging and requiring my own professional development and growth to meet the challenges presented by our students and our college. I am proud to have played my part in my everyday teaching, the improvement of the programs offered to our students and the strengthening of the college as an institution. I look forward to the next chapter of my career at City Tech and all the opportunities to come.

2019 Self Evaluation:

This year has been an important one for me, achieving the milestone of ten years at the college. I have grown into a leadership position on a number of initiatives at the college and have been recognized for my leadership on critical issues in my department. Over my time at the college I have worked hard to be a team player, a selfless contributor, a collaborator, and a mentor. Now I see the importance for me to emphasize and continue my service as a leader at the college. Over the next year I intend to hone my role and continue

to work to seek improvement in each initiative I am helping move forward on campus. I also continue to work hard on my scholarly production, with a number of projects completed and others in the pipeline. This year in particular I believe my level of expertise and experience is leading to a broadened presence as a teacher, scholar, and practitioner.

TEACHING:

This past year I have focused my efforts on two courses that remain critical to the department and the college respectively, ARCH 1231 Building Technology I and LIB2205/ARCH2205 Learning Places. Each of these courses has a specific role to play in the education of our students and their transformation from students to learners.

Building Technology I is still evolving as a gateway course requiring continued refinement that reflects on the student outcomes each semester. With ten sections running each year, I have been working on my coordination efforts, meeting with faculty prior to the start of each semester, observing some of the sections directly, and communicating with the faculty throughout the semester to improve consistency across the sections. This semester I compiled a guide to each assignment that includes notes on my approach to the schedule and sequence of the assignment, tips from my experiences of success and failure, photos of my whiteboard and chalkboard drawings and diagrams, and student work examples of high pass, pass, and low pass. These coordination efforts are also important as they build the documentation required for review by the accreditation team.

In addition to the course specific efforts, I continue to refine the integration of general education skills and learning into this course. Each semester it becomes more apparent to me how the skills of reading effectively in the discipline, communicating through writing (while engaging students intellectually to build an ethos of life-long learning) are perhaps more important to the future success of my students than anything else I am teaching in this first year course. Further, these first year students need significant mentoring in time management and the need for care and concentration in their efforts. This course centers on hand-drafting for the assignment work, an “old-school” approach to teaching architecture but an approach that I find critical to bringing all these issues to the foreground of the course. Student care for their drawing quality, the coordination of mind, eye, and hand, the geometric and spatial thinking development through an analogue process that is more direct (with a lower threshold of entry skills required), and the time and focus necessary to complete the assignments successfully, are all facilitated by this approach.

I have been dedicated to the teaching of building technology in my department for ten years, working all this time to help steer the direction of the sequence, study the effectiveness of the curriculum and the specific assignments, integrate general education skills, utilize high impact educational practices, and improve the classroom teaching. My perspective and experience is now being acknowledged outside the college. This summer I will be presenting a paper on my evolution of first year building technology curriculum at the peer-reviewed AMPS conference, a conference focused on architectural education. In addition, Prof. Juanita But invited me to contribute to her book, under contract, on reading effectively across the disciplines. I will be authoring the chapter on reading in architectural education.

My teaching leadership at the college also extends to the interdisciplinary course LIB2205/ARCH2205 Learning Places. I was an early adopter of interdisciplinary teaching at the college, with with Prof. Smale to the develop this course and with Profs. Leonard, Phillip, and Almeida to evolve the teaching techniques and assignments. This course offers City Tech students a unique research experience, giving them additional critical tools to observe and analyze the world around them as they approach graduation and move into the workforce or further study. This course stands as an exemplar of undergraduate research, place-based learning, and interdisciplinary teaching and learning. The course was acknowledged as such recently

through an invitation to myself and Nora Almeida to present it to the ACRET seminar at Hunter College as well as in an accepted presentation to the 2019 CUNY CUE conference. My leadership is also acknowledged by an invitation by Profs. Lansiquot and Macdonald to contribute to their book proposal (to be submitted imminently) on Interdisciplinary Teaching.

SERVICE:

While I have served the college and my department in many ways over my ten years at City Tech, I am working now to focus my service around my expertise and where I can have the greatest impact. The most important effort for me at this stage is my work with Anna Matthews leading the **Living Lab General Education Seminar**. Anna and I successfully led the spring 2019 seminar, with 17 participants from 11 different departments represented. The feedback from a number of the participants provides evidence of the impact of the seminar and Anna and my facilitation of faculty learning and creative thinking as well as facilitating new relationships and collaborations. The mission of this seminar centers on the continued dissemination of general education teaching integration across the college, which furthers the critical development of a culture of general education at City Tech. The Middle States Commission's recent accreditation review of City Tech acknowledges the important shift and progress on general education integration. This seminar is an important component of the college's efforts to continuously improve and reach higher. In addition to explicit integration of general education learning outcomes, the seminar provides faculty the opportunity to adopt methods and approaches to their teaching that are demonstrated to increase student engagement and learning, including Open Pedagogy, High Impact Educational Practices, Place-based Learning, and Adoption of Assessment Practices to analyze student progress and develop improvement plans. Anna and I are experienced mentors that facilitate all of this, exposing our faculty to guest speakers and readings that challenge and engage them. Our participants final presentations demonstrated their growth and inspiration, their creativity and their engagement. A few presented their work to the Gen Ed Committee in May to share their success. Anna and I see this work as a long-term service assignment and hope to be the co-directors for many years into the future.

My other focus of service continues to be centered on the NAAB accreditation of our new degree program. Currently this effort has me focused on the facilities plan to improve the learning environment for our students. Working with Prof. Vaidya, Maldonado, Felix Baez, and Emmanuel Joseph in our department, I am helping craft the strategy for space allocation and configuration, student desk design, multi-modal learning facilitation, technology integration, studio space and finish design. This service to the department allows me to apply my expertise as an architect, educator, and scholar on architectural and general education to help further our department's continuous improvement and adoption of best practices, an important part of our accreditation program and effort. I am currently helping finalize a report with specific proposals to present to the college by the beginning of the fall 2019 semester.

Finally, an important development for me this year was to be elected to the Department Appointments Committee, first to an interim position and subsequently to a full three-year term. I am honored to be recognized and to serve the department in this important position, and I am humbled by the support of my colleagues and to have earned their trust.

SHOLARSHIP:

This academic year I continued my push to increase my scholarly production and overall efforts. Building on the book contribution from last year (Bayt Farhi), another book was published with a contribution of my work, *Classical New York: Discovering Greece and Rome in Gotham*. For this book, I continued my collaboration with Dr. Elizabeth Macaulay Lewis providing study and documentation of the NYU campus and

buildings in the Bronx. I am continuing work on collaborative projects with Dr. Macaulay Lewis, including a study of Olana, Frederic Edwin Church's house on the Hudson, and an archeological site in Egypt. I am also continuing to collaborate with Michael Duddy and Ting Chin on a book proposal on the Civic Center in Downtown Brooklyn. We have developed a more detailed table of contents, the outline of our proposal, and have a schedule in place for our chapter development. Due to all of our time focused on teaching and our service to the college, we see this as a multi-year effort and have targets set for each year. The three of us also facilitated the publication of the 5th issue of *TECHNE*, which was celebrated with a launch party hosted by the Architecture League in Soho. We continue to support this important departmental initiative that we spearheaded and led over the last 6 years. We are currently planning work on the 6th issue to begin this fall.

I also made a significant scholarly contribution this year through my fellowship with the Brooklyn Waterfront Research Center. My efforts included helping establish the study area for the BWRC that provides a specific database of census tracts for future BWRC researchers. I worked closely with Richard Hanley and his team to develop the spring conference focused on Housing Along the Brooklyn Waterfront. I worked with Richard to brainstorm the topics for the conference, then helped identify speakers for some of the panels. I accepted his invitation to facilitate and moderate one of the panels. I also put together the conference program which included helping edit and refine the presentation of the commissioned white paper.

On the scholarship of teaching and learning, I am actively contributing to two book projects, one on Interdisciplinary Design, led by Profs. Reneta Lansiquot and Sean Macdonald, the second on Reading Effectively Across the Disciplines, led by Prof. Juanita But. I worked with both teams to develop a chapter proposal for the submission over the course of the academic year. The ID book proposal will be submitted shortly and the READ proposal has been accepted and is under contract. My READ chapter development is in progress, with deadlines set up this summer.

I also submitted an abstract for a peer-reviewed conference on architectural education (AMPS Conference on *Education, Design, and Practice*, Stevens Institute, New Jersey). My paper focuses on First Year Building Technology teaching and learning, sharing my rich experience of leading the first year courses in my department over the last 10 years. I received strong review comments and my abstract was accepted. I am preparing the paper currently for the conference in mid-June this year. This comes on top of my multiple presentations this year across CUNY on topics ranging from Place-based Learning (Hunter College) to Digital Humanities (the Grad Center), to Technological Literacy (John Jay CUNY IT) to e-Portfolio Development (City Tech Faculty Commons) to Observation and Inquiry (City Tech CUNY CUE.) I continue to develop my scholarly investigation of general and architectural education and my voice is being increasingly recognized.

CREATIVE WORKS:

My creative efforts are also significant to my development as a teacher and scholar. I am currently working with my partner, Anh Truong Montgomery, and a colleague, Dr Jeffrey Burden, on a large private home in the mountains of Tennessee. While this project is paid work, the technical challenges of the site and engineering are critical continuing education that I can apply to my teaching.

I am also actively working on a pro-bono effort to assist Professor Jean Claude to build a facility in Haiti for the hospitality program he helped establish. He and I are working on the next steps for this project, including forming a proposal for a study abroad opportunity for students to participate in the finalization of the design and construction of the house. My work on this project is intended to serve two goals: first the important efforts of the college and university to support needy students in Haiti as a critical opportunity to improve economic opportunity for Haiti's youth, and second to provide enhanced education opportunities for our students, including a small group of Haitian American students in our department.

Another pro-bono effort was my work with Anh Truong Montgomery to develop a scheme for the Department of Housing Preservation Development competition *Big Ideas for Small Lots*. This work allowed me to apply my extensive experience of urban design and housing design along with my technical knowledge to develop an innovative approach to affordable housing in New York. While we were not selected as finalists, many of our design ideas were mirrored in the finalists' projects, demonstrating the efficacy and insight of our approach.

2018 Self Evaluation:

After nine years on the faculty, I have a proven track record in the Department of Architectural Technology of taking leadership of important departmental matters as well as developing new initiatives that enhance and improve the curriculum and teaching within the department. This record includes my work as the chair of the Steering Committee, development of General Education emphasis in the curriculum, completing the Department Self Study, building an Assessment culture, enhancing Course Coordination, refinement of the First Year Curriculum, innovative thinking regarding Facilities and Learning Environments, using the City as a Laboratory through Place-based Learning, and most recently building the foundations for the department's Accreditation by NAAB.

TEACHING:

I am a strong advocate for General Education in our department, especially in the first year courses. I have led the effort to shift technical content to later semesters so that the first semesters of our program have increased emphasis on life long learning, reading, engagement, and inquiry. This effort is in the implementation stage this year with the introduction of the Intro to Architecture course and a revised Building Technology I course. Under my leadership, the Building Technology I course introduces the first year students to a broader range of principles regarding materials, structure, and building performance along with emphasis on reading and note taking skills, thereby building a stronger foundation for the students' technical and general education skills development. This revised course balances the emphasis on the students' thinking and engagement alongside the emphasis on their drawing skills, encouraging inquiry, especially through place-based learning, as a critical tool for learning.

My leadership in the campus wide initiative to reinforce and enhance General Education is reflected in the invitation this past fall to become the Co-Director of the Living Lab Seminar at the college starting in the fall of 2018, joining forces with Professor Anna Matthews from the Department of Dental Hygiene. This new responsibility will offer me the opportunity to share my expertise and enthusiasm for general education as a critical component of a 21st century undergraduate education. This fall and spring I have been shadowing Prof. Karen Goodlad to understand the logistics and process for organizing the seminar. I also played a lead role in the place-based learning activity at Industry City.

SERVICE:

In regard to Accreditation, I have been a leader in my department despite complexities and politics that have made this leadership challenging. Most significantly this academic year, I was the lead author the department's first Architectural Program Report for the Feb 2018 first official accreditation visit. This report lays the ground work and template for the department's on going self evaluation and reporting to the National Architectural Accreditation Board every two years as we work towards accreditation. This

document was well received by the visiting NAAB team, and was singled out as a strong part of our presentation for the accreditation visit.

This year I am also actively providing leadership of the department's development of a facilities masterplan. I am helping steer the committee's approach to consolidation of the administrative suite and faculty offices. I am leading the efforts with Felix Baez to develop the studio of the future for our primary teaching spaces, facilitating the integration of general education, multi-modal learning, and the supporting technological tools. As part of the masterplanning process I am leading the analysis of our existing and proposed program.

In the fall of 2017 I took the initiative to develop a proposal for a design studio in partnership with the New York City Department of Housing Preservation and Development (HPD). The proposal is centered on exposing students to the critical issue of Affordable Housing in New York City. The studio is to be coordinated with the staff and leadership of HPD, with a student visit to the HPD offices, an introduction to the studio by the HPD Deputy Commissioner, and frequent critiques and reviews by a HPD staff member who is an alumnus of the college. The HPD staff will also help link the students to developers that execute affordable housing projects in the city and provide a tour of one or more developed projects. This city agency partnership would also provide internship and employment opportunities for the students both at HPD as well in development companies and architectural practices. This type of partnership is also highly encouraged by the National Architectural Accreditation Board. While the Appointments Committee and Chair have not yet approved this studio, I am hoping for an opportunity to run it in the near future.

In addition, based on my 2017 evaluator's recommendations, I have dedicated significant time this past year in service to the college. Most significantly, I agreed to accept the invitation to take on the leadership of the Living Lab Seminar as the new Co-Director of the seminar, working with Prof. Anna Matthews. Anna and I will be leading this critical seminar that trains faculty across the college in the implementation of general education learning goals as well enhanced teaching techniques and development of High Education Educational Practices. In addition, I served the college in a number of capacities, from judging the Emerging Scholars Poster Session, serving on the search committee for the Professional Development Center's new Academic Coordinator, supporting the college's initiative in Haiti, and helping develop a new Center in the college focused on multidisciplinary research on the livability of urban neighborhoods.

SCHOLARSHIP:

This academic year a major project is coming to fruition. The book project that I contributed to, *Bayt Farhi and the Forgotten Sephardic Palaces of Late Ottoman Damascus*, will be released May 10, 2018. Also, I have worked jointly with Michael Duddy on a paper titled *Public Space: The Normative And The Political*. We submitted this paper to the 2018 ASCA International conference in Madrid, and are awaiting word on its acceptance. This is a subsequent submission of this paper to an online journal and an earlier ASCA conference. While this paper has not been accepted yet, with each submission we have molded it and refined it and learned from the experience to develop our skills as scholars in the field of urban design and the public realm.

I regularly look for opportunities to further my scholarship of Teaching and Learning. This year I am leading with Profs. Duddy and Chin the formation of our 5th issue of *TECHNE* around the theme of preparing students for 21st century practice. In this issue we are surveying professionals and commissioning reflections by professionals on the characteristics required for success in contemporary architectural practice. This issue's development and the feedback from professionals reinforces the importance of general education skills for success and growth in the workforce.

CREATIVE WORKS:

This spring I was invited to contribute to a wonderful and important effort initiated by Professor Jean Claude. Professor Claude needed help with the architectural development and rendering of a new building for his hospitality program in Haiti: Ecole Supérieure en Tourisme et Hôtellerie. I provided pro-bono services to refine and adjust another architect's layout, adding additional program elements, introducing a kitchen garden, and providing an architectural strategy for the massing and roof form. All of this work culminated in a series of rendered views of the building to be used for fundraising and these continuation of the development of the project.

2017 Self Evaluation:

During this past year, I have answered the necessity of stepping up to a leadership role to help move important initiatives of the department forward. The first leadership role I stepped into was to lead the effort to develop a new 5 year degree program curriculum. I was the lead proponent for changes that would bring our department in alignment with schools of architecture across the country in regard to studio education and the pedagogy and curriculum structure for teaching building technology. I also have been a lead proponent to adjust the first year curriculum to address the specific needs of our City Tech students entering into our degree programs. Assisting and supporting the achievement of accreditation for a new 5 year degree in our department is one of my two major goals for the upcoming academic year. This effort will continue the evolution of the department from a vocational culture to a higher education culture rooted in general education and critical thinking of the challenges facing architects and the built environment in the 21st century.

My second critical endeavor is to bring to fruition and publication many of the research projects I have started but continue to require significant focus and dedication to bring to completion. I intend to prioritize my scholarly activity in this next phase of my professional development.

2015-2016 Self Evaluation:

Introduction:

My six years at City Tech have been exhilarating, exhausting, and enriching. I joined the faculty as a professional with some academic experience, and now I am evolving into a passionate teacher and scholar who also practices in the profession. It took six years, but now the course of my academic life is merging such that each aspect of my work, teaching, scholarship, and service, is intersecting and reinforcing each of the others.

Evolution of My Teaching:

I arrived at City Tech with significant experience teaching at the undergraduate and graduate level as well as developing curriculum for my students. But these teaching experiences were in private, dormitory universities where I had extensive face to face time with focused and highly motivated students.

At City Tech I quickly realized that I needed to evolve my teaching strategies as well as reflect on how to adjust the curriculum to better fit the needs of my students. My first efforts were focused on curriculum development, as I became a leader in the creation and development of the new Building Technology Sequence for our 1st year and 2nd year students. I was also a leading contributor to the overall Associate Degree Program Major Curriculum Modification. My curriculum development efforts expanded with the

development of the General Education projects across the college. Through my involvement in mapping General Education learning outcomes across our curriculum, it became evident to me that my teaching was heavily focused on discipline content and not enough on fostering a dedication to life long learning in my students.

My realization of the critical project of General Education for our students in particular has changed my approach to teaching and curriculum development fundamentally. I now see the big picture of my students' needs more clearly and am working intensely through several initiatives to improve learning outcomes in our department, including my work as a Third Year and Fifth Year Fellow of the Living Lab grant, my participation in professional development training and seminars like the General Education Seminar of the Living Lab, Bridging the Gap, the Summer Institute, the Teaching Portfolio Workshop, my leadership as a Course Coordinator for the 1st Year Building Technology courses as well as on the departmental Steering Committee which I chaired for 4 years.

I have incorporated many strategies that research demonstrates are effective, especially for students with the challenges and educational backgrounds like ours. These strategies include place-based learning, academic serving learning, active learning, and undergraduate research based on primary source investigation and learning through inquiry. For example, I have initiated a case study based approach to all of my courses to ground the students' learning experiences in World Class architecture as much as possible and to use these buildings as primary sources for learning. Each semester I lead a trip to New Haven, Connecticut with 35-50 students to visit and study masterpieces of Mid-20th century modern architecture in America. On site, the students sketch and photograph the relationships of the structural elements, critical dimensions and details of the building. They also experience the subtleties of the buildings to a level possible only through firsthand experience. I have surveyed the students to assess the significance of this experience for them, and they overwhelmingly agree (86% out of 51 students surveyed) that the case study enhances their learning.

Further to my dedication to High-Impact Educational Practices, I have become a passionate supporter of active learning in the classroom. While I enjoy the art of the lecture and have spent dozens of hours each semester developing and refining my presentations, I am shifting my techniques towards fostering an active learning environment in my classroom. This includes integrating seminar group reading of critical texts followed by a guided discussion. I am currently applying my work on several college initiatives to the further refinement of the Building Technology First Year courses, in which I am proposing increasing hands on lab work, decreasing or eliminating lectures, and introducing student led team presentations for much of the course content. I am also developing visually orientated assessment instruments that can be applied across the full 4 semester Building Technology sequence to track student learning on critical topics. Currently, I am leading a new approach to course coordination in our department, seeking better coordination laterally across the courses that the students take in the same semester. This effort already has shown effectiveness of the dissemination of my research into how students learn to other faculty in our department.

My Scholarship:

The case study approach I have brought to my classroom has tied together my research and teaching and has allowed my students to participate in my research. I have been working with the Architectural Historian Emeritus of the National Trust for Historic Preservation, Jeffrey Burden, PhD, to develop a research methodology for contextualizing, investigating, and documenting historic structures. To this end we have formed a Lab as a platform for continued research and project development for use in the classroom, as well as working with scholars who require our unique expertise and knowledge to assist their research. To date we have developed projects for case studies of the Empire State Building, the Brooklyn Historical Society, the Dyckman Farmhouse, the Yale Art Gallery, and the Yale Center for British Art. I presented a paper summarizing our work on these projects and the approach to GIS documentation we are developing at the

ESRI International User Conference in San Diego in July 2014, which was subsequently published in the Conference Proceedings. This paper developed from 2 previous papers and presentations at the CUNY Cue conferences in 2013 and 2014. I am currently working on further research on the Brooklyn Historical Society and have developed a project with the BHS librarians and board representatives for a regional competition to design an intervention for the library ceiling in the landmarked 1880 building. I presented progress on this research at the City Tech Faculty Research Conference in May 2015.

Dr. Burden and I also recently spent 2 years working with Elizabeth Macaulay-Lewis, DPhil. on research focused on Late Ottoman Houses in Syria, which has led to 2 publications, one a book focused on the Bayt-Farhi Palace accepted for publication in the Manar al-Athar Monograph Series, University of Oxford, as well as a journal article exploring the Roman origins of the same house, accepted for publication by *Levant*. For this project Jeffrey Burden and I applied our research methodology to guide analysis and documentation of a dozen Ottoman Houses and Palaces in Syrian.

Another outgrowth of the case study approach to teaching has been my research on Downtown Brooklyn. A studio project that I lead jointly with Prof. Michael Duddy for Jay Street in Brooklyn has evolved into a major focus of research. At the same time, Prof. Ben Shepard and I, having collaborated as Third Year Fellows in the Living Lab project, formed an interdisciplinary partnership to work together to address the shortcomings of public space design in Downtown Brooklyn, with a special emphasis on Jay Street. All of these efforts have led to two symposia which I helped develop, coordinate, and also participate in as a presenter. The first was titled *Rethinking Jay Street*, in October 2014, and the second is titled *Rezoning Downtown Brooklyn, Ten Years Later* held in April 2015 at the Brooklyn Historical Society. At these events we have brought together various stake holders, designers, and community advocates to discuss how the built environment of Downtown Brooklyn can be improved. Local politicians have also joined us to lend weight to this effort. We are using this momentum as a basis for developing an Urban Design Institute that would be a CUNY wide platform for continued research and projects. Kevin Hom, the Dean of the School of Technology and Design has charged Prof. Duddy, myself, and some of our colleagues in our department to develop a proposal for this Institute.

Service:

Service to my department and the college has been a significant component of my efforts since joining the faculty in 2009. I have served on a number of departmental, school, and college wide committees and chaired two of them: the Buildings and Ground Committee of College Council, and the Steering Committee of my department. For the Buildings and Grounds Committee, I am working to evolve the culture and the activity of the committee's work to contribute meaningfully to the college. To this end I am currently working with the committee with input from the Vice President and the Campus Architect to develop a study of pedagogy and the classroom environment to better inform both the use of our classrooms as they exist but also to guide future renovations across the campus. A central goal of this study is to ensure that the General Education initiatives across the campus are facilitated well in the primary learning environment of the classroom.

As the chair of the Steering Committee, I helped guide our department through a number of initiatives, including major curriculum modifications, departmental curriculum development workshops and professional development workshops, as well as improving course coordination and departmental communication among others. I also took a lead role in compiling and finalizing our Ten Year Program Review and Assessment Report with our chair and the Associate Provost, and helped coordinate the external reviewer's selection and campus visit. Our committee worked closely with the chair of our department to set priorities, agenda for faculty meetings and faculty workshops, and curriculum review and development.

I also pursued a few initiatives that I recommended to our department: the founding of an annual exhibit of student work and an annual departmental journal. For these projects I teamed up with Prof. Ting Chin and Prof. Michael Duddy. Together, we have produced the first two volumes of the journal *TECHNE*, which we designed and edited with a group of dedicated students, as well as two exhibitions of student work. We intend to continue both these projects and evolve them into a regular and important part of our departmental culture for the benefit of both students and faculty.

Many of my best experiences at City Tech have been as a part of an interdisciplinary team. Most significant is my fellowship work with the Living Lab project, where I have developed close bonds to many faculty outside my department, and gained many new insights regarding teaching effectively. The interdisciplinary environment is wonderfully healthy and enriching, especially for sharing experiences and research on effective teaching. The energy and passion for enhancing our students' education in all of the interdisciplinary teams I have been involved with has buoyed my spirit and determination to achieve great things for and with our students. I was privileged to help document our Third Year Fellowship research and applications in the classroom in our Final Report, which I co-authored with Profs. Anna Matthews and Andleeb. We will present part of this report together at the 2015 CUNY CUE conference in May.

My Creative/Professional Projects:

In the last six years I have been a key team member designing significant projects both nationally and internationally. I was a lead design consultant with my old firm, Hart Howerton, on a large-scale master plan and architectural project in Abu Dhabi that will provide new neighborhoods and an urban center for this fast growing region of the world. I was also a design consultant for a new coastal village in Southern California, working to rebuild an urban center for a town that demolished its town center a generation ago. In addition, I led a team of designers and master planners working with the Boy Scouts of America to develop a 10,000 acre property in West Virginia as a new national scouting center and high adventure camp. This work was all in addition to an architectural practice focused on residential work in New York City. In the last six years the firm I lead with my partner, Truong Montgomery Architect, has executed residential renovations and house additions for a half dozen clients. All of this professional work feeds back into my teaching, providing up to date data and construction photos for my technical courses as well as urban design expertise, credibility, and leadership for the urban design students.

2014

As I complete my fifth year on the faculty at Citytech, my interests and my perspective of life in the academy have taken a new turn. At this point I am emerging from the necessary depth of departmental service that has been such a primary focus of my intellectual and physical energy during the past 5 years and shifting my energies towards research.

SERVICE:

This departmental service was a pleasure and clearly necessary due to the many fundamental changes we have made to curriculum over this time. After helping write and structure our AAS major curriculum modification proposal, I have continued this curriculum transformation effort through the continuing assessment and adjustment to some of the AAS courses as well as through the implementation and reinforcement of general education learning objectives in our department. I enjoy the work of enhancing and adjusting curriculum in particular as I believe every course must evolve, always seeking to improve its ability to challenge and develop the students' critical thinking and creative problem solving skills. My fellowship work with the Living Lab seminar is critical to my growth and development as a teacher, especially in the realm of general education. For example, I have taken up the mantle of reading skills in my classroom and in our department as I now appreciate the challenge our students face in their education if

they are lacking strategies for reading effectively. My service has also been dedicated to tasks that needed a volunteer to take them to a state of completion to meet the requirements of the College and the University, such as our department's Ten Year Review document. Each component of my service has deeply enriched my central professional development as an educator.

While I have been involved in so many tasks serving our department and the college up to this point, I am now placing my energy into projects where I can deliver specific results that are at a point of intersection between my intellectual interests and those of the college. A clear example of this is my goal of helping promote our department both within as well as outside of the college community. My first major accomplishment towards this goal was the launch of an annual student exhibition this winter. This was an initiative I proposed as chair of the Steering Committee a few years back, and this year I dedicated significant time and energy to see it through to completion. Even though this year's show was not widely publicized, it established a scope, precedent, and expectation for future annual exhibitions. I sincerely believe this is a critical activity for our department, as the exhibition promotes many positive outcomes for our students, most importantly a culture of excellence. This event also allows guests from outside the college to clearly appreciate the quality of the skills and talents of our students. I will continue to dedicate my time and energy to this project to ensure it becomes a regular and growing event each year.

Further, I am working with Professor Ching in her goal of developing an annual journal that is tied to the exhibition. We are making good progress and are currently editing graphics of student projects and texts written by students and faculty for the journal. The combination of the exhibit and the journal provides a powerful vehicle for the advancement of our department's design and scholarly culture.

I also participated in a presentation of student work to the College Administration, heads of many of Brooklyn's business and community groups and representatives from our city's government. Overall, this year saw a great push to take our department's accomplishments outside the walls of our building, and I was proud to play an important role in this effort.

TEACHING and RESEARCH INTERSECTING:

In my teaching, I found another intersection between my design and scholarly interests and those of the college in the Downtown Brooklyn urban design project. This work is of service to the local community, as it was instigated by a request of the Downtown Brooklyn Partnership. Urban design, especially the investigation and development of urban spaces, is one of the core focal points of my professional and scholarly work. My research of Vitruvius is leading to a broader investigation of historical development of urban structure. Downtown Brooklyn is a wonderful canvas to explore critical urban issues of street scape, public space, transportation, and connectivity to name a few. In our design studio, Prof. Duddy and I took on the challenge of the Downtown Brooklyn Partnership to understand the nature of Downtown Brooklyn as it currently exists and to identify specific problems that need to be solved. Together with our students we made some important discoveries which can be developed further and promoted to the planning and political leaders of Brooklyn and the city for consideration. I intend to continue to research and investigate this subject to give more weight to our discoveries and to develop a series of concrete proposals for changes to the urban structure. We have already presented this work to a group of Brooklyn officials in January, and will continue this process with an exhibition in the fall in Borough Hall, which I am coordinating. I also have started the process of organizing a symposium on this topic in the fall, intending to bring together community advocates as well as city officials with the goal of sharing and hopefully coordinating initiatives. I am also currently developing a report on the Downtown Brooklyn project work for publication in the Architectural League's Urban Omnibus online publication (www.urbanomnibus.net)

My research on teaching and education has lead me to focus on another intersection of my professional and teaching interests, which is developing and promoting the positive outcomes achieved through Place Based

Learning. I have now presented on this topic at the last two CUNY CUE conferences , and will also be presenting similar material at the ESRI International Conference this summer in San Diego. I also participated in The Brooklyn Tech Triangle U, where I sat on a panel examining GIS and Making Sense of Big Data. In brief, building on research on High Impact Educational Practices and learning culture, I am using place based case studies of primary source structures and materials as central tools for learning and introducing undergraduate research into my first year courses. This is a path that I will be traveling on for many years into the future, and will likely be my central focus over the course of my career as an educator

A new activity resulting from my research and teaching is my development of Sketching at City Tech, a new program to encourage the development of free hand perspectival drawing and careful observational skills in our students. This program, piloted this year, will take students to inspiring places in the city on evenings or weekends to spend 2-3 hours doing focused drawing work, with a skilled professional on hand to provide guidance. I hope to involve other faculty from both my department and others, as well as colleagues from the architectural community. My goal is not only to enhance the students' drawing skills, it is also to bring them out more into the city to experience first hand the rich urban fabric and significant architectural works of New York. Careful observation is a threshold skill for deeper, more meaningful learning, so this program is as much about GenED enrichment as it is about architectural education. To inspire the students and get the program off the ground, I raised approximately \$2000 for use as prize money to be awarded once a year for the best student work or the best progress in skill development.

Finally, I am enjoying research in another venue as Jeffrey Burden, PhD and I are working on a pilot project to set up a research lab to assist scholars who are investigating topics that include the built environment. We bring our collective expertise in archeology, urban and architectural history, and building tectonics to the scholar as a pro-bono service to add to and enhance their body of research. We are currently assisting a scholar working on an Ottoman house in Damascus as our first project. This project is forthcoming in two publications in the next year.

I believe that my own foundational development at Citytech, achieved through service and research, is now clearing a path for me that I am very excited to explore. The time has come for clarity of purpose and effective execution.

2013

TEACHING: This past year my primary teaching focus has been on the coordination and development of the first year Building Technology courses that I am shepherding. It has been a great pleasure to work with my full time and part time colleagues to mold and refine the courses, to improve the course assignments, the case study content, and the organization of field trips. The collaboration has been wonderful and our courses are administered following a common vision.

Now that we are in the third semester of our new AAS curriculum, we are seeing the culture of our classrooms evolving, especially in regard to our work on case study buildings. By building the curriculum around buildings that meet important criteria, we offer our students direct access to primary sources for research and investigation, as well as experiences that expose our students to the fullest power of architecture. The criteria for our case study buildings are:

1. The building is an iconic / world class work of architecture.
2. The building is accessible to the students to visit at least the exterior and major public spaces of the interior.
3. The building is documented such that the students can study the building through drawings and other documentation in addition to the first hand experience.

When we visit each case building site we engage the structure intimately in a mobile seminar, examining the materiality, the craftsmanship, the process of design and making, the quality of the space, the light, the relationship between the form making and the assemblies. We investigate the building further through on site sketching, a critical skill and mode of looking that opens the students eyes and mind to deeper understanding. The sketching combines free exploration and field documentation. The students further the site documentation through abundant photography. All of this work then is brought back into the classroom as a resource for the students continuing investigation of the building.

Evidence of the evolving culture in our classrooms is the attendance of our New Haven field trip in Building Tech II (ARCH 1230). Each of the three past semesters we organized a Saturday field trip to New Haven CT to visit one of our primary case study buildings as well as a number of other seminal mid century works of architecture. The trip is presented as required, but of course it is difficult to enforce and achieve full attendance. The attendance of this field trip has increased each semester, from 12 to 32 to 61. Our goal is to have a clear majority of the approx. 100 students each semester attend the trip. I believe the increase we are seeing is a result of the coordination and common vision of the faculty, as well as the growing understanding of our students of the importance of such an experience for their education. According to feedback from my students, the benefits of the trip spread word of mouth through the students in the Building Technology courses and encourages them to take time out of their weekend schedules to attend.

High attendance of a trip like this may have the knock on effect of stronger engagement by the students in their academic work. The high impact event helps build the esprit de corps amongst our first year students as well as between the students and the faculty. The event offers an opportunity for the faculty to exhibit their personal and professional passion for Architecture. This foundational event establishes a professional, mature tone for the years of academic work ahead of the students.

RESEARCH: The work we have done on the case study buildings has become a research touchstone for me. I have been looking further into the case buildings from two primary perspectives. First, I hope to uncover deeper knowledge of the work of architects and the relationship between their documented intentions for these projects and the execution of the buildings. The Yale Art Gallery concrete framing system is a wonderful focal point for this research, as is the Empire State Building's exterior wall system. The second perspective of research working with the case study buildings is pedagogical. My focus here is to develop specific high impact teaching techniques with a emphasis on the process of "looking" at buildings, of becoming fully engaged with the structure itself as well as the poetic and or tectonic forces guiding the making of the structure.

Developing this research further is my clear goal for the next couple of years. I am making some progress this semester. In April I presented the development of our case study work on the Empire State Building at the CityTech Faculty Research Conference. I will also be presenting a paper on high impact teaching at the CUNY CUE Conference in May.

PROFESSIONAL DEVELOPMENT: Most important for me this year, however, has been participating in the LIVING LAB grant as a First Year Fellow. This seminar, including the workshops, readings, and activities, has been a remarkable experience as it gives us all a full array of tools and techniques to improve student learning. It is happening for me at a opportune time, as I am eager to bring the lowest performing students in my classes up to a higher level.

The workshops are quite inspiring, especially this past weeks presentation by Dr. McGuire from LSU. Her foundational learning strategies can have a profound impact on struggling students, turning certain failure into success. I have always felt that no student should be left behind, that paying attention to fundamentals

should lead to clear improvement. She has given us a recipe that has shown some clear results and are common sense based.

The other powerful element of the LIVING LAB experience has been the emphasis on Academic Service Learning and post-Sandy New York. Our architecture students are perfectly positioned to contribute to the rebuilding of our communities after the storm while developing the skills they will need to contend with the challenges their generation will certainly face over the course of their professional careers. As required by the Grant, I will be developing an academic service learning project into one of my first year courses for next fall. This is a high impact opportunity that our department should take up with full vigor and dedication.

2012

The successful introduction of the new AAS curriculum has been my primary focus for 2011-2012. The continued development of the course materials and the extensive coordination with fellow faculty has been a demanding and critical responsibility. The efficacy of these efforts will become clearer and may be judged after a number of semesters of running the new courses, but I believe we have embarked on an exciting new direction that will enhance the students' education and training to join the workforce. This effort is being enhanced by the Perkins effort and the equipment and GIS process that it is funding. I hope to develop an article on the Pedagogy of Building Technology to report on this process.

My participation on the Steering Committee has been a pleasure. This committee serves to guide the general direction of the department and serves as a cabinet supporting the efforts of the chairperson. The committee provides an opportunity to explore the potential of the department and suggest new initiatives, as well as support day-to-day operations.

The Assessment Committee offers the opportunity to serve the broader college community in attempting to better achieve objectives by assessing curriculum and sample assignments. I believe this effort is vital to the rigor of our teaching efforts and the general improvement of our institution.

My professional project work (executed in conjunction with my partner, Anh Truong Montgomery) has been a wonderful supplement to my teaching efforts. I have assembled an extensive library of construction photographs and video from our projects to illustrate the course materials for the Building Technology Courses. My on going work with clients and contractors provides a deep reservoir of experience to share with the students. This work also requires staying up to date with current codes, including the new Energy Code requirements. We have a strong track record working with our expeditors to get our projects successfully through the review processes of the Department of Buildings and Landmark Preservation Commission.

The projects in Riverdale and Central Park West are of a quality of design and execution that I will submit to a number of institutions and publications over the course of the coming year. I am very proud of this work, as it is a testament to our firms' design quality as well as our ability to coordinate complex construction issues that arise during the course of construction.

Overall, these first three years on the faculty have passed quickly and taught me to look longer term at all my efforts, as some many initiatives will take time to come to fruition. I am learning patience but also the need to zero in on the one or two efforts that will have the most impact. Currently, I am focusing on the Building Technology course development, believing that there is significant potential for positive impact on our students, our department, and the college.

2011

With the completion of my second year of teaching, I feel that I am settling into the Department and the College. I am continuing to learn new courses within the curriculum and to find opportunities to improve each semester. I am not satisfied with the current levels I am achieving on the student evaluations, and realize there is room for improvement.

I am excited to be taking a leadership role as the Chair of the Steering Committee and with my work on the Curriculum Committee. I am especially proud of the editing responsibility I shared with two colleagues on the Major Curriculum proposal for our AAS curriculum. I believe I am making a difference for our department in these to critical roles. I intend to broaden my service to the college and possibly University level over the next few years.

*I am proud of the projects we are executing in our architectural practice. I believe we will have some good work that is of a high quality and may be published. My professional work is a great compliment to my teaching and keeps me fresh with new experiences to share with my students.
I need to work more on my scholarly activity, which I intend to make a priority over the next 3-4 years.*

2010

The past year has been dense between teaching responsibilities and professional work. Teaching at the college for the first time, a large focus of my time was preparation of my new course materials including lectures, slide shows, quizzes, exams, project descriptions. I took advantage of the efficiencies of Blackboard, learning how the system supports everyday activities in the classroom. Use of this type of virtual classroom is important as it will grow more significant for student networking, communication, distance learning, documentation as well as teacher training and course coordination.

I have enjoyed contributing to the faculty's development of the curriculum, exploring new possibilities with integrated technology and cutting edge teaching techniques. Curriculum development is a major vehicle towards ensuring the degrees offered are meaningful to the contemporary architectural community and to the employability of our students.

As the Steering Committee chair, I am honored to help drive the agenda within the Department and to facilitate improvement of the functioning of the Department through team building activities as well as workshops and improved mechanisms for communication.

Professionally, I have had some wonderful opportunities to grow and lead exciting planning and design assignments. The project for the Boy Scouts of American, the Summit, the Bechtel Family National Scout Reserve, is a massive land planning and landscape driven project in the rugged mined landscaped of southern West Virginia. The project offers a key opportunity for the Boy Scouts to rebrand themselves as one of the leading "Green" organizations in the country. The design team, of which I was a lead member, developed the project around a sustainable ethic and as a significant environmental stewardship teaching opportunity for America's youth population.

Projects like the Lulu Island Village in Abu Dhabi offer wonderful opportunities to experiment with the integration of urban density, mixed use typologies and parti concepts, environmental performance, and architectural form making, as well as high end architectural and marketing rendering and presentation techniques. The residential work in our practice keeps me current with New York City Department of Building standards and process, including zoning and code compliance. This is important as it gives the classroom teaching a backbone and authority it would not have if I were not actively practicing.

The Regional Plan Association has invited me to be a regular facilitator (uncompensated) in the workshops around New York State for planning and development projects. At these events I represent the University as

well as my professional practice. These events bring together government officials as well as developers to look for opportunities to improve communities by addressing underdeveloped, abandoned sites while exploring the potential for the introduction of affordable housing into the community. This supports an ethic of diversity, social integration, and economic opportunity, all-important values of mine and of our University.

A handwritten signature in black ink, appearing to read "J. A. Montgomery", written over a horizontal line.

(Signature)

NOTE: Candidates for tenure, certificate of continuous employment, or promotion should complete and attach a copy of their **Curriculum Vitae**.

Adopted by the College Personnel & Budget Committee, 22 April 2010