UNIVERSITY OF MIAMI

SCHOOL OF ARCHITECTURE

Architecture Program Report

UNIVERSITY OF MIAMI

SCHOOL OF ARCHITECTURE

ELIZABETH PLATER-ZYBERK, FAIA
Dean and Distinguished Professor
Phone: 305.284.5000
Email: epz@miami.edu

ROCCO CEO, AIA
Director of Undergraduate Studies and Professor
Phone: 305.284.2269
Email: rceo@miami.edu

JEAN-FRANCOIS LEJEUNE, ASSOCIATE AIA
Director of Graduate Studies and Professor
Phone: 305.284.5258
Email: flejeune@miami.edu

THOMAS J. LEBLANC, PH.D.
Executive Vice President and Provost

DONNA E. SHALALA, PH.D.
President

DEGREE PROGRAMS OFFERED:
Bachelor of Architecture
Master of Architecture

Architecture Program Report

This page intentionally left blank.

PART ONE: SECTION 1 – IDENTITY & SELF-ASSESSMENT **1**

I.1.1 HISTORY AND MISSION: 1
I.1.2 LEARNING CULTURE AND SOCIAL EQUITY: 8
I.1.3 RESPONSE TO THE FIVE PERSPECTIVES: 10
I.1.4 LONG-RANGE PLANNING: 17
I.1.5 SELF-ASSESSMENT PROCEDURES: 21

PART ONE: SECTION 2 – RESOURCES **27**

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT 27
I.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE 47
I.2.3 PHYSICAL RESOURCES 52
I.2.4 FINANCIAL RESOURCES 57
I.2.5 INFORMATION RESOURCES 61

PART ONE: SECTION 3 - INSTITUTIONAL AND PROGRAM CHARACTERISTICS **67**

I.3.1 STATISTICAL REPORTS 67
I.3.2 ANNUAL REPORTS 76
I.3.3 FACULTY CREDENTIALS 99

PART ONE: SECTION 4 – POLICY REVEW **118**

I.4 POLICY REVIEW 118

PART TWO: SECTION 1 - STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA **119**

II.1.1 STUDENT PERFORMANCE CRITERIA 119

PART TWO: SECTION 2 - CURRICULAR FRAMEWORK **125**

II.2.1 REGIONAL ACCREDITATION 125
II.2.2 PROFESSIONAL DEGREE AND CURRICULUM 128
II.2.3 CURRICULUM REVIEW AND DEVELOPMENT 139

PART TWO: SECTION 3 - EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION **140**

PART TWO: SECTION 4 - PUBLIC INFORMATION **142**

II.4.1 STATEMENT OF NAAB-ACCREDITED DEGREES 142
II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES 142
II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION 142
II.4.5 ARE PASS RATES 143

PART THREE: – PROGRESS SINCE THE LAST SITE VISIT **144**

III.1 SUMMARY OF RESPONSES TO TEAM FINDINGS (2004 VISIT) 144
III.1.1 RESPONSES TO CONDITIONS NOT MET: 144
III.1.2 RESPONSES TO CAUSES OF CONCERN: 144
III.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITION 144

PART FOUR: SECTION 1 – COURSE DESCRIPTIONS **1**

IV.1 COURSE DESCRIPTIONS: 1

PART FOUR: SECTION 2 – FACULTY RESUMES **1**

IV.2 FACULTY RESUMES: 1

PART FOUR: SECTION 3 – VISITING TEAM REPORT (VTR) FROM PREVIOUS VISIT **1**

IV.3 VISITING TEAM REPORT (VTR) FROM PREVIOUS VISIT: 1

PART FOUR: SECTION 4 – CATALOGS **1**

IV.4 CATALOGS: 1

APPENDICES **1**

APPENDIX A: **STUDIO CULTURE POLICY** 1
APPENDIX B: **SCHOOL OF ACHITECTURE STRATEGIC PLAN – 2007** 1
APPENDIX C: **SCHOOL OF ACHITECTURE STRATEGIC PLAN – 2010** 1
APPENDIX D: **STUDENT EVALUATION FORM – OLD VERSION** 1
APPENDIX E: **STUDENT EVALUATION FORM – NEW VERSION** 1
APPENDIX F: **SACS ASSESSMENT FORM** 1
APPENDIX G: **SOA FACULTY COMITTEES ROSTER** 1
APPENDIX H: **ROME FACILITY** ..... **ERROR! BOOKMARK NOT DEFINED.**
APPENDIX I: **SCHOOL OF ARCHITECTURE – CRITERIA FOR PROMOTION, TENURE & REAPPOINTMENT** 1

This report was prepared according to the 2009 Conditions for Accreditation and the 2010 Procedures for Accreditation. The University Of Miami School Of Architecture was last reviewed in 2005 then under the 1998 Procedures for Accreditation.

PART ONE: SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 History and Mission:

The APR must include the following:

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education*
- *A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*
- *A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

History of the University and its position in context of 21st Century Higher Education

When George Merrick dreamt of a great tropical city, he dreamt also of a great university. Merrick described in the promotional material of Coral Gables, a city of tropical splendor whose Edenic gardens would inspire the highest social order. A campaign brochure of 1926 entitled, "An investment in Humanity and Prosperity," placed the University in that garden, describing the institution of learning and culture where its "entire aim will be to develop original thought and the personal powers of each student." The new university, on 160 acres donated by Merrick, was to be composed of 12 schools and colleges including a College of Liberal and Applied Arts which would "endeavor to develop the painter, the sculptor and the architect in the finest medium for self expression in the world," but at the same time making the "work practical and economically valuable." Merrick believed the University of Miami would be the meeting point of the Americas, "where the foundation may be laid for everlasting peace on the Western Hemisphere: where commerce will receive its greatest impulse."

On February 4, 1926 George Merrick addressed the citizens assembled for the corner-stone laying ceremony at the University of Miami Solomon G. Merrick Building honoring Merrick's father, a Congregationalist minister. George Merrick distinguished between the "ephemeral insignificance" of commercial institutions and the "permanently real . . . things of the intellect and spirit that alone spell the true life of a land." He compared the founding of his father's alma mater Yale with the pioneer spirit now active in Miami and read from a poem he'd written to honor his father's "courage in hardship" in which each verse concludes with the phrase "When those groves begin to bear."

Merrick expected that his beloved grove of academe would soon yield the fruit of 5000 students and a prosperous institution. He predicted that the founding of the University of Miami would be a "tame and easy struggle." What he could not foresee was the devastating hurricane of September 17, 1926. Marjory Stoneman Douglas, an early faculty member in the department of English described, in her epochal work The Everglades: River of Grass, the destruction and tragedy of that fateful night. She observed that after all was washed away, "What was left were such foundations of buildings or ideas as had been well and truly laid (1987, report of 1947, 340)."

Certainly the University was one such idea. Although construction halted on the campus, the University found new headquarters on Anastasia Avenue in Coral Gables and opened its doors to 560 students in that first class of October 1926. When the University moved back to the campus in 1946 with 2000 students and fresh funds to house and educate the returning veterans of World War II, the Solomon G. Merrick building was completed in what the 1951 chronicler called "the brilliant airy effects of functional modern." Marion Manley, Florida's first woman architect, worked on the campus master plan with Robert Law Reed. Together they designed what was recognized as the first "modern" campus in the United States—and was well published in national and international periodicals. The 2010 University of Georgia Press publication, "Marion Manley, Miami's First Woman Architect", by faculty members Carie Penabad and Catherine Lynn has amply demonstrated the importance of the work by Marion Manley, who was also responsible for a number of the campus buildings including the present facilities of the School of Architecture.

Seventy years of steady growth and development under five presidents have brought the University to its present status. In the 1980's President Tad Foote brought fiscal stability to a still young institution and strengthened its national and international reach. In 2001 President Donna Shalala arrived bringing change to the university administration, including Provost Leblanc and several new deans, and she embarked on a fund-raising campaign that exceeded its goal of $1billion by 2006. The energy of the University administration continues with a new campaign in the preparatory stage.

In the fall of 2009, the University of Miami enrolled 14,784 students in 113 undergraduate and 106 master's, 53 doctoral and 4 professional areas of study in 12 colleges and schools: Architecture, Arts & Sciences, Business Administration, Communication, Education, Engineering, Graduate, Law, Medicine, Marine and Atmospheric Science, Music, Nursing, along with the Division of Continuing Studies. While much has changed, the University remains an independent, non-sectarian, non-profit institution, and has retained Merrick's original commitment to its role in the Americas and the Caribbean. The original campus has grown to 260 acres with a master plan by Cooper Robertson underway and buildings in design by architects such as Michael Graves. Additional campuses include the Rosenstiel School of Marine and Atmospheric Science on Virginia Key; the Miller School of Medicine west of downtown Miami; and two south Miami-Dade research facilities. Although the struggle has never been "tame and easy," Merrick's groves have been fruitful.

While the institution's founding was inauspiciously confronted by the 1926 hurricane followed by the 1929 bust, today the University of Miami is flourishing, ranked 47th by U.S. News & World Report (2010) among U.S. universities, many of them more than a century older, and 62nd among universities in expenditure of federal funds for research and development. The University is accredited by the Southern Accreditation of Colleges and Schools (SACS), renewing a ten-year accreditation as of 2009.

In August 2010, The Princeton Review commended the University of Miami for 'outstanding academics' and rated the university 'number one in 'Race/Class Interaction.' The University has significant minority representation among students and faculty, and as originally intended extends its influence into the Caribbean and Latin America with a variety of academic and outreach programs. The January 2010 earthquake in Haiti elicited a university-wide response of service, from the medical heroics of the Miller School of Medicine to the international science and engineering symposium organized by University geologists, to the country-wide charrette for Haiti organized by the School of Architecture with Haitian planners in preparation for the March 2010 UN Donors Forum.

The University's mission and goals are described in its strategic plan, "Defining the Future, Our Strategic Plan," produced in a campus-wide participatory process under the leadership of President Donna Shalala. The essential goal of the Plan is for the University to develop the characteristics of an AAU university. The complete document is included in Appendix A, of this report. Its opening mission statement is as follows:

The University of Miami's mission is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our University family, we strive to develop future leaders of our nation and the world.

History of the Architecture Program and its position in context of 21st Century Architectural Education

John Llewellyn Skinner initiated the first program in architecture at the University of Miami in 1927-28. Skinner was a graduate in architecture from the University of Toronto and Harvard. After winning Harvard's Nelson Robinson Traveling Fellowship, Skinner went to the American Academy in Rome. He left his position as head of the department of architecture at Georgia Tech to join Phineas Paist, the noted Philadelphia architect, and Denman Fink, an artist whose work was in the collections of the National Academy and the Art Institute of Chicago, in the founding of the architecture program at the University of Miami. Fink was also known for the appealing drawings and paintings of the buildings he and Paist imagined for Coral Gables, including the University of Miami's Merrick Building. As George Merrick's uncle, Fink was integral to the emerging architecture of Coral Gables that fused building traditions from Central and Latin American colonial architecture. The student work of the young program was shown in the third and fourth annual exhibitions of the Architectural League of Greater Miami in 1931 and 1932. The watercolors are similar to the Beaux-Arts esquisse work common to the period, since many Schools including Miami utilized the competition problems issued by the Society of Beaux-Arts Architects in New York. The studies of local buildings by early students Jewell Harden and Bonnie Munroe revealed an interest in the vernacular, notable in a period when most academic architecture focused on the formal design of prominent buildings. Another feature distinguishing the new program was the presence of female students.

By the mid-1930's a number of factors caused the University to reduce its scale of operation and the architecture program was one of the first affected. The architecture program re-emerged in 1950 as the department of architectural engineering. Professor Jan Hochstim entered that program and graduated in 1954. He provides a valued present day link to the history of architecture at the University of Miami.

By 1966, after further studies at the University of Illinois, Professor Hochstim joined the faculty under the leadership of James Elliott Branch. Branch brought a number of faculty from Illinois, and they shaped a focus for the five-year

Bachelor of Architecture program which they described as "a sequence of courses in architectural design, structural design, construction, building materials, city planning, building equipment, office practice, and the humanities (Bulletin 1965, 249)." The program would lead "to the development of architects, who as enlightened individuals, responsible citizens, and resourceful professional men, will serve their society in attaining a worthy architecture (Bulletin 1965, 249)." Although the courses have broadened and the society of men has opened to become almost 50% women, the essential goal of contributing to a better world remains at the heart of the program today. The Bachelor of Architecture program has been accredited since 1972. The Master of Architecture program has been accredited since 1995.

In 1983, under President Foote, and following the initiative of department head John Steffian, the department became the School of Architecture. Dean Elizabeth Plater-Zyberk was a new faculty member at the opening days of the School and with Adjunct Professor Andres Duany in 1989 founded the School's first graduate program, a post-professional curriculum in Suburb and Town Design, now the Master of Urban Design. The School continues to promote the idea of architecture as a civic art central to an active citizenry first articulated by its founding faculty. The first internationally recognized publication of the school "The New City 1" was published in 1991 and marked the debut of a growing series of books and publications featuring the faculty's work and the school's programs and initiatives.

Many of the current faculty members were hired by Dean Thomas Regan who launched a master plan for the school by Aldo Rossi in the late 1980's. The school expanded among existing campus buildings, in 2005 completing a new facility, the Jorge M. Perez Architecture Center, designed by Leon Krier with Merrill, Pastor, Colgan, and Ferguson Glasgow Shuster and Soto.

In the late 1980s the School started its acclaimed Visiting Critic program with many young national and international architects, who have since become major figures in architecture internationally. In the 1990's, Yale University Professor Vincent Scully and Catherine Lynn joined the faculty, teaching a series of spring courses followed by hundreds of students and the community at large. The1996 publication of "Between Two Towers", a compendium of student and faculty work, describes a dynamic moment in the School's recent history upon which its current spirit builds. The Visiting Critics program has recently been revived: Michael Graves has been a visiting critic a number of semesters, and Prof. Alex Wall (Karlsruhe University) led a studio on global warming in Miami in the spring of 2009; Terry Riley, former curator of architecture at MOMA and recent director of the Miami Art Museum taught last spring.

In 1990, following two years in Venice, the School of Architecture opened its renowned Rome Program which has run continuously since its inauguration. The program has grown to include two semesters of undergraduate studies and two graduate semesters, and two years ago moved into its own facilities near the Vatican.

In 2008, evolving from the six-year long Knight Program in Community Building, the School initiated under the leadership of Dr. Chuck Bohl the new Master of Real Estate +Urbanism which has quickly grown and works in collaboration with the School of Business and Law. Students in the first year of the program qualified in the first four groups of the 2008-2009 Hines Competition for a new neighborhood in Denver along with teams from MIT and the University of Pennsylvania.

The same year, the School, building on the focus of many faculty members' practice and research, initiated the 15-credits Certificate in Historic Preservation, which is open to undergraduate and graduate students and practitioners. The faculty is exploring the possibility of a full-fledged degree in historic preservation, with an emphasis on the Caribbean and Latin America and the preservation-restoration of 20th century concrete structures. In addition, other areas of elective focus are being considered for intensification as certificate programs.

In 2009, under the new Graduate Studies Director, Professor, Jean Francois Lejeune, a review of the graduate architecture program produced curriculum adjustments to the M. Arch., and the revamping of the Master in Suburb and Town Design, renamed as the Master of Urban Design, to reflect increased focus on retrofitting urbanism in downtowns, older neighborhoods and recent suburbs, as well as studying the issue of informal urbanism in Latin America, Africa, and other parts of the world. The first group of M.U.D. students started the first semester at the Rome Center in Italy in July 2010.

Today the School of Architecture's mission, focused on community building and on the city as a work of art and architecture, unifies a faculty of diverse origin and capacity, in a common mission. Several faculty members are prominent in the work of the New Urbanism, promoting the reintegration of building with environmental, economic, and social concerns, and upholding the ideal that the building, like the citizen, is the foundation of community. These principles form a foundation and a common mission for the programs of the University of Miami School of Architecture:

School of Architecture Mission Statement

> *The University of Miami School of Architecture's mission is founded in the faculty commitment to community and its focus on the city as a work of art and architecture. The School affirms the essential need to design environmentally responsible buildings that promote social integration and economic sustainability, and support life comfortably without reliance upon extravagant use of land and energy which adversely affect our ecosystems.*
>
> *The School prepares students for professional leadership and lifelong learning in architecture, urbanism and related fields. The faculty preserves and develops knowledge for the profession through research and practice. Faculty and students share knowledge locally and internationally through community service. They promote building and community design goals of environmental responsibility, social equity and economic sustainability.*

Faculty and students draw upon the body of knowledge of architecture through exploration of the history of the profession: from traditional building methods, materials, form, and organization, to the nature and context of current practice. Students are introduced to the present-day profession within the context of a 5,000 year legacy of building, and are to call upon that history for practical application. Faculty and students study the legacy of building and seek new discoveries in the work of the past by documenting current-day buildings and landscapes.

The diversity of faculty interests and experience offers broad opportunities for students, not only in selection of various studios, sites and experiences, but in the exploration of architectural languages, from classical to advanced contemporary practices and design-build, without prejudice. It is not unusual within core and upper-level studios for critics to be confronted with student work of very diverse solutions and methods. The School prides itself on its ability to expose the students to a variety of positions, at the same time preparing them for professional development with a large range of national and international offices. The School faculty believes that this form of contemporary eclecticism is a healthy reflection of the multiplicity of values and approaches in contemporary globalized practice. This is confirmed by feedback from employers who repeatedly participate in the School's Career Fair.

The faculty affirms the essential need to design environmentally responsible buildings that promote social integration and economic sustainability and that function independently, operate effectively, and support life comfortably without reliance upon extravagant use of land and power supplies that adversely affect ecosystems. We acknowledge our responsibility to contribute to the world by making it more beautiful and to reveal beauty in its most humble circumstances. We share the perspective that most buildings are fabric buildings – defining the public spaces of community - and that the instances of monuments are special opportunities to speak for and about culture. We seek to collaborate with allied professionals in the design of public space and infrastructure that link the community.

Sharing with our national colleagues the goal to build a better professional community, the School of Architecture itself strives to be a model of that community. The School functions as a family; the faculty recognize that students may be new to architecture but experienced in other areas, with individual character, insight, and the ability to make significant contributions to the advancement of knowledge. We dedicate ourselves, through engagement with history, structure, material, and form in design, to participate in a diversity of cultures and life experiences, so that we might emerge with the wisdom we need to build a better world.

The Architecture Program's Benefit to the University and the Benefit the Program Derives from the University

The School's Benefit to the University

The School of Architecture's renown both locally and internationally belies the fact that it is the smallest of the University's schools and colleges. The School's curriculum, its faculty's research, and its students' engagement in courses across campus enrich the University-wide scholarly experience. Research collaborations are ongoing with the faculty of the Miller School of Medicine and the College of Engineering, as are teaching partnerships (including dual degree programs) with the College of Arts and Sciences, the School of Business Administration, the College of Engineering and the Rosenstiel School of Atmospheric and Marine Science (RSMAS). In 2009, the School of Architecture collaborated with the Frost School of Music Opera Department in the design and construction of a stage set for the yearly opera production. Several School faculty members teach in the Urban Studies Program, a minor within the College of Arts & Sciences. RSMAS and Architecture faculty trade lectures in their courses and the research collaboration with faculty in the Department of Epidemiology and Public Health on the topic of health and well being in the built environment has already produced a number of successful grant application and published papers.

The School's extra-curricular offerings include a lively evening visiting lecture series, with presentations by academics, practitioners, historians, and community actors to an audience of students and public from the region. The School has been hosting the events and programs by the Miami chapters of the AIA and the U.S. Green Building Council, and, the School has supported the activities of Dawntown, a new association to promote the development of downtown Miami.

The School's presentation of exhibitions has intensified with a program including student works, curated exhibitions by or about the faculty, as well as visiting exhibitions from other institutions like the *USGSA Design Excellence Program* exhibition of fall 2008. In the fall of 2009, the School of Architecture and the School of Engineering, in collaboration with the Italian Consulate in Miami, collaborated to bring the show *Pisa AD1064 – The Square of Miracles* to the Korach Gallery. In 2008, the School dedicated all the fall core and upper-level studies to work on the *Miami Waterfront*, a large exhibition held at the Freedom Tower in downtown Miami with various public programs to highlight the potential of a coordinated waterfront plan.

All lectures and exhibitions are widely advertised by email and Facebook and contribute to the campus cultural experience as well as to that of the region. Faculty and students also work with other institutions in the production of lectures, exhibits and publications. *The Florida Home: Modern Living in Florida 1945,* and *INTERAMA: Miami and the Pan-American Dream*, both at the Historical Museum of South Florida were connected to courses in the curriculum. Students' models of tropical modernist works were exhibited at the Bass Museum of Art exhibition of 2008, in an exhibit curated by Prof. Allan Shulman. After Miami Beach, the show traveled to Gainesville to the University of Florida Museum.

Architecture faculty members' grantsmanship and publications burnish the University's reputation nationally and internationally, as does faculty participation in symposia, conferences, travel-study with students, and urban design charrettes nationally and abroad. From 2005 to 2010, two dozen books by faculty members were published, many by national and international presses and many of them pier-reviewed. In the professional world, practicing faculty have gathered numerous design awards for buildings, urban design and presentation projects. The School's Research Affiliate program brings scholars from around the world to spend a semester or a year at the University, pursuing research interests related to those of the School's faculty.

In addition to their contribution to the university community through teaching and scholarship, Architecture faculty members are actively engaged and prominent in University service including the Faculty Senate, the Academic Personnel Board, the SACS QEP Committee and the Center for Latin American Studies. Faculty members are also involved in off campus service on regional and national review boards, editorial boards, professional and non-for-profit organization boards.

International Outreach

The School of Architecture also contributes to the University through its extensive international engagements. With its position in the southeastern United States and its proximity to the Caribbean and Latin America, the School has an international agenda that allows students and faculty to develop an understanding of architecture and cultures in an increasingly globalized world. In the last six years, reflecting the ambition of the University, the School has increased its international exposure. Design studios that have worked with communities in Colombia, the Dominican Republic, Haiti and Mexico, resulting in local contacts and two publications. A study of "informal urbanism" around the world is currently in preparation with the help of undergraduate and graduate students.

Community design charrettes have been held in Castellamare di Stabiae in collaboration with various American and European universities (Maryland, NYT, University of Virginia, Napoli, Firenze, Bari); in Rome in collaboration with La Sapienza for a joint architecture studio to design an aqueduct museum in Castel Madama (2008); and in Bochum, Germany with Bauhaus colleagues (2009). Of special importance are Prof. Denis Hector's collaboration with Dr. Paul Farmer and Partners in Health in a community hospital design project for rural Haiti (summer 2009), and the Haiti Charrette that brought together Haitian officials, planners and architects along with University faculty, students and Miami Haitian community activists to produce a reconstruction plan for the entire country after the earthquake (used in the subsequent UN Donors Forum and producing a NY Times article).

Also important are the activities related to teaching and research in the Rome Center. Special seminars have allowed undergraduate and graduate students to research major figures of Italian modern architecture and their works with students' models shown in Turin, Italy (exhibition *Carlo Mollino, Arabesques* at the Galleria Civica D'Arte Moderna e Contemporanea in Torino, Italy, in 2007) and from June 2010 at the new MAXXI museum (Rome) within the opening exhibition on *Luigi Moretti,* noted by the international press. The School has been also involved in the scientific activities of the Fondazione CE.S.A.R. in Rome through joint projects which will result in publications and exhibitions in early

2011. Finally the School sponsored its first six-week Affiliate Fellowship at the American Academy in 2007 (Prof. Lejeune); a funding search is ongoing in order to make it a permanent position.

In 2005, Professor Lejeune's exhibition catalogue on the history of globalization in Latin American architecture since the Renaissance, *Cruelty and Utopia: Cities and Landscapes of Latin America* (presented at the CIVA International Center for the City and Architecture in Brussels, supported by the School and the Graham Foundation for Advanced Studies in the Arts), won the CICA (International Critic of Contemporary Architecture) for Best Catalogue in 2005, with a jury including Dennis Sharp and Joseph Rykwert. In November 2008, a joint conference co-organized by University of Miami School of Architecture, The Wolfsonian-FIU and the Museum of Modern Art in New York, initiated the organization of a large exhibition on Latin American Modernity, to be shown in New York (2013-14) and Miami (2014). UM students will be involved in studying special projects and building new models for exhibition display.

These initiatives (among others not mentioned for lack of space) have been fundamental in raising the profile of the School within the University and contributing to its national and international reputation. They have helped expose student work locally, nationally and internationally, while opening to the students various career and future opportunities.

In 2009, the School embarked on new international initiatives whose development is expected to continue through 2010-11 and further. The first one is a "soft" exchange program between UM and the Ecole d'architecture de Nancy (France). The program was initiated in collaboration with the French Consulate in Miami by Professor Lejeune and Jean Philippe, Director of the Ecole de Nancy, bringing a group of 15 students from Nantes to the School. Also, the School has collaborated with the Climate Change Lab at the University of Karlsruhe, Germany, Urban Design Chair Alex Wall, to develop joint studies of the impact of global warming on South Florida.

The University's Benefits to the School

The University's benefit to the School's programs range from central administrative management of freshman recruiting and admissions, centralized I-T service, facilities management, and physical and digital library development. More important are the academic opportunities afforded to faculty and students for teaching, learning and research in the other disciplines and professions present in the University, even though a true inter-disciplinary curriculum structure has been difficult to achieve in practical terms.

Two joint degree programs enhance the School's professional degree offerings: the B.S.A.E./B.Arch. and the B.Arch./M.B.A. Finance courses taught by Business Administration faculty for the M.R.E.D.+U. program are available to architecture students as well as engineering courses that augment architecture requirements and electives. The University as a whole provides diverse opportunities for the B.Arch. minor requirement.

The University also has several funding programs to support faculty research. The Max Orovitz and Summer Research grant programs (that usually include the participation of one architecture faculty on the committee), and the Provost's Research Awards program have supported tenure-track faculty with summer research stipends. In recent years, Professors Greg Castillo, Carie Penabad, and Katherine Wheeler have received these grants. And the University allows the dean to determine teaching load reductions to further support faculty research efforts.

Another significant benefit of being part of the University can be seen in the involvement of Profs. Joanna Lombard and Frank Martinez with colleagues in the Department of Epidemiology and Public Health in several NSF and NIH supported studies of behavior and wellbeing in the built environment.

And finally, the University's overall rising reputation benefits the School in many ways, including through an ever-improving student body.

Students' Holistic Development and Practicum-Based Learning

The School's approach to the *holistic development* of future professionals varies according to program, but in all cases, professional and post-professional, students are encouraged to engage and maintain other interests both academic and extra-curricular. Master of Architecture students arriving with a prior degree and significant liberal arts credits, have the tendency to focus on professional studies, but are encouraged to engage other disciplines across the University; Bachelor of Architecture candidates arrive as freshmen and as transfers, and in addition to fulfilling the University's general education requirements, are required to take a minor of a minimum 12 credits outside the School of Architecture. Recent minors selected include Art History, Business Administration, Civil and Architectural Engineering, Environmental Science and Policy, Fine Art, Graphic Design, Teaching and Learning (State of Florida Teaching Certification), and

Urban Studies. Undergraduates engaged in team sports are encouraged to maintain and excel in those outside interests; the School has gone so far as to accommodate varsity team and band participation by special scheduling of studios, to enable such extracurricular involvement.

The School's program in Rome contains a high-degree of exposure to the liberal arts: students accompany faculty to various exhibitions and musical events and are broadly exposed to the history of painting and visual arts. Students coming back from the program have generally expressed renewed interest in taking additional electives outside the School.

Practicum–based learning permeates the School's curriculum and extra-curricular opportunities. The significant number of faculty members who are practicing professionals ensures curriculum engagement with the profession. Core design studios often involve client groups and non-academic professionals, such as the ARC 305 Spring 2010 design studio that worked with Miami Beach developer Craig Robbins in the Design District, and the ARC 504 studio program for the Chalks airlines terminal near downtown Miami.

Intermittently taught over the years, the Design-Build Studio has been reestablished in 2009-10 under the direction of Prof. Rocco Ceo and Visiting Critic Jim Adamson of Jersey Devil, the internationally renown design/build firm. The first structure (an orchid pavilion) was installed in the Redlands, south of the campus. In the fall of 2009, the School entered into collaboration with the School of Music Opera Department to design the stage sets for the annual opera production. A Design-Build seminar (Stage and Architecture) is being taught in the fall to produce shop drawings and build the sets in the fall and spring. The School's Model Shop is actively involved in both initiatives.

Elective travel study courses also engage and encourage professional behavior and contacts. In the last five years, the Rome Program has been participating in various professional architecture and urban design charrettes in collaboration with various municipalities and other American and Italian universities: Castel Madama (2008), Castellamare di Stabia/Pompeii/Ercolano in 2007, Torre Annunziata and Vico Equense in 2010 (fall). Likewise, design studios in Monterrey (Mexico) in 2007, Baranquilla (Colombia) in 2008 and 2009, and Santo Domingo in 2009, and Haiti in 2009 have all engaged local communities and municipal actors.

The School's Center for Urban and Community Design (CUCD) offers an ongoing variety of extra-curricular involvements with design projects and client groups, and invites younger students as well as the more advanced to work with faculty on what are often high profile community design studies.

I.1.2 Learning Culture and Social Equity:

The APR must include the following:

- *A copy of all policies related to learning culture (including the Studio Culture Policy)4.*
- *Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established*
- *Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*
- *Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts (see below).*

***Learning Culture**: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional. Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management. Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

***Social Equity**: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

Learning Culture and Studio Culture

The School of Architecture has had an ongoing policy for studio culture that was updated in 2009. This policy is distributed to entering students in the first week of class, is available on the School's website, and can be found in the Appendix.

The faculty has for many years promoted an ambience of encouragement for learning. To establish a positive and professional relationship between faculty and students, many faculty purposefully refer to 'reviews' rather than 'juries'. And on the rare occasions when relations among students in the classroom or studio become problematic, the small size of the School and the small student to faculty ration enables the faculty and staff to intervene early and appropriately.

The evolution of these policies and practices takes place through the governance structure of the School. School committees include student representatives and faculty members are advisors and resource persons for student organizations. The monthly faculty and staff meetings that include student representatives, regularly discuss important modifications to the curriculum or teaching methods and student representatives participate in the discussions as well as observe the faculty in discussion and voting.

Learning culture is further enhanced at the undergraduate level through the University's Residence Halls. Special programming by faculty residence masters encourages learning and academic development outside the classroom. The university recently completed more on campus housing and seeks to increase the percentage of students that live on campus.

Evidence of the success of the School of Architecture's attention to learning culture can be seen in the results of University wide surveys, including the graduating students survey, and a Student Government survey presented to the Academic Dean Administrative Council (ADAC) in Spring 2009, with results demonstrating that the architecture students had the highest level of satisfaction with their academic advising experience. The School also participates in the University's ongoing system of measurement of learning outcomes as part of the SACS requirements.

Policies and Procedures Related to Harassment and Discrimination

The School of Architecture follows the University's policies with regard to sexual harassment and discrimination. The online latest edition (2009-2010) of the University of Miami Faculty Manual covers the faculty policy on Sexual Harassment under Ethical Matters. In addition the policies are presented to the School faculty at the fall retreat as a part

of the School's classroom manual. The School's representative in these matters is the Assistant Dean and Director of Academic Services, Ana Santana.

In addition, the University Ombudsperson Program is a channel of communication between students and the larger university community. Students are encouraged to express grievances about the University to the Ombudsperson. Ombudspersons are appointed to the Offices of Student Affairs, Academic Affairs, Medical Affairs, business and Finance, and the Marine Science Campus.

Policies for Academic Integrity

The Undergraduate Honor Code was proposed by the Undergraduate Student Body Government and ratified by Student referendum in 1986. The Undergraduate Honor Code outlines forms of academic dishonesty, procedures, penalties, appeals and faculty roles in encouraging academic honesty among students. The code is administered by the Honor Council comprised of 22 undergraduate students who investigate complaints or violations of the Honor Code and assesses appropriate penalties. Faculty can request classroom presentations about the Honor Code by Honor Council representatives. The Honor Code is accessible on the University website under Student Life - Policies and Procedures. All students are responsible for reading, understanding and upholding the Honor Code. The Graduate Honor Code instituted by student government in 2001 is also accessible through the University website and follows similar policies.

Diversity of Faculty, Staff and Students in the School and in the University

The University of Miami is a diverse institution in faculty, students and staff. According to the 2009 University of Miami fact book, the five year trend in racial and ethnic distribution for students shows a drop in White, non-Hispanic from 2005 (52%) to 2009 (47%) a slight decrease in Hispanic students from 2005 (24%) to 2009 (23%), Black, non-Hispanic also has a slight decrease from 2005 (9%) to 2009 (8%) however Asian/Pacific Islander has increased over the past four years from 2005 (8%) to 2009 (9%). American Indian representation remains at 0%.

Ethnicity of undergraduate architecture students in 2009 differs slightly from the university as a whole with a slightly higher percentage of Hispanic students (29%), Black non-Hispanic (7%) and Asian/Pacific Island (7%) and a lower percentage of White non-Hispanic (45%) when compared to 2005. Ethnicity of graduate architecture students in 2009 shows a higher percentage of White non-Hispanic students (59%), Hispanic (17%), Black non-Hispanic (5%), and Asian/Pacific Island (5%). Gender diversity from 2005 to 2009 shows a slight increase in the percentage of male students and a decrease in the percentage of female students in both undergraduate and graduate programs. The above statistics are illustrated in Section I.3.1. (Source for statistics: Enrollment Management System).

The University supports diversity through the Department of Multicultural Student Affairs (MSA) that is charged with providing leadership and advocacy for the retention of African, Asian, Hispanic, and Native-American students at the University. MSA also co-sponsors and coordinates cultural events on campus throughout the year.

The School of Architecture remains committed to increasing racial and ethnic diversity. In the professional programs, the Ferguson-Glasgow-Schuster Award, established by the firm of the same name some 20 years ago, supports African-American students. The Peer Counselors group is diverse in race, gender and global provenance to provide an accommodating welcome for incoming freshmen. In the graduate M.U.D. program, a full scholarship has been given to a graduate of Howard University, following an informal agreement between the Dean and her Howard counterpart to collaborate in assisting African American students to complete a terminal degree, with the goal of increasing the funnel for diversity in the ranks of architecture faculty.

And this past year a successful faculty search resulted in the hiring of two new tenure-track faculty members: Eric Firley a scholar of urban studies from London, England, and John Onyango, of African heritage, completing a Ph.D. this past summer in Glasgow. This search was a direct result of the School's Strategic Plan and involved faculty and student participation in candidate meetings and presentations.

I.1.3 Response to the Five Perspectives:

The APR must include the following:

- *A narrative description of the program's response to each of the five perspectives*
- *A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning and self-assessment.*

Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community

That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

The University made a strong commitment to its professional schools fifty years ago when the Engineering (1947) and Medical Schools (1952) were added to the ranks of Law (1926), Business (1929), and Education (1929). Other schools have formed over the years; Rosenstiel School of Marine and Atmospheric Science (1969) School of Communication (1985). Architecture became an autonomous school in 1983.

Despite its youth the University of Miami was recently ranked 47th in the nation by *U.S. News and World Report* (2010), and 62nd nationally in research expenditures by the National Science Foundation. The University Advancement and the Research and Sponsored Programs Offices work with School of Architecture faculty to identify areas of interest and activity that attract research funding. Joint appointments of Professor Lombard and Professor Martinez with the Department of Psychiatry in the School of Medicine and grants (shared by Architecture faculty with Medicine Faculty) from the Robert Wood Johnson Foundation and the National Institute of Health, illustrate the School's participation in the University's commitment to research. In addition, Architecture faculty members have received in recent years, several grants from the University of Miami, the Graham Foundation for Advanced Studies in the Arts, the Getty Institute, Huntington Fellowship and Kaplan Foundations.

With a total School of Architecture population (2010) of 362 students (287 undergraduate, 75 graduate), 31 full-time faculty of who 18 (58%) are tenured, and another 39 part-time faculty, collaborative associations among faculty and students are the norm. Of the 30 full-time faculty, 23 (83 %) are involved in professional practice, 83% have terminal degrees in the discipline and 20% have terminal degrees in related fields, including fine art, art history, or planning. Faculty are expected to teach one core studio and one elective studio, and one required lecture and one elective lecture or seminar course each year guaranteeing a diverse range of participation across the curriculum. This teaching load is among the highest in the university and is an area of concern if the School of Architecture is to align itself with the research focus of the University. Work is being done to reduce teaching loads to support research and scholarship.

Academic freedom is ensured in the policies and practices of the University that result from the joint leadership of the University administration and the University Faculty Senate, a representative body that includes Architecture faculty members. To extend the continuity and stability of longer associations with outstanding teachers, the School of Architecture has full and part-time positions with renewable multi-year contracts (Professors in Practice, Research Professors at the ranks of Assistant, Associate and Professor). The part-time faculty includes intellectually significant practitioners who are an important part of the vigor and immediacy of the program.

The intellectual presence of the School of Architecture on the campus is supported by the school's physical presence. The school's buildings, designed by Marion Manley, south Florida's first woman architect, were renovated by Professor Hochstim in the mid 1980's. The 63,936 square foot compound includes studios with individual work stations, classrooms, an architecture reference library, the model shop, materials lab, the Center for Urban and Community Design, the MRED+U Program, old gallery, faculty offices, computer lab, and the Office of Academic Services and Career Placement. Those facilities are organized around an oak-shaded courtyard which is an important gathering Place and outdoor room facing Lake Osceola. The new Jorge M. Perez Architecture Center that includes Glasgow Hall, the Korach Gallery and Rinker classroom was finished in October of 2005. The hall is intensively used by the school for lectures and courses, and increasingly by other schools and departments of the University. The hall is also regularly scheduled to host ARE courses and practice exams by the AIA, and continuing education and meetings by the USGBC.

This has helped make the School of Architecture's presence on campus more visible and has facilitated opportunities for joint-collaboration such as the Minor in Urban Studies and joint-projects with the School of Engineering.

The School promotes architecture as a professional and humanistic course of study and offers a curriculum complimented by vigorous liberal arts education. All undergraduate Architecture students must satisfy the University-wide general education requirements, take 18 credit hours of non-architectural electives, and complete an "out of school" minor. Architecture courses for non-Architecture majors (ARC 292, 293 and 294), and architecture theory and history courses are cross-listed and available to satisfy general education requirements for other majors.

School faculty members have increased contacts with architecture faculty colleagues in the region, particularly for studio reviews. In 2009, history Professor Katherine Wheeler, established a regional meeting of architecture historians. Every month, faculty members from the University of Miami, Florida International University and Florida Atlantic University (the three accredited schools in South Florida) meet over lunch, present and comment on a paper to be published or presented at a conference. The meetings are open to graduate students and interested faculty as well.

B. Architectural Education and Students

That the students enrolled in the accredited degree program are prepared to: live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breath of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

The School provides a supportive and nurturing environment where personal and professional growth are enriched by exposure to the diverse cultural make-up of the faculty, students, and the residents of South Florida, a living context of cross-cultural collaboration and development.

The entering undergraduate student is treated as a "professional-in-the-making." Collegial respect for cultural differences is stressed in the very first assignment, the Home Town Map. Sharing the architecture and urbanism of their divergent cultures in an exercise in cartography and representation, freshman students are introduced to an attitude of learning that continues throughout the curriculum. Leadership opportunities in Tau Sigma Delta, student government, AIAS, Students for the New Urbanism (SNU), and Emerging Green Builders (EGB) enhance student intellectual and social life. Student representation in faculty meetings, committees, inclusion in NAAB self-assessment exercises, participation in the AIAS Forum, the summer Grassroots meeting, and occasional opportunities to design potential campus projects are examples of student contributions to the life of the institution.

Undergraduate students focus on the core curriculum in semesters one through six; in semesters seven through ten, they select an out-of-school minor, professional elective courses, and elective studios, where they are exposed to varying forms of practice, national and international. Graduate students follow a similar sequence in condensed form with a four semester core leading to graduate-oriented elective studios, and culminating in the two-semester sequence of courses (ARC 699 + ARC 610) that comprises the Architectural Thesis. In summary, the program places future professionals into a context where self-worth, dignity, and cultural distinction are paramount in celebrating the beauty and purposefulness of Architecture as a civic art.

Undergraduate and graduate students are regularly exposed to projects that involve community participation, presentation and discussion with residents, developers and community leaders. In 2007, all the school studios for the fall semester were asked to direct their attention to the issue of the Miami waterfront (bay and river). In connection with Miami 21, the city plan that was being discussed at the time, various aspects of the waterfront, such as the design of a continuous waterfront promenades, urban design strategies for the mouth of the river, a monument and strategies for global warming, were addressed in studios from first year to graduate electives. A large exhibition took place at Freedom Tower in 2008 and a catalogue, now funded by a grant, will be published during the 2010-2011 academic year.

The success of these endeavors is demonstrated in the number of employment offers which flow through the Academic Services and Placement office and in the successful placement of undergraduates and graduates in local, national and international offices (London, Barcelona). The School of Architecture Career Fair draws representatives from national, regional, and local firms who interview student for internships and summer positions. This is the culmination of a much longer process which starts with class visits to local offices and continues throughout the curriculum: ARC 550 Professional Lecture Series, focuses specifically on current practitioners; ARC 452/652 Professional Practice, examines in detail the structure of professional relationships. Practitioners are part-time faculty, guest lecturers, and visiting critics,

and the on-going relationship of students and alumni is fostered through a variety of events including the annual homecoming barbecue and the annual lecture and exhibition series.

Placement counseling includes discussion of resume and portfolio preparation and interview demeanor. Students meet with architects as well as representatives of landscape and interior design firms during the annual Career Fair. The Office of Academic Services and Placement also maintains a portfolio of student resumes which employers frequently consult. Additionally, visiting speakers in the classroom illustrate by example the career opportunities architects may pursue. The integration of alumni, practitioners, and faculty in cooperative teaching reinforces students' awareness of the varied opportunities for professional development in architecture and related fields.

In response to the economic crisis and the rising unemployment rate among alumni and graduating students, in 2009 the Office of Academic Services and Placement created the Alumni Studio. Under the coordination of alumni Steve Fett and Joaquín Pérez, unemployed alumni in the region are invited to participate in various initiatives that allow them to keep active, meet potential employers, and acquire new skills. Alumni have participated in competitions, in the Haiti charrette (2010), and in the design of a memorial garden at the MAST Academy high school, which they will be constructing this year. The Alumni Studio also has an electronic network that enables alumni to correspond about career opportunities outside our region; several recent graduates have found employment through this network.

Undergraduate and graduate students are encouraged to take part in national and international competitions. Studios regularly tackle ACSA competitions; in 2009, an upper-level studio entered the first Dawntown competition in Miami, and two groups of graduate students in urban design (with some undergraduate students in the teams) won two awards at the 2010 Congress for the New Urbanism. Likewise in 2009 a group of graduate real estate and design students placed among the finalists in the ULI Hines Competition for the redevelopment of a neighborhood in Denver, CO. In 2009, the School was selected for the first time to be one of the 16 schools nation-wide invited to participate in the Lyceum Competition, a traveling fellowship award from Philadelphia. A new course emphasizing the communication skills necessary to succeed in competitions (diagramming, written presentations, graphic layout of the boards, etc.) has been established and will be taught for the first time in the fall of 2010.

A significant percentage of undergraduate students continue advanced studies and enroll in prestigious graduate programs around the country such as: Harvard Graduate School of Design, Princeton University, University of Virginia, MIT, Yale, and Sci-Arc. Many of our undergraduate and graduate students are teaching in local schools such as Miami-Dade Community College, Design & Architecture Senior High (DASH), and in other national schools of architecture. A small number of graduates are pursuing their Ph.D. degree: currently Hector Burga (M. Arch. 2000) and Sibel Veziroglu (B. Arch. 2002, M.Arch. 2008) are currently writing their dissertations respectively at the University of California at Berkeley and Università della Sapienza in Rome.

C. Architectural Education and the Regulatory Environment

That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

The faculty of the School of Architecture has over the years fashioned a curriculum that equips the student with knowledge of the profession by engaging and critiquing established norms of practice. Current concerns for sustainability of the environment and community building are bringing about a rethinking of previous assumptions and the academic environment is fertile soil for this creative reevaluation. Course content and sequence is structured to guide the student through an educational experience that leads to further professional development, registration, and a professional career. ARC 306 Design VI: Comprehensive Studio, the last in the undergraduate core and ARC 504 Design IV Comprehensive Studio, the last in the graduate core sequence offers a summation of all previous core studio concerns. The Comprehensive studios in both programs include a full range of work from selection of building systems through detail technical development of a building. Graduate students on the Advanced Track must enroll in the ARC 504 Comprehensive Studio, independently from their design experience in their undergraduate curriculum.

In the required core curriculum, the interweaving of fundamental knowledge, design, communication and practice is evident in the studio topics which draw upon a companion lecture course or seminar so that projects are both research based and pragmatically realized. The semester by semester integration of seminar and lecture course with the studio topic engenders a working process which demonstrates the relationship between research and design.

The selection of reality based projects, occasionally with community clients and citizens eager for results, allows the students to test their knowledge and skill on actual problems in the built environment. The comprehensive studio demonstrates each student's ability to coordinate technical systems along with health, safety, and welfare standards through the application of relevant zoning and building codes. The comprehensive studio also demands an understanding of the environmental and cultural context, and historic traditions of building and settlement. With each area of investigation a prior semester studio theme, the comprehensive studio calls upon the student to pull all of these issues together into a single project. The architectural practice courses introduce the student to the complexities of contracts and administration of a professional office.

Supplementing the required course work, practical experience gained through the Center for Urban and Community Design (CUCD), the Design/Build studios, and volunteer work for Habitat for Humanity expand student's comprehension of the role and responsibilities of an architect in society. Numerous team projects in design studio also underscore the value of collaboration in practice and prepare students for life in the profession.

The faculty's commitment to a critical mode of practice, internship opportunities in the greater Miami area, and the involvement of the faculty in important statewide licensure and professional programs, maintain and nurture the connection between education and registration. Many faculty members serve as informal IDP mentors for graduates. Prof. Allan Shulman, the School's IDP Coordinator, attended the IDP conference during summer 2010, and will lead an intensified IDP presence in the School. The NCARB Assistant Director for the Intern Development Program (IDP) Nick Serfass gave a school-wide seminar on IDP last year and will do the same this year. (He is also a graduate of our Master of Architecture Program). Adjunct Professor Raul Rodriguez, appointed by the governor of Florida, heads the state-wide commission on the building code. The School of Architecture is also the site for ARE courses and practice exams held regularly in Glasgow Hall. The on-going commitment of many faculty members to practice provides models for the students and gives a unique climate to the school linking architectural education and the profession.

D. Architectural Education and the Profession

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment to understand the diverse and collaborative roles assumed by architects in practical to understand the diverse and collaborative roles and responsibilities of related disciplines, to respect client expectation, to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities, and to contribute to the growth and development of the profession.

Since its founding, the faculty of the school has been immersed in the shaping of the physical and professional environment of the region. Specific courses in professional practice address this preparation directly through readings and discussion. Responsibility for the social and environmental impact of one's professional activity is the core of the school's philosophy, a foundation for core lecture courses and studios, as well as the Center for Urban and Community Design's community based projects.

Studios invoke the social, environmental, and economic responsibility of the architect through project context and the participation of community members. Courses in professional practice examine these issues more specifically and in historical context. Required and elective courses promote the School's mission to address issues of social and environmental responsibility in the context of urbanism and community. The general commitment of the faculty to building livable communities sets the ground work for ethical responsibility. Community building engages multiple disciplines outside of the profession. ARC 223, Architecture and the Environment, is an example of how a number of the allied disciplines are included in classroom teachings, with participants from the Rosenstiel School of Marine and Atmospheric Science and the College of Arts and Sciences. The graduate version of the course, integrated within an innovative concept of theory of architecture - ARC 500 Theory of Architecture and the Environment - will be taught for the first time during the fall of 2010. Student exposure to the process of construction has increased through the Design/Build studio and the BIM-based design studio taught by Professor Armando Montero.

The School's commitment to develop each student's ability to uphold the integrity and dignity of the profession and respect the rights, aspirations and contributions of others begins on the first day of class and is modeled through the relationships among faculty and students. The Studio Culture Policy, for example, immediately sets forward the model of the professional who is responsible for the impact of his or her actions. Students are expected to maintain the aesthetic and social well-being of the studio and to work in concert with others.

Faculty members are responsible for demonstrating by example the appropriate demeanor that distinguishes professional relationships. This is to be seen in the respect with which colleagues and students are treated in the classroom, studio,

and after hours at lectures, exhibitions, and school events. Respect for the contributions of others is taught by the requirements for rigor in accurate citations of ideas and sources.

In the classroom, the faculty seeks student participation in various ways, thorough incentives for discussion, the use of electronic means such as Clicker, and a structure of teamwork. Projects assigned as team efforts, for example, foster the development of trust as an outgrowth of shared responsibility. Typically, every studio assigns at least one team project, often in the area of research, but occasionally the design project itself includes certain team decisions and some team design work. Charrettes in studio and in extra-curricular outreach, for example, depend on collaboration. Students discover the enhanced intellectual power of several thinkers and the benefits of shared insight and collective responsibility for design development and representation.

The criteria faculty apply to project reviews is a further opportunity to guide students in their ability to apply ethical judgment, understand the impact of their professional activities, and uphold the integrity and dignity of the profession. In the first semester of first year, discussion centers on the contribution of the architect to culture, expanding the role of the professional as a steward of the built and natural environment to include a stewardship of human culture. The clarity of professional judgment is founded upon the awareness of the importance of the architect in the expression of culture and the understanding that the public forum in which architects builds requires a sensitive balance between the rights of the individual and the needs of society.

Studio faculty reinforces this effort in the demeanor and tone of design reviews. Students are treated with respect for the magnitude of their effort. Concern for student's ideas and development guides the procedure of the review. Faculty are careful to make clear the criteria of evaluation and to coordinate the review to maintain a constructive environment, which focuses on the opportunities of each presentation rather than exclusive, ruthless and public delineation of deficiencies. By establishing good working relationships through the structure of course work, assignments, and reviews, ant the inclusion of professionals from related disciplines, such as engineering, landscape, and interiors in the studio, lecture courses, seminars and reviews, the school advocates a lifelong pattern of collegiality and professionalism.

The School's presence in the profession is bridged by student organizations such as the AIAS, whose coordination of the annual exhibition of the school's work at the AIA Chapter Awards banquet and most recently at the AIA National Convention brings the work of the school to the profession. Both Faculty and students were well represented this year at the AIA Convention with faculty and students hosting 12 sessions and two tours, ten faculty members giving presentations and sixteen students participating in events.

E. Architectural Education and the Public Good

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

Miami and Dade County as Laboratory

Miami-Dade County presents cultural conditions that demographers predict for the rest of the country. Multi-cultural, urban and rural, and with a short tradition of building for the collective civic good, it demonstrates the effects of 21st century urban forces at work. The preeminence of the individual property owner and developer over an ordered process of design has resulted in a patchwork of residential and commercial zoning. Where the developer was thoughtful, well educated, and well connected the result is Coral Gables, home of the University; where civic goals receded, the result is Kendall, home of the strip shopping mall and walled subdivision. Most recent is the uncoordinated densification of coastal urban areas including Miami's downtown.

Beyond the shifting cultural values which Miami-Dade exemplifies, its natural limitations make manifest the problems of finite resources: the natural boundaries of the Everglades and the Atlantic Ocean; the fresh water supply; and the cyclical vulnerability to hurricanes. The needs of those seeking to share in the benevolence of the climate, the political system, or the economy balanced against those already dwelling here, set against the panorama of a sensitive and ailing landscape creates a cinematic struggle which is enacted in the streets of Little Haiti, East Little Havana, and the cul-de-sacs of upscale golf-retirement communities, places studied and used as sites for the various design projects throughout the curriculum.

This drama is an important part of the discourse of the school in the studio and the classroom. Extensive research on the urban and suburban condition has led to several studies including the school-wide semester study of Miami's waterfront, to build support for a public promenade along the bay, and to propose urban design solutions for the connection and integration of the various neighborhoods that border it (Brickell, Edgewater, Miami River, Little Havana). Other opportunities such as the charrettes for the Miami Marine Stadium and for Haiti are part of the School's efforts provide vitality and reality in the curriculum, enabling students to encounter a multiplicity of cultures and demands both environmental and social, and immersing the budding student of architecture in society.

The fragility of the South Florida natural environment and the need to conserve its resources provides a valuable context for larger issues of diminishing natural resources. Students are introduced through studio projects and field trips to the edges of human inhabitation and the impact of development on a subtle and vulnerable landscape, urban and rural. Cross disciplinary special projects are undertaken involving other departments in the university as well as visitors to the school. Faculty and students have completed the documentation of the history of Miami-Dade County Parks, working with faculty from other University departments as well as County administrators.

The City of Miami Beach (which has the densest building fabric of any East Coast city south of Washington DC) has also become increasingly an important part of undergraduate and graduate studies. The city is a laboratory of modern new urbanism where students can study typological issues in details, strategies of in-fill housing and other structures, historic preservation and addition to historic buildings—all issues of increased importance in the 21st century for sustainable design and urbanism.

Many of our student organizations are engaged in responding to pressing challenges facing the design world. The AIAS Freedom by Design initiative, in h collaboration with the Miami-Dade County Office of ADA Coordination, has engaged in outreach efforts to assist underserved parts of our community. Freedom by Design is a service program that focuses on low-income, elderly, and disabled individuals, addressing their needs through design/build projects. Other organizations include The Emerging Green Builders, the student arm of the United States Green Building Council; and the Students for the New Urbanism (SNU) a student organization related to the Congress for the New Urbanism (CNU) dedicated to promoting awareness of the urban design movement and issues related to the built environment. The School's commitment to historic preservation within the global agenda of sustainability has increased with the 2008 establishment of the Certificate in Historic Preservation; one of the certificate elective courses produces drawings for submission to the Historic American Building Survey (H.A.B.S.). The most recent class won an award in 2010 for the survey of a historic arcade along Flagler Street in Downtown Miami.

Miami is a microcosm of a global society and absorbs daily the shock waves of shifting cultural values, diminishing natural resources, heterogeneous political structures, and diverse clients and users. Positioning the student to constructively engage such a community is a challenge. The relationship between the School and its context is vital to teaching the method through which one analyses and understands the complex interactions of contemporary life as well as the substance of rapid change in the city. The first projects in the first studio introduce the city as the forum for their discovery and discussion of ideas. Subsequent course work includes practitioners, local history and the opportunity for original and primary research.

The Center for Urban and Community Design provides another venue for participation in the life of the community, its political and social fabric. The CUCD structures encounters for the students to experience the diverse context of South Florida, and undergraduate and graduate students participate in community charrettes that involve citizen's groups, public agency representatives, lawyers, developers, sociologists, educators, and private citizens of all ages and income levels. The results of these encounters are diverse and include such work as the Coconut Grove playhouse Study and the Haiti Charrette.

Global World of Studio Learning

While Miami is often the focus for the core-studio projects, undergraduate and graduate students are exposed to different realities in the United States and around the world. Design studios in New York have been a recurrent opportunity both within the core and in the upper-level, and projects in cities like New York and Providence offer students the opportunity to work within a different climate and building culture, often on topographically complex sites (East-side of Providence, the High-Line in New York City). Recently, upper-level design studios have designed projects in Berlin, Nigeria, Santo Domingo and Cuba, providing students with a broad perspective of societal needs across the globe.

The Rome Program celebrated its 20th anniversary several years ago, with a school exhibition that attracted a large constituency of students, alumni and friends of the School. Now in its own quarters at the edge of the Borgo

neighborhood, it has expended in size and quality by virtue of the new and better equipped facilities, the full-Internet wiring of the studio and lecture hall, as well as the hiring of Italian faculty to provide advanced knowledge in fields such as antiquity, traditional techniques of construction, and contemporary approach to traditional architectural and urban design. This year the Rome Program is collaborating with the University of Maryland faculty and students in a project of preservation and community design in Castellamare di Stabia, south of Naples.

The yearly summer Open City Studio program brings increasing numbers of students to travel and work for five weeks in Japan (Tokyo), South Africa (Johannesburg), Sweden (Stockholm), with a recent emphasis on documenting and designing for informal settlements.

Finally, Research Affiliates in residence at the school of architecture continue to offer program enrichment through faculty and student exchange. This past year Alfredo Rivera an Art History Ph.D. candidate from Duke University participated in reviews and graduate discussions on his research on the architecture and culture of 50-60's Cuba. Hector Burga a school alumnus now doing his PhD with the University of California at Berkeley has been involved with faculty and students as he conducts research on Miami, and Dr. Jeon-Hee Ryu from the Department of Architecture, Kyonggi University, Kyonggi-Do Korea, has been involved in many studio reviews while she conducts her research eat the School. In this way, Students are exposed in a variety of ways to international concerns in the profession.

I.1.4 Long-Range Planning:

The APR must include the following:

- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *A description of the data and information sources used to inform the development of these objectives.*
- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
- *A description of the role the five perspectives play in long-range planning.*

School goals for continuing improvement are articulated in the School's Strategic Plan, part of the University's Strategic Plan compiled in 2007. Following the Provost's suggested outline, the School of Architecture's Plan has short and long-term action goals, presented below in outline form. A separate document establishing the cost of each goal was also formulated as a fundraising list for the School. The School of Architecture Strategic Plan was revised in the spring of 2010 to reflect accomplishments and new goals emerging three years after the original Plan. Both the 2007 Strategic Plan and the 2010 Strategic Plan are in the Appendix, and the 2010 Plan is included at the end of this section.

Over the years, a series of planning documents have reflected long standing principles and values that animate the School of Architecture's faculty. With its primary mission of dedication to students, scholarly advancement and engagement with community, the School of Architecture's culture emerges from the tenet established two decades ago, that the larger context of environment and community must always play a role in the design of buildings and landscape.

The faculty envisions a school committed to professional knowledge founded in history, and to the education of future professionals skilled in research and analysis as well as design. The School is a work in progress, with a faculty constantly evaluating values and methods, responsive to the needs of the profession, and aware of its position relative to other architecture programs.

The collegial ambience of the School of Architecture enables continuous improvement to be a goal shared by all faculty members. This goal is engaged in a variety of forums ranging from frequent informal discussions about pedagogy, advancements in the profession, and research endeavors that take place in the School courtyard, to regular faculty meetings that address specific topics for action, to meetings with professionals and advisory groups such as the Visiting Committee that provide perspectives from outside academia.

The dean's office seeks to provide data to support these discussions from a variety of sources. These include the University's data set collated by the Office of Institutional Research, derived from institutional records and surveys of students, faculty and staff; the NAAB published statistics; the NCARB A.R.E. pass rates; the ACSA publications and conferences; and a variety of efforts made by the dean's office and by individual faculty members seeking comparative information from peer institutions. Faculty and staff maintain communication and exchange information with their counterparts in other institutions.

The NAAB five perspectives on architectural education play an important role in the School's long range planning. While much of the Strategic Plan regards measureable improvements, and the five perspectives may not be all obvious in these goals, the perspectives nevertheless have been guiding the advancement of curriculum, pedagogy and extra-curricular opportunities for the students in recent years.

- Architectural Education and the Academic Community: The architecture programs and faculty have been developing and maintaining connections with other disciplines in the University for many years, to the benefit of both students and faculty, and the Strategic Plan calls increased collaboration with other programs in the University.
- Architectural Education and Students: Curriculum adjustments have advanced beyond that called for in the Strategic Plan, with changes in the core courses of the professional programs as well as the addition of other opportunities such as the six areas of focus in design studios and elective courses, including health care design and tropical coastal design, enabling students to prepare for the short and long term professional context.
- Architectural Education and the Regulatory Environment: while the Strategic Plan does not speak directly to this topic, curriculum and faculty changes of recent years are providing an ever greater emphasis on practice and the regulatory environment, including the identification of a new IDP coordinator, Allan Shulman, with the intention of developing a new IDP plan for the School following recent changes in the national program.
- Architectural Education and the Profession: here also, an ongoing faculty discussion about course and studio topics related to preparation for professional leadership, especially in regard to the professional's role as

advocate, has produced classroom engagements with topics of critical need such as global warming, and new types of client groups such as non-profit developer Habitat for Humanity and others.

- Architecture Education and the Public Good: The dedication to architecture as a civic art has long been a tenet of the school's pedagogy in the core theory courses as well as in the studio. Nevertheless, new courses and topical adjustments in the core curriculum are embedding social and environmental concerns in the core student experience, as well as in elective and extra-curricular opportunities such as the Center for Community and Urban Design (CUCD) projects and the recent AIAS engagement with Freedom by Design. The M.Arch. thesis encourages research and projects exploring current topics of sustainability, infrastructure and informal urbanism.

FIVE YEAR STRATEGIC PLAN - REVISED SPRING 2010

SCHOOL OF ARCHITECTURE MISSION STATEMENT

- Prepare students for professional engagement and lifelong learning in architecture, urbanism and related fields
- Preserve and develop knowledge for the profession, through research and practice.
- Share knowledge with the community, locally and internationally.
- Promote building and community design goals of environmental responsibility, social equity and economic sustainability.

BACKGROUND

The School of Architecture is rooted in the founding of the new community that created the University in 1926. Coral Gables emerged as a new town during the City Beautiful era of the twentieth century, a high point in the history of architecture and city making. The idealism of the founders, including the architects of the city's plan and first buildings, who were also the first faculty of the university's architecture program, continues to inspire the School's faculty and programs. The belief that architecture is a civic art, an act central to building community and always part of a larger context, is the foundation for our curriculum, for the faculty's scholarly work, and for the school's outreach to both regional and national audiences.

The study of architecture at the University of Miami has evolved from an undergraduate major to an accredited professional degree program (1967), to the establishment of the School of Architecture (1983), to the multiple programs and national reputation of today. We present a variety of topics to a range of students from high school summer-campers to under-graduate and graduate professional degree seekers, to mid-career community builders.

2007 STRATEGIC PLAN

The Jorge M. Perez Architecture Center's opening five years ago has provided impetus for professional program curriculum improvements and for the establishment of new programs. These were among the School's 2007 Strategic Plan goals. Most of the 2007 goals – those not requiring major funding – have been achieved:

- established four new programs: B. Arch/MBA; BSAE/M.Arch; MRED+U (Real Estate Development and Urbanism); Certificate in Historic Preservation;
- improved undergraduate graduation rate from 59% (2007) to 73% (2009)
- improved quality of entering graduates: average GRE up 34 points since last year.
- increased financial aid for graduate students
- instituted annual semester in Rome for graduate students (undergraduate program 20 years old)
- increased faculty recognition (4 books published with national and international presses in 2009)
- improved Fabrication Lab facilities with dust collector and new machinery including laser cutter
- re-designed School website and recruiting materials

2010 STRATEGIC PLAN

The School's 2010 goals are organized as a framework for the approaching campaign, under the topics of curriculum, students, faculty and staff, facilities and other support.

Curriculum:

The recent curriculum improvement and expansion continues at a steady rate within the vision that has earned the School its international reputation. The changing context of professional practice and program accreditation serve as a guide to evolution, as does the faculty's ongoing discussions of the best way to fulfill our mission.

- **Revise professional curriculum** (B.Arch., M.Arch.) to generate a semester by semester checklist of knowledge and skills, and to reflect new accreditation criteria. (budget neutral, underway)
- **Reposition Master of Town and Suburb Design** as **Master of Urban Design** with revised curriculum to reflect evolving economic and development conditions in the U.S. and around the world (budget neutral, underway)
- **Review Master of Architecture in Research** to expand opportunities for cross disciplinary studies and research in architecture, urban design, real estate development and with other University departments (budget neutral, underway)
- **Develop new certificate programs** by consolidating curriculum offerings in seven areas of faculty expertise, to assist in student recruitment and to promote faculty recognition: (budget neutral, underway)
    - historic preservation (certificate program established)
    - health care design
    - new urbanism
    - real estate development
    - mid-century modern architecture
    - classical architecture
    - sub-tropical and tropical design
- **Develop courses to study architecture and urban design** for university students outside School of Architecture. (budget neutral, underway)
- **Explore off-site B.Arch. transfer program** in Orlando and Nassau; preliminary investigation shows significant revenue could be generated in these underserved market locations. (budget neutral, underway)
- **Explore establishment of a Ph.D. Urban Design** to extend School's research capacity and reputation; growing inquiries about advanced study and research in School's focus areas, and this year's presence of several dissertation level Ph.D. candidates from other institutions, have increased faculty interest in providing a doctoral program. (budget neutral study; program funding sources to be explored, also)

Students:

Student quality has been increasing, with the School's SAT average among the top in the University. Competing with aspirational peer schools for students requires constant improvement in programs and facilities as well as in opportunities for experience and increased financial aid opportunities.

- **Increase quantity and quality** of applicants and enrollment in M.Arch, MUD and MRED+U programs (depends on additional scholarship funding)
- **Increase recruitment of graduate students from abroad** through increased promotion of programs internationally and development of new exchange and collaboration programs (budget neutral)
- **Increase improvement** trajectory for all programs: increase test score averages (depends on additional scholarship funding)
- **Institute a fifth year** teaching assistantship for best B.Arch. students (budget neutral)
- **Increase scholarships** for upper level undergraduates and graduate students, in particular to assist in final semester (campaign goal $1million)
- **Establish Rome scholarship** to enable more students to participate in semester program abroad (campaign goal $500,000.00)

Faculty and Staff:

After several years of attending to curriculum improvements and additions, it is clear that the School's next strategic focus must be on faculty resources, in particular with regard to quantity and topical distribution of full-time faculty, and to teaching load as it relates to expectations for research.

- **Add three new full-time faculty positions;** current ratio of full to part-time faculty is inadequate particularly in undergraduate core classes. (including decrease in part-time faculty, this requires annual budget increase of $250,000.00, to be derived from
- $5.5 million campaign goal for faculty chairs)
- **Reduce full-time teaching loads** to reflect that of peer schools; for faculty producing scholarly work, a reduction from 18 credits/year to 15 (or 12 in the case of the historians) will require additional full-time faculty to maintain overall credit hours (annual budget increase to be determined, to be derived from campaign goal for faculty chairs)
- **Add two distinguished part-time visiting studio faculty positions** for undergraduate/graduate upper-level studios (annual budget increase to be determined, to be derived from campaign goal for faculty chairs)
- **Add staff writer/publications coordinator** to manage increasing need for communications, symposium assistance, recruitment material and website. ($80,000.00 addition to School budget, $1.5 million endowment)
- **Seek dedicated funding for the Center for Urban and Community Design (CUCD)** to support a staff position ($50,000.00 annually, requires a $1 million endowment)

Facilities and other support:

The future of the School's facilities revolves around the preservation and restoration of the historic Marion Manley buildings (Bldgs. 48 & 49), part of the University's preservation goals. Minimally renovated in 1983, these buildings require major attention to ensure their longevity and their continuing usefulness for the School's programs. Three program areas they will never be able to accommodate remain as pressing needs: unified studio space for the undergraduate and graduate core design studios; a larger fabrication lab to accommodate new hi-tech fabrication machinery; and library facilities to enable the transfer of the architecture collection from Richter, and its growth from 40,000 to 100,000 volumes.

- Complete **master plan for School facilities**, including new library and consolidated studio space for first and second year students ($50,000.00 School plant funds)
- Design, fund and **build 12,000SF new studio space** ($4.5 million: $0.5 million in hand,
- $4 million campaign goal)
- Design, fund and **restore Buildings 48 and 49**, including additions for handicapped access and current building code requirements
  ($10 million - $500,000.00 grants, $9.5M philanthropy and University)
- **Add fabrication and prototyping equipment** to Fabrication Lab ($50,000.00 – special programs revenues)
- **Convene second fall MRED+U Council** meeting in conjunction with the School of Business Administration's MBA-Real Estate Council and create University–wide Real Estate Programs Board including the Law School LLM Program in Real Property Development (School budget)
- Pursue the establishment of a **University-wide Real Estate Center** to pursue multiple fundraising objectives (jointly with School of Business Administration)
- Add **software and online database subscriptions and library holdings** to support courses and research for program in real estate development and urbanism, new urbanism and preservation ($50,000.00 campaign goal)
- Seek dedicated funding to establish **annual sponsored capstone charrette** for MRED+U and MUD students ($25,000.00 annually, requires a $500,000 endowment)
- **Initiate Continuing Education Units (CEU's)** for travel study and computer courses (revenue generator)

I.1.5 Self-Assessment Procedures:

The APR must include the following:

- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*
- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development., learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*
- *Any other pertinent information.*

The School has several regular self-assessment processes in place: semester faculty evaluations, annual faculty reviews, the Strategic Plan, annual response to NAAB team Findings, the Visiting Committee, the SACS annual assessments and ten-year self-study, and student and professional focus group meetings.

Regular and on-going discussions and review of academic programs are conducted through the monthly meetings of the School of Architecture faculty who constitute the Curriculum Committee for the undergraduate and graduate programs, in the weekly meetings of the program administrators with the dean (A-team), and through annual and sometimes semi-annual faculty retreats. Faculty and administration also participate in smaller curriculum discussion groups that address specific change proposals.

This section explains all of these, and describes current self-assessment progress and future direction.

Semester Faculty Evaluations

The responsibility for course evaluations each semester, once the responsibility of individual schools and colleges of the University, is now centrally administered online through the University Testing Center. A faculty committee of the university was charged with re-examination of the survey techniques at other institutions and the development of evaluations tailored to each school and program. The School of Architecture semester faculty evaluation has tabulated multiple-choice responses and a section for written suggestions and comments. The new online system allows students to log on during a specified time period and protects student identity by replacing previously hand written comments with electronic responses. The results of the evaluations are available to the students online. The success of this system needs further study. Since its implementation, participation has flagged with the percentage of participation ranging from a high of 80% to a low of less than 50%. The University is discussing ways to increase participation without mandating it as a requirement.

The Testing Center tabulates and returns the summary of the quantitative analysis and printed comments to the individual faculty and dean several weeks after final grades have been submitted. The School of Architecture plots each numerical response average against a school average so that faculty can determine individual performance in relation to the school median and mean. These comparisons are sent to each faculty member.

The Board of Trustees has mandated that these evaluations be used by the deans in annual reviews of faculty for merit raises and in reappointment and tenure reviews. Additionally, the program directors review evaluations to inform teaching assignments. The Faculty Senate continues to monitor the effectiveness of the evaluation process. Evaluation forms are included in the Appendix.

Annual Faculty Review

The University Faculty Manual mandates "a systematic annual evaluation of every faculty member, tenured and untenured." Each school and college is advised to develop a system appropriate to the discipline. At the School of Architecture all faculty are reviewed by the dean. Faculty complete an annual self-reporting form which, along with teaching evaluations, is reviewed by the dean in consultation with each faculty member. A Scholarly and Creative Activity Committee comprised of three tenured faculty, reviews faculty research and reports to the dean. The dean then forwards her recommendations to the Executive Vice President and Provost.

In the case of candidates for re-appointment, tenure and promotion, individual faculty contributions in teaching, scholarship and research are examined by the appropriate group of colleagues. The Faculty Manual mandates that the "file of a candidate for re-appointment, promotion and tenure shall contain an assessment of teaching performance,"

which is based on "classroom visitation, and a summary and interpretation of student evaluations." Teams of two voting faculty members conduct reviews of the classroom teaching of tenure-track candidates. When an associate professor is to be voted on for promotion, a similar review is conducted by full professors. The candidate's research and service record is also reviewed. Between three to five outside (extra-institutional) confidential review letters are sought by the dean for each candidate. Finally, a vigorous and open discussion is held on the candidate's record and contribution to teaching, research, and service. The dean then forwards the results of this discussion and the separate faculty vote along with her assessment of the candidate to the Provost and President. The Faculty Manual states that the Provost then forwards a decision regarding "recommendation for the award of tenure to the Board of Trustees or a tenure decision by the Board of Trustees, which is the final authority for the award of tenure."

Until this year, the dean has chaired the promotion, tenure and reappointment committee for the School. This past year, the faculty search committee suggested that henceforth a three person committee manage the process, bringing the results of the faculty deliberations to the dean. The new process is under discussion with the Dean of Faculty Affairs.

Annual Strategic Plan

Based on on-going faculty meetings and School Council discussions, and on matters covered in the School's annual retreat, the School's administration generates a review of external and internal conditions that affect the future of the school and the profession, and sets forward an action plan as part of the University's Strategic Plan, which is in Appendix A. The School of Architecture Strategic Plan undergoes an annual review by the University administration as part of the University Strategic Plan that requires the approval of the Board of Trustees. The current Strategic Plan of the School of Architecture is included in the Appendix D.

Under the new administration in 2007, the School developed a new Strategic Plan in an extensive process of participation. The Plan is updated regularly, including as part of the retreat at the opening of the fall semester. The retreat includes the Faculty Council as well as all adjunct and part-time faculty, staff, and representatives of the student organizations. Recent discussions have focused on curricular issues for the development of new masters programs, teaching seminars for new faculty, programming and master plan reviews for expanding the School of Architecture, new facilities for our Rome Program, outreach efforts to Haiti, and this fall, a discussion of drawing courses. The most recent update of the Strategic Plan was produced in the spring of 2010.

Visiting Committee

The University requires each academic unit to form a Visiting Committee of distinguished visitors chaired by a University Trustee and composed of Trustees, architecture professionals, industry and civic leaders. The Visiting Committee reviews materials prepared in advance, spending a working session at the school with administrators, faculty, and students, and deliberating on recommendations delivered to the Provost and President, and reported to the Board of Trustees. The current Visiting Committee comprises industry related professionals who have assisted in providing a bridge between education and practice. Several recent Visiting Committee suggestions are in the process of development in the School, including an area of focus in tropical and sub-tropical architecture and urbanism, and the restructuring of the post-professional architecture program. The list of current Visiting Committee members is in the Appendix.

Ten Year SACS Self Study and Annual SACS Assessments

In 2008 the University of Miami received reaffirmation of accreditation for the next ten years from the Southern Association of Colleges and Schools (SACS). The university is committed to an ongoing assessment program and has developed the Quality Enhancement Plan (QEP) to look at implementing strategies for improvement and measuring the impact new strategies for learning in the university. Prof. Richard John of the School of Architecture has been a member of the University's QEP Committee. Prof. Rocco Ceo was part of the original steering committee that determined the focus for the QEP. Andy Gomez, the University of Miami's Associate Provost for the Office of Accreditation and Assessment (OAA) was recently appointed a commissioner on the 72-member SACS board for his leadership in the accreditation process.

As part of the University wide SACS outcomes assessment program initiated for the last SACS accreditation cycle, School of Architecture students are tested for language, math and technology proficiencies, as freshmen and in their final semester, to measure knowledge growth. Associate Dean Denis Hector has been administering this program as well as the School's own Student Learning Outcomes Assessment program, in which several courses in both the bachelor and masters program assess student progress. For instance, in the B.Arch. program students are assessed in the first year spring studio and again in the third year spring comprehensive studio. Using the School's mission statement as Program

Objectives, the Student Learning Outcomes and Assessment Measures focus on three outcomes: Practice: Architectural Design Skills Theory: Scholarship and Research Skills; Communication: Verbal, Writing and Graphic Skills. Samples of the Assessment Forms are in the Appendix.

Student and Professional Focus Groups

Over the years, the school has engaged a variety of methods to determine student perceptions of strengths and weaknesses in academic and extra-curricular programs. The school administration relies on meetings with undergraduate and graduate student representatives to maintain awareness of current issues. Recurring issues include inadequate printing facilities at semester's end (research into a rendering farm hopes to mitigate this problem), more interaction between students of different years (both from the 2008 focus group and meetings with faculty), and studio space needs (plans for a new open plan studio building have been prioritized in the master plan efforts currently underway.) Additionally students have expressed an interest in more hands-on experience to build, (a Design-Build studio was offered in the fall 2009 and will be offered each fall along with a regular set-design and construction course in cooperation with the School of Music. Notes from a variety of focus group meetings are included in the Appendix.

Self-Assessment Report

The philosophy of the school as outlined in the Mission Statement presents the study of architecture in the broader context of environment, society and economy, in which architecture is understood to be a public and civic act with incumbent responsibilities. The commitment to teaching architecture always within the larger context of community, allows a faculty of diverse agendas to co-exist in a complementary rather than competitive ambience.

Initial studios and courses focus on the role of architecture in culture and more particularly the inaugural moment of architecture as an act that builds civilization. Subsequent semesters sequentially focus on themes of social context (including ADA requirements), environmental context (sites and buildings), technological concerns (structures and systems), regulatory context, culminating in the comprehensive studio, in the B. Arch. second semester of third year, and in the M.Arch. second semester second year. Several years ago, the comprehensive studio was moved to the core curriculum of the B.Arch. program and three year M.Arch. program, to provide a more uniform experience (than it was assessed to have been in its former upper level elective studio format). This year, the two year M.Arch. program curriculum was brought into line with that change when the M.Arch. core was re-defined as four semesters, thus scheduling both classes of M. Arch. students for the comprehensive studio in the fall semester.

This core program structure in both the B.Arch. and the M.Arch. supports curricular attention to NAAB's five perspectives and criteria for accreditation and a minimum standard of uniformity for the basic student experience. The faculty met in several special meetings during the fall of 2009 and spring of 2010 to review the NAAB perspectives and the new criteria relative to the overall curriculum as well as individual courses and teaching assignments. These were reviewed with regard to both the undergraduate and graduate curriculum, and are a useful benchmark for balancing curricular offerings. While the five perspectives do not align exactly with the various assessment processes described above, there are a number of examples of decisions taken and changes resulting from assessment processes.

Architectural Education and Academic Community: Faculty associations with University colleagues grew out of faculty discussions about bringing the expertise of specific disciplines, such as environmental sciences, into the classroom and studio. Alliances now exist with the University's College of Arts and Sciences, School of Business Administration, College of Engineering, the School of Marine and Atmospheric Studies, School of Medicine, and School of Music, fostering inter-disciplinary endeavors both in teaching and in research.

Joint appointments of architecture faculty members in the Miller School of Medicine established for research endeavors that already have produced publications, have extended to produce a curriculum area of focus in health care design, with curriculum offerings in both the design of health care facilities and the integration of health care facilities in communities. The decision to make health care design an area of focus with additional courses, resulted from the faculty retreat in January 2009, in which discussion of the economy and its impact on the practice, promoted the idea that our students should be graduating with portfolios that show experience in those areas of development and building that were likely to survive the downturn, such as the design of health care facilities.

Architecture Education and Students: The ethnic and cultural diversity of the faculty and students supports the potential for the school to act as a model professional community through which students engage understanding and awareness of issues that can be projected to the professional and civic realm. The familial model emphasizes connections and shared accomplishments, and begins with a collegial model for teaching. The familial model finds form in team-teaching, team-projects, and an emphasis on the rewards of joint student/faculty investigation of primary materials.

A response to the University-wide goal to increase students' research experience, reiterated by the SACS accreditation assessment process, is the School faculty's engagement of students in research projects. *Miami Modern Metropolis*, edited by Alan Shulman involved faculty and students within and beyond the school in fieldwork, archival research and original insight, a process at the foundation of primary research and scholarship. Carmen Guerrero's research on the work of Italian architect Moretti has engaged her seminar students in research and model-building for publications and exhibits in Italy; a number of students have traveled to be present at the exhibit openings.

The school thus seeks to bridge the often perceived gulf between research and design by drawing the two kinds of learning together through both the active engagement of the studio in research and the extension of the studio model of application to seminars and lectures. Students have long collaborated with faculty in studies brought to publication. Another recent example is *Marion Manley: Miami's First Woman Architect* by Profs. Lynn and Penabad. And the publication of students' studio work for communities in Mexico and Colombia, *Monterrey* and *Baranquilla*, provide a short term and first-hand experience of professional engagement in public and in publication. A complete list of faculty publications can be found in Section 2 – Resources.

Architectural Education and the Regulatory Environment: In recent years, more attention has been focused on the regulatory context, from core studio programs engaging a variety of codes and design guidelines, and pre-professional engagement with the IDP program, to elective studio opportunities to encounter client-driven projects and attendant building codes, and a course focused on USGBC LEED certification.

Student focus group meetings produced suggestions for more 'hands-on' experience. The Design-Build Studio was instituted as a direct response to this, inviting Visiting Critic Jim Adamson, to lead the studio in fall 2009. (The second studio is underway this fall 2010.) Students in last fall's Design-Build Studio experienced one particularly cogent regulatory situation. At mid-semester, with a park pavilion design and construction documents completed and ready for permitting, the original donor of the park was invited into the studio to view the project. He pointed out that his gift of the park had design guidelines requiring a traditional South Florida vernacular that the students' design would be not permitted. As a result, and because the remaining half semester would not allow enough time to redesign and permit for that location, the students had to seek a new location for a new pavilion design; they succeeded in completing the design and construction of their project by semester's end, with many unexpected lessons learned!

As a whole, the regulatory environment should receive more attention in coming years, as the economic context for the profession sets a higher standard for entry of graduating students, and as the IDP program is given increased prominence in the School. IDP Coordinator Alan Shulman returned from the IDP summer conference with new information that will require a faculty discussion of how best, and most thoroughly, to present the professional transition to students in the classroom and in the studio.

Architectural Education and the Profession: Community-based projects in the studio offer an important resource in developing the student's capacity to expand the traditional role of the architect, beyond making beautiful objects, to that of professional leading a team that carefully assesses the impact of building, its role in the organization of settlements as well as in its use of materials, and plays a significant role in the stewardship of the earth. While no particular assessment has pointed to the need for increased professional engagement outside of the classroom, student and faculty have been seeking support for participation in professional venues, and the School has been able to support this in a variety of ways.

Faculty and students participate in a variety of organizations that enable interaction with practicing professionals and encourage students to envision their future in the professions. These include the American Institute of Architects (AIA and AIAS), the Society of Registered Architects (SRA), the Association of Collegiate Schools of Architecture (ACSA), the Society of Architectural Historians (SAH), the Congress for the New Urbanism, the Institute for Classical Architecture/Classical America (ICA/CA), the Council for European Urbanism (CEU), the U.S. Green Building Council (USGBC). Students have attended the national the national conferences of these organizations with School support. Faculty participation in these organizations encourages a lively intellectual discourse that links the school not only with North and South America but with Europe as well. Asian alumni have helped the faculty extend these links to various parts of Asia, with travel study tours and studio projects.

The new Masters in Real Estate Development and Urbanism (MRED+U) program is an outgrowth of the School's Knight Program for Community building and its final evaluations, and the School's Visiting Committee advice. The program has expanded the School's offerings with new courses focusing on the implementation of building and urban designs that are already having an influence on the professional architecture programs. At its outset as a new program, MRED+U students received national attention in the 2009 Urban Land Institute (ULI) Gerald D. Hines Student Urban

Design Competition, in which a team of students were among the four finalist teams, outpacing some 500 students in 99 teams from throughout the U.S. and Canada.

Architectural Education and the Public Good: Community outreach projects engage students, faculty, and off–campus professionals in a variety of para-professional civic experiences. The Center for Urban and Community Design (CUCD) has led countless students through encounters with individuals and communities in the practice of urban design and building design and construction. In 2008 public charrettes included the Coconut Grove Playhouse revitalization plan, a master plan for "Alturas de Manoguayabo in Santo Domingo for the Pedro Martinez Foundation, sponsored studio studies for affordable housing in Dania Florida, and a master plan for the historic center in El Pueblito, Mexico with the Instituto Tecnologico de Monterrey in Queretaro.

Recently, the School engaged an important community issue at an unusual scale. This followed several faculty discussions about how to renew a spirit of purpose that seemed to lag after an earlier highpoint. Recalling the post-Hurricane Andrew engagement of the whole school in rebuilding plans and projects, it was suggested that a new school-wide project of civic impact could be stimulating. In fall of 2007 all design studios, from first year to the final semester of both professional programs, focused on the design of the Miami waterfront as a way to draw public attention to the need for increased public access to the water's edge. The collaborative effort produced a series of studies for 7 miles of the bayfront walkway. An exhibition and symposium followed the fall studios, bringing the work to the public for review and comment, in an event that allowed participating students to see public reaction to an improved civic realm as well as to their work. That work was recently revisited when architects participating in the AIA National Convention organized a charrette to address the riverwalk in June of 2010. This summer, the MPO funded two faculty members to publish the work.

Future Directions

Developing a future perspective demands that the School look to its past to inform its future. Some twenty years ago, a young faculty sought to establish a unique identity for the new School. That identity evolved to what the School is known for today: establishing a foundation of knowledge for architectural practice in the profession's history, and engagement with the larger context of environment, society and economy. Early evidence of that identity emerged with the 1989 initiation of the Master of Suburb and Town Program (now the Master in Urban Design), and subsequently could be seen in the book *Between Two Towers* (1996).

Since then the School has charted a trajectory of growing academic offerings, increased research activity, and broader engagement with community in the region, across the country and abroad. Several years ago, faculty conversations about the School's identity turned to re-invention, focusing on the questions of how to continue building on the achievements of the first decades without the destructive pendulum swing that often accompanies renewal.

The School's mission statement relates to the distinctive character of the School and its faculty that includes: leadership in the New Urbanism and DOCOMOMO; the association with faculty across the University; the potential of dynamic metropolitan Miami to offer an urban laboratory for the investigation of theory and practice; the opportunity for scholarship in the documentation of the history and evolution of Floridian and Caribbean building types, towns, and landscapes (HABS and HALS) as well as the presence of local archives that encourages and supports valuable primary scholarship; a regional climate and ecology that supports the study of sustainability at every scale from region to building; and a body of faculty and students that in its diversity encourages the modeling of an ideal professional community and society.

The faculty discussion resulted in an understanding that these strengths could remain in place as the foundation for developing depth in several *areas of focus* that would augment and enrich the curriculum as well as provide students with beneficial experience for seeking employment during the recession. Seven topics were identified as areas of in-depth elective curriculum offerings: historic preservation (a Certificate program since last year), real estate development (the MRED+U program instituted last year), tropical and sub-tropical coastal design (a Visiting Committee suggestion, with one new course thus far), new urbanism (already represented in the courses of the MUD program), health care design, mid-century modern design, and classical and vernacular design (the last three currently having sufficient course offerings in place to become Certificate programs).

In all these topics, the faculty maintains the school's broader philosophy, which affirms the necessity for a solid understanding of the intellectual legacy of the profession and the application of that body of knowledge to practice today. The examination of traditional form and methods of building has a strong influence on the design products of the school. The School, however, does not carry the banner for any particular architectural style, as the faculty strives to

provide a forum for the investigation of the history of building and the transformation of understanding into an ability to draw upon that history in contemporary application.

The assumption on the part of the faculty is that once a student is girded with the knowledge of architecture in its fullest sense, each student will find a place in the lexicon of architecture's vast stylistic vocabulary. The final form of the language is beyond the span of an individual's professional degree program and is in fact the life project of every architect. The faculty seeks to make a fundamental contribution to that life quest by guiding students to simultaneously develop a tactile understanding of the past as well as an ability to initiate and participate in the discovery of new knowledge. The intention is to teach through a process of engaging the physical world, emerging with new knowledge, and applying that knowledge to practice.

As the faculty and the administration believes that the important steps to better respond the new accreditation criteria have been implemented and for the most part tested, the School can now embark on a new phase of its development. In response to the increased commitment of the University as a whole to research and increased national and international visibility, the School intends to widen its research capacity and agenda. In order to do so, various ideas and projects have been contemplated and will likely be the focus of the next year's faculty discussions and meetings. First, the faculty will discuss the future of the post-professional Master in Research and its potential reorganization as a full-fledged Post-Professional Master of Architecture (likely to be around a 3-semester, 45-credit structure) with specific tracks of concentration to be developed through research seminars and thesis concentration (tropical modernism, sustainable design, film and set design, etc.). This idea was promoted by the School's Visiting Committee in spring 2010 in order to promote the school's graduate program reputation and make it more marketable for potential American and foreign students (particularly Latin American ones who are currently little represented in the graduate students body as a whole) already in possession of a Professional degree in architecture.

At the same time, the newly restructured Master of Urban Design will not only continue to study and promote the principles and actions of Charter for the New Urbanism, but also develop a research agenda in sustainable and ecological urbanism as well as a focus on the urgent needs of improving infrastructure and informal urbanism in the Caribbean, Latin America and even further within the tropical zone. The arrival of new faculty member and Kenya-born John Onyango should help expend the horizons of interest and research. The first fall design studio of the Master will focus on historic preservation and redevelopment in central China.

Likewise, the faculty and the administration intend to search funding for academic work (studios, conferences) in relation to sustainable design and coastal climate change issues. In order to so, the School is considering to develop joint programs with various groups and institutions such as the Climate Change Lab at the University of Karlsruhe (with professor Alex Wall). Other plans include the on-going research agenda from the Rome Center in collaboration with La Sapienza University and the Fondazione CE.S.A.R. (an exhibition on the typology of the modern palazzina in 2011 and an ambitious exhibition and catalogue on Terragni in Roma). Moreover, the faculty is looking for grants in order to publish selected results of the yearly Open City Studio, with an emphasis on informal urbanism in Asia, South Africa, etc. Last but not least, the faculty has been considering the possibility of studying the feasibility of the School's first Ph. D. program, likely to be concentrated on Urban Design and History. It is expected that the first study will take place in 2011 in order to plan the necessary peer visits in the following years and the subsequent process of University approval.

PART ONE: SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development

The APR must include the following:

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room7).*
- *A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*
- *A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.*
- *The school's policy regarding human resource development opportunities, such as:*
  - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*
  - *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
  - *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure*
- *A list of visiting lecturers and critics brought to the school since the previous site visit.*
- *A list of public exhibitions brought to the school since the previous site visit.*

A. Faculty/Staff

The faculty credentials matrices are provided at the end of this section. Faculty resumes are located in PART FOUR: Section 2.

This year the School of Architecture faculty will be comprised of 31 full-time, and 30 to 40 part-time members, depending on the semester. With a student body of 362, and translating part-time loads to a full-time equivalent, this results in a faculty to student ratio of approximately 1: 7.5. Part-time numbers fluctuate with enrollment and full-time faculty leaves, sabbaticals and research releases. Of the current full-time faculty, 11 or 35% are tenured full professors, 7 or 23% are tenured associate professors, 4 are tenure-track assistant professors, 4 are non-tenured lecturers, 4 are practitioner faculty, and 2 are distinguished visiting professors. These numbers include the dean, associate dean, and program directors and coordinators, who all teach in addition to their administrative responsibilities.

The typical full time teaching load is one 6-credit design studio and one 3-credit lecture course, seminar or drawing course each semester. Lesser loads depend on Faculty serve as mentors to students and participate in School and university committees. Part-time faculty, typically lecturers and design critics, generally teach a single 3-credit lecture or seminar course or 6-credit studio. Studios meet for 9 hours a week, lecture courses and seminars 3 hours a week, and drawing courses 6 hours a week. The low faculty-student ratio enables a tutorial exchange between faculty member and student in all design studio courses, never exceeding 12 students to a faculty member, and in many courses outside the studio.

University EO/AA Policies and Procedures

The University of Miami EO/AA policies and procedures can be accessed by clicking on or pasting the following links into your web browser.

EO & AA Policy
http://www6.miami.edu/UMH/CDA/UMH_Main/0,1770,2607-1;52041-2;31380-3,00.html?pf=1

EO and Affirmative Action Regulations
http://www6.miami.edu/UMH/CDA/UMH_Main/0,1770,2607-1;52041-2;487-3,00.html?pf=1

Faculty

The University's nondiscrimination policy for faculty can be found on page 90 of the Faculty Manual, accessible by clicking on or pasting the following link into your web browser.

http://www6.miami.edu/faculty-senate/FacultyManual.pdf

Staff
http://www.miami.edu/index.php/hr/employee_handbooks_policies/policies_and_procedures/

Students
http://www.miami.edu/index.php/student_life/policies_and_procedures/student_rights_responsibilities/

School Diversity

The School of Architecture faculty is highly diverse. Among the 31 full-time faculty members, there are 13 Hispanic-Americans, one African-American, and one African; three are European, from Britain, Belgium and Germany. Among the 39 part-time faculty members there are 17 Hispanic-Americans, one African-American, one Kuwaiti, one Egyptian, and one German. Of 30 full-timers, 6 or are women; of 39 part-timers, 10 are women.

Following the University's initiative to increase faculty diversity, the School has made a special effort to increase the number of African-American faculty. This includes one new full-time African faculty member, whose position represents an addition to the faculty budget as a bridge to a future retirement, an incentive established by the Provost for this purpose. Also, in an informal agreement with her Howard University counterpart, the dean has established the practice of providing a full-tuition scholarship for a Howard graduate to attend the MUD program, followed by a one year teaching position, with the first expected to enroll in fall 2010.

Faculty and Staff Development

There are numerous ways for faculty and staff to maintain current knowledge and experience in professional practice and licensure. The School as a whole places great emphasis on the relationship of academia to practice. A significant number of full-time faculty and almost all the part-time faculty are in practice. And design studio programs often engage current projects and client groups locally and internationally, including design competitions. In addition to its own curriculum and extra-curricular offerings, the School regularly hosts professional society offerings, including the AIA ARE review courses, and the USGBC lecture series. Also, the MRED+U program annually sponsors a three-day course by the National Charrette Institute (NCI) that is available to faculty and students.

One faculty member, Allan Shulman, has been appointed the School IDP Education Coordinator, liaison with the Miami AIA chapter, and AIAS Advisor, providing a seamless focus for the various student engagements with the pre-professional path. Among other activities, there is a significant faculty and student participation in the annual AIA Miami awards banquet and exhibit. Associate Dean Denis Hector coordinates the presentation of ARE courses on campus.

Among the full-time faculty, 22 out of 31 maintain architecture, landscape architecture, or engineering licenses, and several are LEED certified. And 22 are practicing professionally, 10 with distinction recognized by national juries in various award programs. Another significant number 12 pursue scholarly work that is similarly recognized, described below. The School's travel-study courses also contribute to faculty development, as does a small travel budget for faculty that is devoted first to travel to conferences in which faculty papers have been selected, and second to travel to conferences, professional meetings and events nationally and internationally as part of continuing education. On an annual basis, a third of the faculty will take advantage of this resource.

Since 2005, on an annual basis faculty and staff have been supported to attend the national meetings of the ACSA, the Society of Architectural Historians, the AIA, the Congress for the New Urbanism, the Council for European Urbanism, the ULI, among others. Faculty members also participate in meetings and as leaders of local and regional chapters of these organizations.

In addition to professional practice, faculty members engage in scholarly work in a variety of ways. producing publications, organizing symposia and lecture series, and curating and mounting exhibitions at the School and jointly with other institutions. Eight faculty members carry on research and writing on topics of history and theory. Three participate in funded research teams studying the relationship of behavior and the built environment, with joint appointments in the Department of Epidemiology and Public Health at the Miller School of Medicine. Two are editors of international peer review journals.

Scholarly work outside of practice is facilitated in a variety of ways: the University has several competitive summer research grants programs that have regularly awarded stipends to School faculty members; teaching releases are available at the dean's discretion, often for funded research that reimburses faculty time; the University's Office of Advancement and its Office of Research and Sponsored Programs work closely with faculty seeking foundations and agency funding.

Since 2005, faculty scholarly and creative work has been supported by the School as follows:
Sabbaticals: Teofilo Victoria, Tom Spain, Joe Middlebrooks
Paid leave: Katherine Wheeler
Unpaid leaves: Roberto Behar, Jacob Brillhart, Carie Penabad
Teaching load reductions non-reimbursed: Richard John, jean Francois Lejeune
Teaching load reductions reimbursed by grants: Joanna Lombard, Frank Martinez
Tuition remission: Oscar Machado

Since 2005, faculty support funded by other sources has included:
Max Orovitz Summer Award in the Arts and Humanities: Carie Penabad, Katherine Wheeler
General Research Grant Award in the Arts and Humanities: Carie Penabad, Katherine Wheeler
Graham Foundation through the Bass Museum of Art: J.F. Lejeune, Allan Shulman
Huntington Fellowship, Katherine Wheeler
National Endowment for the Arts: Sonia Chao
National Endowment for the Humanities through the Bass Museum of Art: Allan Shulman
National Science Foundation: with colleagues at the Miller School of Medicine, Joanna Lombard, Frank Martinez, Elizabeth Plater-Zyberk and Carie Penabad
Knight Foundation, Chuck Bohl.

Foundation and other types of awards given to faculty are noted on individual faculty resumés.

In addition to supporting faculty development, the School encourages staff to maintain contacts with peer groups through attendance at relevant conferences and meetings. Staff members are encouraged to be pro-active participants in the educational process. Through their interaction with students, staff members have frequent informal opportunities for coaching in the Computer Lab, in the Model Shop, and in students' more formal engagements as work-studies and teaching assistants.

Faculty Appointment, Promotion and Tenure

The School of Architecture has several categories of faculty positions. Full-time faculty positions may be Lecturers, Research faculty, In-Practice faculty (three year term), tenure-track Assistant Professors, and tenured Associate and Full Professors. Part-time faculty may be titled as Lecturers, Senior Lecturers, Visiting faculty, and Visiting Critics.

New faculty members are hired after a national search has been conducted. The initiation of a search depends on the School's needs and budget. A search committee of faculty solicits and reviews applications, and recommends a short list to the full faculty council. The files are available to all voting faculty for review at any time so that faculty may add to the short list. The faculty council then recommends a short list to the Dean. The search committee checks candidate references and the Dean invites candidates to visit. Visits typically include individual meetings and meals with students and faculty, a public presentation by the candidate and participation of the candidate in design reviews. At the conclusion of candidate visits, the faculty council meets to discuss the candidates and to recommend candidates to the Dean. The Dean determines the candidate appointments and then consults with the Provost who approves the appointment.

The University Faculty Manual outlines University procedures for re-appointment and tenure. Annual reappointment evaluations for tenure-track faculty are conducted with the full faculty council advising the Dean through individual votes on each candidate's reappointment. Candidates for reappointment provide a current C.V. and a portfolio of work that may include built or theoretical projects as well as papers, articles, and books. The School of Architecture's criteria for Reappointment, Tenure and Promotion are provided in Appendix J. The University Faculty Manual can be reviewed at: **http://www6.miami.edu/faculty-senate/FacultyManual.pdf**.

The voting faculty reviews the candidate's materials as well as peer review summaries prepared by faculty who visit the candidate's classes, and student evaluations of the courses. The Dean meets with each candidate after the evaluation to advise the candidate of faculty comments and suggestions. A more extensive mid-review occurs after three years on the "tenure track." The mid-review is intended to be a comprehensive review to give faculty guidance about areas of development necessary for the award of tenure. After a period of no more than six years, except in permitted leaves of

absence, candidates prepare their file for the tenure evaluation. These follow a format prescribed by the University, including written evaluations from tenured scholars in the candidate's field. Following the School tenured faculty's vote, the file is forwarded to the University's Academic Personnel Board that advises the Provost.

A similar process is conducted for Associate Professors seeking promotion to full Professor. The file of candidates for promotion includes a current C.V., evidence of accomplishment in teaching, scholarly and creative work and service, with emphasis on evidence of national recognition.

Faculty Publications

The School faculty has produced significant publications since 2005. These publications are listed below in chronological order, however, it represents only the books published not articles written by faculty.

Florida Modern: Residential Architecture in Florida 1945:1970 (Rizzoli 2005) by Jan Hochstim

Reimagining West Coconut Grove (Spacemaker Press LLC 2005) by Samina Quraeshi

A Guidebook to New Urbanism in Florida (2005) Congress for the New Urbanism, Edited by Chuck Bohl

The Archtiecture of Duany Plater-Zyberk and Company (Rizzoli 2005) Joanna Lombard

Cruelty and Utopia: Cities and Architecture of Latin America (Princeton Architectural Press, 2005) edited by Jean-François Lejeune

Monterrey, Redefining the Urban Center (University of Miami School of Architecture 2006) by Javier Cenicacelaya (with co-author Carie Penabad)

When in Rome, Rome Program Handbook (University of Miami School of Architecture 2006) by Carmen Guerrero

Places Journal, Volume 18 Number 1 "Building Community Across the Transect" (2006) guest-edited by Dr. Charles Bohl and Elizabeth Plater-Zyberk

Learning to Draw: The Plaster Cast Collection at the University of Miami School of Architecture (2008) by Rocco Ceo and Jose Grave de Peralta

Great Houses of Florida (Rizzoli International, 2008) by Joanna Lombard and Beth Dunlop

International Casas: Trelles Cabarrocas Architects (Kliczkowski, 2008) by Luis Trelles

Self-Sufficient Urbanism: A vision of contraction for the non-distant future (Lulu Enterprises, 2008) by Jaime Correa

Trelles Cabarrocas Architects (Ediciones -ACAM- Editions 2008) edited by Javier Cenicacelaya with texts by Javier Cenicacelaya, Leon Krier, Teofilo Victoria

AAA032: Archivos de Arquitectura Antillana, The Miami Special Edition (Moré Arquitectos SRL 2009) by Gustavo Luis Moré, Teofilo Victoria, Carmen Guerrero, Rafael Fornés, José Gelabert-Navia, and Jean-François Lejeune

Barranquilla: Redefining the Urban Center (University of Miami School of Architecture in cooperation with Alcaldía de Barranquilla Edubar, 2009) by Adib Cure and Carie Penabad

Miami Modern Metropolis: Paradise andParadox in Mid-Century Architecture and Planning (The Bass Museum and Balcony Press, 2009) edited by Allan T. Shulman

Modern Architecture and the Mediterranean: Vernacular Dialogues and Contested Identities (Routledge, 2010) edited by Jean-François Lejeune and Michelangelo Sabatino

Seven Recipes for the New Urbanism (Lulu Enterprises, 2009) by Jaime Correa

Sitte, Hegemann and the Metropolis: Modern Civic Art and International Exchanges (Routledge, 2009) edited by Charles C. Bohl and Jean-François Lejeune

Luigi Moretti Le Ville Disegni e Modelli (Palombi & Partner, 2009) by Professor Carmen Guerrero (with co-authors Salvatore Santuccio and Nicolo Sardo)

The Smart Growth Manual (McGraw Hill Books, 2009) by Adjunct Professor Andres Duany (with co-author Jeff Speck)

Marion Manley: Miami's First Woman Architect (University of Georgia Press, 2010) by Professors Carie Penabad and Catherine Lynn

Miami Architecture: An AIA Guide Featuring Downtown, the Beaches, and Coconut Grove (University Press of Florida, 2010) by Professor Allan Shulman (with co-authors Randall Robinson and James Donnelly)

The Original Green: Unlocking the Mystery of True Sustainability (The New Urban Guild, 2010) by Part-Time Faculty Member Steven Mouzon

New Classicist: Robert Adams and the Search for a Modern Classicism (Images Publishing Dist A/C, 2010) by Professor Richard John

Modern Architecture and the Mediterranean (Routledge, 2010) by Jean-François Lejeune and Michelangelo Sabatino

`The Carrollton Charette Joanna Lombard and Luis Trelles

Drawings of Rome by Professor Thomas A. Spain and edited by Professor Carie Penabad

Centropa, volume 1 number 2 (New York,) Greg Castillo

Casas/Houses Professor Jorge Hernandez

Building Through Time: The Making of a School of Architecture by Professors Frank Martinez and Carie Penabad

Journal of Architectural Education, volume 57 issue 4 (

The Queen's Gallery: Buckingham Palace edited by Professor Richard John and David Watkin

Barranquilla: Redefining the Urban Center by Professors Adib Cure and Carie Penabad

Practica del Post Suburbanismo by Adjunct Professor Andres Duany and Dean Elizabeth Plater-Zyberk

Visiting Lecturers - fall 2005 through spring of 2010

2005 Fall

Steven Semes, Principal of Steven Semes Architect, New York City, "The Architecture of the Classical Interior"

Leon Krier, Andres Duany, Javier Cenicacelaya, and Michael Mehaffy "Symposium"

Chad Oppenheim, Oppenheim Architecture + Design, "Sustaining the Boom"

Peter Busby, Busby Perkins +Will, "Extending Sustainable Design from Buildings to Communities"

Steven Peterson, "Phenomena Versus Theory: Urban Variations of Colin Rowe"

Daniel Libeskind, "Breaking Ground," co-sponsored with the Miller Center for Contemporary Judaic Studies at the University of Miami and the UM School of Architecture. Introduced by Dean Plater-Zyberk.

Anthony M. Tung, urban architectural conservation specialist, "The Global Conservation Dilemma"

2006 Spring

Karen Childress, WCI Communities, "Greening Corporate Culture," sponsored by the US Green Building Council

Barbaralee Diamonstein-Spielvogel, Historic Landmarks Preservation Center in New York City, "Landmarks of New York"

James Kunstler, author on new urbanism, "The Long Emergency and Its Implications for Architecture and Urban Design"

Jan Hochstim, Professor at University of Miami School of Architecture, "Florida Modern: Sensibility or Style"

Ray Gindroz, Urban Design Associates, "Architecture, Urbanism and Consensus"

Jorge Silvetti, Machado and Silvetti Associates and Harvard School of Design, "Latest Projects"

John Torti, Torti Gallas and Partners, "Failure"

Toby Israel, Ph.D., Environmental/Design Psychologist, "Using Design Psychology to Create Ideal Places"

Francisco Camps, the president of the Region of Valencia, with Santiago Calatrava, "Architecture as an Element of Regional Transformation: The Region of Valencia Before and After Calatrava"

Karen Leigh Cook, EECOM, Inc., "Building Sustainabilities: Real Estate and the Green Evolution," sponsored by the US Green Building Council

2006 Fall

Michael Dennis, Massachusetts Institute of Technology, "Between Bombs and Blogs: The Search for Contemporary Urban Architecture"

Roberto Espejo, Senior Associate and Senior Site Representative for Pelli Clarke Pelli Architects (FALL SERIES OF 12 LECTURES ON THE CONSTRUCTION OF MIAMI'S CARNIVAL CENTER FOR THE PERFORMING ARTS, from September 6 through November 8)

Jose Abreu, Director, Miami International Airport, "MIA Intermodal Transportation Center," sponsored by the US Green Building Council

Richard Keating, FAIA, Keating/Kang Architects, "Urban Projects," sponsored by the US Green Building Council

Nikos Tountas, Architect, Kea, Greece, "The Work of Architect Nikos Tountas on the Island of Kea, Cyclades, Greece," co-sponsored by Perkins + Will

John Massengale, architect, author and founder of the Institute for Traditional Architecture, "Hello, My Name is John. I'm a Recovering Architect"

David Brain, "Democracy, Urban Design, and the Politics of Sustainable Communities"

Susan Szenasy, Editor in Chief, Metropolis Magazine, "Young Talent Redefines Design and Changes the World," sponsored by US Green Building Council

Daniel Libeskind, a talk with architect and author of Breaking Ground: Adventures in Life and Architecture, with moderator Dean Elizabeth Plater-Zyberk, co-sponsored by Alper JCC Book Festival, Miller Center for Contemporary Judaic Studies, Holocaust Memorial of Miami Beach, and the UM School of Architecture

Allan T. Shulman, Research Assistant Professor, School of Architecture, "Building and Rebuilding: Investigations in Regional Architecture"

Panel discussion by Tom Westberg, Director of Marketing, Arquitectonica; Angel Balikos, President, the Apple Organization; and Lilian Chiu, A/E Branding and Marketing Consultant; "Architects Marketing: What You Need to Know to Market Yourself," co-sponsored by the American Institute of Architects

2007 Spring

Jacques Herzog, founder of Herzog & de Meuron, "Jacques Herzog: Miami Lecture"

Dean Elizabeth Plater-Zyberk, "Conservation and Development: Design and Policy" with the Al Gore film "An Inconvenient Truth," sponsored by the School of Architecture and the US Green Building Council

Three-Day Symposium: "Under the Sun-Sustainable Innovations and Traditions," co-sponsored by the School of Architecture's Center for Urban and Community Design, the Law School's Center for Ethics and Public Service, and US Green Building Council, South Florida Chapter.

Carol Ann Willis, director and curator of The Skyscraper Museum in New York City, "Green Towers: Past to Present"

Kristina Trotta, Sierra Club, Everglades Skyway Coalition, "The Everglades Skyway," sponsored by the US Green Building Council

Herman van der Wusten, Professor Emeritus of Political Geography, University of Amsterdam, "Accommodating politics, symbolizing power: Centers of government and capital cities in the European state system 1650-2000," co-sponsored by the Miami Consortium for Urban Studies and the School of Architecture

Carlos Comas, Professor at the Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil, "Reconsidering Niemeyer"

Michael Graves, "Conversations with Michael Graves"

Carroll William Westfall, architectural historian and author, "Recovering from Modernism"

Mary Conway, Chief of Operations, City of Miami, "Miami Streetcar Project"

Monica Ponce de Leon, principal in design firm of Office dA and Dean of the A. Alfred Taubman College of Architecture and Urban Planning at the University of Michigan, "Random Rules"

Max Strang, Miami architect in his own firm, "Environmental Modernism"

Glenn R. Storey, Professor of Classics and Anthropology, University of Iowa, "Megalopolis and Mbanza: A Typology of Preindustrial Cities," co-sponsored by the Miami Consortium for Urban Studies, the Department of Anthropology and the School of Architecture.

Muscoe Martin, M2 Architecture, "Green is the New Black: The Emerging Urgency of Sustainable Design," sponsored by the US Green Building Council

Cantilever Productions & Kids in Exile Films screen documentary film "White Elephant: What is There to Save," the story of Miami's Bobby Maduro Stadium

Alberto Hagar, archeologist and astronomer, "The Mystery of the Mayas," co-sponsored by the Mexico Tourism Board and the School of Architecture

2007 Fall

Dhiru Thadani, Peter Karp and Alan Greenberg, architects specializing in campus design, "The American Campus of the 21st Century: Insight + critiques into the trends and future of campus planning," a symposium sponsored by the School of Architecture Student Council

Jorge H. Garcia, AIA NCARB, CEO, Garcia Stromberg Architecture, "Architecture Initiations, Journeys & Destinations"

Mark M. Jarzombek, Associate Dean, School of Architecture and Planning, Massachusetts Institute of Technology, "The Pantheon in Rome and Its Modernity"

Alexander Cooper, FAIA, Founding Partner, Cooper, Robertson & Partners, New York, "Water Thoughts"

Angel Morua, architect in Bilbao, Spain and project director of Ciudad City, "Emotional Cities: New Transatlantic Metropolitan Areas"

Carol Coletta, producer of nationally syndicated public radio show "Smart City," Our Cities, Our Retailers: Mitchell Kaplan and Stacy Mitchell Talk with Carol Coletta," co-sponsored by the Knight Program in Community Building and Books & Books

Richard John, faculty member, School of Architecture, "The Pantheon: A Flawed Masterpiece?"

Peter Richards, Director, Deicke Richards, Brisbane, Australia, "Concepts of Regions, Settlements and Place: Australian New Urbanism in the Subtropics"

William Horgan and Nicolas Dando-Haenisch, Grimshaw Architects, New York, "Embedded Intelligence"

2008 Spring

Tyler J. Krutzfeldt, Managing Director, Mont Vista Capital on "Carbon Cap and Trade – Will Cap Present an Opportunity for Green Developers," sponsored by the US Green Building Council

Gustavo Luis More, G. L. More & Asociados, Estudio de Arquitectura, Dominican Republic, "Recent Architecture and Urbanism in the Caribbean"

Saskia Sassen, Department of Sociology, Columbia University on "Reassembling the City," co-sponsored by the School of Arts and Sciences Urban Studies Program

Gwendolyn Wright, PhD, Columbia University on "USA and the Complexity of Modern Architectures, the School of Architecture and Books & Books

Sako Musterd, Professor of Geography, University of Amsterdam, co-sponsored by the School of Arts and Sciences Urban Studies Program

Amanda M. Burden, Chairman of the New York City Planning Commission and Director of the New York Department of City Planning, "Shaping the City: a Strategic Blueprint for New York's Future." Sponsored by the University of Miami Citizens Board Select Projects Fund.

Edward J. Sullivan, on "Haiti at the Crossroads: Haitian Art in a Hemispheric Context," sponsored by the Department of Art and Art History, School of Arts and Sciences

Matthew J. Bell, University of Maryland Architecture Planning & Preservation Department, "Adventures in Urbanism: Big Projects, Small Projects, Making it Work"

Lawrence Frank, Ph.D., Sustainable Urban Transportation, School of Community and Regional Planning at the University of British Columbia. "Getting in Shape: A Leaner and Healthier Built Environment" sponsored by the Miller School of Medicine

Enrique Larranaga, Larranaga-Obadia, Arquitectos & Asociados, Caracas, Venezuela, "That Other Modernity…Looking into the Mirrors from Mid XXth Century Latin American Culture (and before and since)"

Alex Wall, School of Architecture Visiting Critic and Chair of Urban Design at the University of Karlsruhe, Germany, "Redevelopment Plan for the ENBW Site, Stuttgart, Urban Matters Netz"

Alumna Maria Hernandez, project director, Gibson Development Partners, "From Architecture to Real Estate Development: A Transition"

Mark Ferguson, Ferguson & Shamamian Architects, LLP, "The Personality of a House"

Robin D.G. Kelley, Professor of American Studies and Ethnicity, University of Southern California, "Another Reconstruction? Politics in Post-Katrina (and Post-War) America," sponsored by the Programs in American Studies and Africana Studies

Jean-Louis Cohen, History of Architecture at the New York University's Institute of Fine Arts, "Le Corbusier's Toward An Architecture From the Bildungsroman to the Manifesto"

School of Architecture Professor Emeritus Vincent Scully and other panelists present a Conference "Historic Preservation: A Green Alternative," co-sponsored with Dade Heritage Trust, the University of Miami, the U.S. Green Building Council and the Coral Gables Museum.

Rahul Mehrotra, Rahul Mehrotra & Associates, Mumbai, India, "Architecture and Cultural Significance: Recent Work, RMA Architecture, Mumbai, India"

Professor Salvatore Santuccio, "Luigi Moretti: Tutte Le Ville (1931-1973)," as the opening lecturer for the exhibition of the same name

2008 Fall

Hank Dittmar, Chief Executive of The Prince's Foundation for the Built Environment, "Tradition and Sustainability: Architecture and Urbanism as if the Future Matters," as the opening lecture for the exhibition The Prince's Foundation for the Built Environment

School of Architecture Student Council Symposium "Tomorrow's Miami: Progress into the 21st Century" with speakers Terence Riley, Director of the Miami Art Museum; Allan Shulman, Principal of Shulman + Associates and Professor at the School of Architecture; Bernard Zyscovich, Principal of Zyscovich Architects; Chad Oppenheim, Principal of Oppenheim Architecture and Design; and Elizabeth Plater-Zyberk, Dean of the School of Architecture

Brian Soden, Associate Professor of Meteorology and Physical Oceanography, University of Miami Rosenstiel School of Marine and Atmospheric Science, "Global Warming and South Florida"

Henry Smith Miller, Smith-Miller + Hawkinson and Parsons School of Design, opening lecture for the exhibition New Federal Architecture: The GSA Design Excellence Program

Carlos Touzet, faculty member and founding principal of Touzet Studio, "25 Years and More"

Anko van der Woude, architect at IMD Design in Curacao, "The Colonial Architecture of Curacao, Dutch Caribbean," co-sponsored by the University of Miami Urban Studies Program and the School of Architecture

Robert C. Kloosterman, Professor of Geography at the University of Amsterdam, "Architecture as Cultural Industry: The Case of Rotterdam," co-sponsored by the University of Miami Urban Studies Program and the School of Architecture

Timothy W. Hyde, Assistant Professor of Architecture, Harvard University Graduate School of Design, "Architecture and Constitutionalism in Pre-Revolutionary Cuba," co-sponsored by the School of Architecture, The Wolfsonian-FIU, and The Metropolitan Museum of Modern Art

Jean-Francois Lejeune, School of Architecture director of graduate studies, "do.do.mo.mo. Documentation, Conservation, Modern, Movement"

Jim Adamson, architect of Jersey Devil Design/Build, "From Solar to Soil/Far Out Design Build"

Giancarlo Mazzanti, Giancarlo Mazzanti & Arquitectos Ltd., Bogota, Colombia, "Architecture on the Edge: 2000-2008"

2009 Spring

Richard J. Jackson, M.D., M.P.H., Professor and Chair, Environmental Health Sciences, University of California Los Angeles School of Public Health, "Health & Environment: Building healthy, efficient, dense, diverse, livable, safe and green cities & towns," co-presented with the University of Miami Miller School of Medicine

Hilario Candela, former president of Spillis Candela & Partners (later Spillis Candela DMJM), "The Architectural Context in Miami at the Start of the 60's and the Miami Marine Stadium"

Alison Isenberg, Associate Professor of History, Rutgers University, "Urban Design Unclothed: Collaborative Landscapes and the Modernist Turn Toward Preservation in 1960s San Francisco," co-presented by the University of Miami Department of American Studies

Brian Lomel, LEED AP Sustainability Consultant, "Sustainability and Energy Consumption," sponsored by the US Green Building Council

Toby Israel, Ph.D., Environmental Design Psychologist, "Using Design Psychology to Create Ideal Places"

Marc Treib, Professor of Architecture Emeritus, University of California, Berkeley, "The Woodland Cemetery and the Narration of Memory"

William Cronon, Frederick Jackson Turner and Vilas Research Professor of History, Geography and Environmental Studies, University of Wisconsin, "Portage, Wisconsin: How to Read a Landscape," co-presented by the University of Miami Department of American Studies

Jackson L. Burnside III, President of Jackson Burnside Limited and Doongalik Studios, Nassau, Bahamas, "A Search for Common Sense: Art, Culture and Heritage in One Man's Journey"

Symposium: Emerging Green Builders Student Organization, "Tropical Vernacular Architecture" with speakers Maria Veronica Machado, Professor at the University of Zulia School of Architecture, Maracaibo; Thorn Grafton, Zyscovich Architects; Mark Schrieber, Max Strang Architecture; Nnamdi Elleh, Professor of Architecture History and Theory, University of Cincinnati; alumni Steve Fett and Graham Ivory, members of Monteleone, a collaborative research and design team; and Steve Mouzon, founding principal of the New Urban Guild.

George C. Brainard, Ph.D., Professor of Neurology, Pharmacology, Director, Light Research Program, Jefferson Medical College, "The Effects of Light on Human Health and Behavior," webcast co-presented with the Southeast Section of the Illuminating Engineering Society of North America

Errol Barron, professor of architecture, Tulane University, "Drawing and Design: Visual Thinking in the Digital Age"

Pier Carlo Bontempi, principal architect, Studio Bontempi, Parma, Italy, "Architettura Silente"

Valery Augustin, alumnus (BARCH '97) and principal of Dn/A, Los Angeles, "Drawn Together: Miami to Los Angeles and the Spaces in Between"

Conference by the University of Miami Master of Real Estate Development & Urbanism Program, the Florida Redevelopment Association and the Urban Land Institute Southeast Florida /Caribbean chapter; "Stimulating Redevelopment Through Public Private Partnerships: Sharing the Risks & Rewards;" with panelists Dr. Charles Bohl, professor and director of the program, School of Architecture, University of Miami; Neisen Kasdin, shareholder, Akerman Senterfitt and trustee of the Urban Land Institute; Kenneth Neighbors, attorney, Greenberg Traurig, Atlanta; Katharine Nees, P.E., vice president, NAI Transportation Consultancy, Jacobs Engineering; Frank Schnidman, senior fellow, Florida Atlantic University; Dr. Jaap Vos, director of the School of Urban & Regional Planning, Florida Atlantic University.

Dr. William Butler, vice president for student affairs emeritus and professor of education at the University of Miami, lecture on his book Embracing the World: The University of Miami – from Cardboard College to International and Global Acclaim

Chuck Stewart, products manager of rainwater harvesting products, Jay R. Smith Mfg. Col, Montgomery, Alabama, "Rainwater Harvesting," sponsored by the US Green Building Council

Darijo Babic, national architectural manager, PPG Industries, Inc., Pittsburgh

2009 Fall

Jim Adamson, partner of Jersey Devil Design/Build and Visiting Critic in the School of Architecture Design/Build studio, "Jersey Devil: On the Level"

Leon Krier, European architect and urban theoretician, "The Architectural Tuning of Traditional Settlement: The Role of the Vernacular and the Classical in Urbanism"

John Cunningham, co-founder and design partner of ACI Architects of Winter Park, Florida, "The Art of and the Art in Architecture"

Hermes Mallea, alumnus and founder and principal of M(Group) in New York City, "The Cuban Home, 1860-1920: Eclectic Comfort and the Design Response to Climate and the Urban Setting"

Robin Hill, photographer of leading art, design and architecture magazines and museums, "Child of the Sun: Frank Lloyd Wright's Florida Southern College"

Panel with Hilario Candela, architect of the Miami Marine Stadium in 1962; Becky Matkov, executive director of Dade Heritage Trust; Donald Worth, Miami civic activist; and Jorge Hernandez, professor and director of the School of Architecture Historic Preservation Certificate Program, "Saving the Marine Stadium: Stewardship in Four-Part Harmony"

Robert Davis, partner of Arcadia Land Company, "Robert Davis: Developer and Town Founder of Seaside, Florida"

Max Strang, principal, Max Strang Architecture, "Environmental Modernism"

Olga G. Alvarez, ASID, LEED AP, principal of Project Coordinating Services, LLC; "Evaluating Environmental Labeling for LEED Projects," sponsored by the US Green Building Council

Panel with Allan Shulman, FAIA and School of Architecture faculty member and editor of the book Miami Modern Metropolis: Paradise and Paradox in Mid-Century Architecture and Planning. Panelists include University of Miami faculty authors Rocco Ceo, Jean-Francois Lejeune, Aristides Millas and Carie Penabad.

Carmen Guerrero, architect and assistant professor in practice, School of Architecture, introduction and signing of her book Luigi Moretti Le Ville Disegni e Modelli, at Books & Books in Coral Gables

2010 Spring

Nick Gunia, LEED APO and president of Alterna Corp, "Bamboo in A Green Design Environment," sponsored by the US Green Building Council

John Keenen and Terence Riley, architects and Spring Semester visiting critics, on "K/R: Reading Between the Lines," 6 p.m., Jorge M. Perez Architecture Center.

"Presenting: Art Deco Treasures of Shanghai and Miami Beach," a lecture by author Tess Johnston followed by the exhibition by Shanghai photographer Deke Erh. The event was co-sponsored by the School of Architecture and Goldman Properties.

Professor Jean-Francois Lejeune, School of Architecture, and Michelangelo Sabatino on their new book Modern Architecture and the Mediterranean: Vernacular Dialogues and Contested Identities (Routledge, 2009) with respondent Architect Terence Riley

Elite Kedan, architect and adjunct professor at Florida International University, on her book Provisional: Emerging Modes of Architectural Practice USA

Denis Russ, Director of Community Development, Miami Beach Community Development Corporation, presents a film and panel discussion "The Story of the Miami Beach Community Development Corporation,"

Dr. Otavio Bueno, University of Miami Department of Philosophy, "Function and Beauty in the Built Environment"

Professors Carie Penabad and Catherine Lynn, School of Architecture faculty members present a lecture on their book Marion Manley: Miami's First Woman Architect.

Professor Nasser Rabbat, Director of the Aga Khan Program for Islamic Architecture at the Massachusetts Institute of Technology, "Islamic Architecture and Urbanism"

Exhibitions - Fall of 2005 through Spring of 2010

2005 Fall

October 18, 2005 – January 13, 2006 – From Drawing to Building: An Exhibition of the drawings illustrating the design and construction of the Jorge M. Perez Architecture Center at the University of Miami with drawings by designer Leon Krier

2006 Spring and Fall

January 30 – February 21 – The Landmarks of New York, organized by the Historic Landmarks Preservation Center in New York City

March 27-April 21 – Havana: The Caribbean City – the Evolution of Codes and Urban Form

August 28-October 6 – Kea/Tountas: The Work of Nikos Tountas on the Island of Kea in the Cyclades, Greece

September 20-January 7, 2007 – The Celebrating the Work of Italian Architect Carlo Mollino exhibit was sponsored by the Galeria d'Arte Moderna in Torino, Italy with three models and catalog material submitted by School of Architecture students

October 16-November 22 – The School of Architecture Plaster Cast Collection: A Legacy of Dukes and Sultans from the 12th to the 16th Centuries.

2007 Spring and Fall

January 30-March 2 – Spanish Architecture and Urbanism 1935-2005

March 19-April 20 -- Lamps and Other Objects by furniture designer Alejandro Fernandez-Veraud

October 24, 2007-February 8, 2008 – The Three Romes: An Exhibition Celebrating Sixteen Years of Study in Italy, work of students in the School of Architecture Rome Program

November 2-26 – Winning Entries in the Fourteenth Annual AIA Miami International Photography Competition, presented by the American Institute of Architects, Miami Chapter

2008 Spring and Fall

June 21, 2008-January 25, 2009 – Interama: Miami and the Pan-American Dream at the Historical Museum of Southern Florida, guest curated by School of Architecture faculty Jean-Francois Lejeune and Allan Shulman

September 1-30 – The Prince's Foundation for the Built Environment 10th Anniversary Touring Exhibition, from The Prince's Foundation for the Built Environment in the United Kingdom founded by HRH The Prince of Wales

September 26-November 7 –On the Waterfront: Miami's Seven Mile Promenade, School of Architecture Exhibition and Symposium at the Miami Dade College Freedom Tower in Downtown Miami as presented by the School of Architecture students' semester-long study of the Miami waterfront

October 20-November 26 – General Services Administration Design Excellence – Growing Country, Growing Needs: Federal Architecture and Art

November 6 -- American Institute of Architects Photo Competition Exhibition, sponsored by the American Institute of Architects, Miami Chapter

2009 Spring and Fall

January 28-February 27 -- The Influence of Palladio, on loan from the Institute of Classical Architecture & Classical America

November 4-30 – Saving the Marine Stadium: Stewardship in Four-Part Harmony, including archival drawings and work produced by the School of Architecture Historic Preservation Certificate Program

September 21-October 11 – Child of the Sun: Frank Lloyd Wright's Florida Southern College by photographer Robin Hill

March 23-April 24 – Drawing and Design: Visual Thinking in the Digital Age – Sketchbooks and Paintings of Errol Barron and Jacob Brillhart

May 8 – Student Work Exhibition: Mostra dei Lavori Degli Studenti, first student work exhibition held in the School of Architecture Rome Center

August 21- September 18 – Miami Beach Pier Museum: An International Competition, co-sponsored with Arquitectum, international architectural competition firm, Lima, Peru

2010 Spring

January 22-February 1 – Art Deco Gems of Shanghai and Miami Beach, sponsored by Goldman Properties

February 12-February 26 -- Pisa AD 1064 – The Square of Miracles: A Thousand –Year History, on loan through the Opera Della Primaziale PIsana, Pisa, Italy

March 24-April 19 – Marion Manley: Miami's First Woman Architect, by School of Architecture faculty Carie Penabad and Catherine Lynn

June 10-12 – American Institute of Architects (AIA) National Convention and Design Exposition, Miami Beach Convention Center, "Design for the New Decade," student exhibition

MRED+U or KPCB - Fall of 2005 through Spring of 2010

2005 Fall

How to be a Town Architect. Speakers: Steve Mouzon, Marieanne Khoury-Vogt, Geoffrey Mouen, Nathan Norris, Teofilo Victoria, Mike Watkins.

Knight Program in Community Building Charrette: Duluth East Downtown, Hillside, and Waterfront Charrette, July 13-18, 2005

Knight Program in Community Building Fellows: Russell Bloodworth, Geoffrey Dyer, Jonathan Ford, Glenn Kellogg, Joseph R. Molinaro, Karin Morris, Mary Newsom, Stephen B. Rhoades, Anthony Mark Sease, Janet Behrens Seibert, Kristopher A. Smith, Monica R. Smith

2006 Spring

Introduction to Real Estate Law, Negotiations, and Approvals. Speakers: John Dellagloria, Lester Abberger, Susan Delegal, Joel Goldman, Doris Goldstein, Richard Grosso, Howard Katz, Neisen Kasdin, Elizabeth Plater-Zyberk, Frank Schnidman, Alan R. Schwartz, Stephen Siskind, Michael Swerdlow, Debora Turner .

National Charrette Institute Charrette Planner™ Certification. Instructor: Bill Lennertz.

Real Estate Development Methods for Urban Redevelopment and Preservation. Speakers: Jay Juergensen, Lolly Barnes, Tony Goldman, Elizabeth Plater-Zyberk, Donovan Rypkema.

2006 Fall

Knight Program in Community Building Charrette: Memphis Winchester Park/Intown Charrette, July 17-22, 2006

2007 Spring

New Urbanism Education Retreat: Educational models and strategies for the teaching of urbanism and new urbanism.

National Charrette Institute Charrette Planner™ Certification. Instructor: Bill Lennertz.

2007 Fall

Real Estate Development and Urbanism Program Visiting Committee Meeting

2008 Spring

NCI Charrette System™ Certificate. Instructor: Bill Lennertz.

2008 Fall

The Principles and Practice of New Urbanism. Online course. Instructor: Charles C. Bohl.

2009 Spring

The Principles and Practice of New Urbanism. Online course. Instructor: Charles C. Bohl.

NCI Charrette System™ Certificate. Instructor: Bill Lennertz.

Basic ARGUS Training. Instructor: Alex Morcate

Public Private Partnerships. Hosted in part by the University of Miami School of Architecture, ULI SE/Florida Caribbean. Florida Redevelopment Agency.

2009 Fall

The Principles and Practice of New Urbanism. Online course. Instructor: Charles C. Bohl.

Robert Davis discussion on real estate development.

Masters in Real Estate Development and Urbanism Advisory Board Meeting

Northeast Brazil: Real Estate Market and Development Opportunities. Speaker: Roberto Lopes. Hosted in part by the University of Miami School of Architecture, ULI SE/Florida Caribbean. Panelists: Charles Bohl, Kim Briesemeister, Lynda Harris, The Honorable Joy Cooper, William P. Voegele, Neisen Kasdin, Katharine D. Nees, Kenneth M. Neighbors, Frank Schnidman, Dr. Jaap Vos.

2010 Spring

The Principles and Practice of New Urbanism. Online course. Instructor: Charles C. Bohl.

NCI Charrette System™ Certificate. Instructor: Bill Lennertz.

Red Field to Green Field Study, discussion series with representatives of Miami-Dade County Parks Department and Trust for Public Land

B. Students

The APR must include the following:

Students

- *A description of the process by which applicants to the accredited degree program are evaluated for admission. (See also the requirements in Part II. Section 3)*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*
- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*
- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*
- *Evidence of support to attend meetings of student organizations and honorary societies.*

Applicant Evaluation Process

Incoming freshmen applicant files are reviewed and evaluated by the University of Miami Undergraduate Admissions Office. Admission to the undergraduate program is based on the combined criteria of a cumulative GPA of 3.0 or higher, combined minimum SAT score of 1100 and class ranking in the top 10%. International freshmen applicant files are reviewed and evaluated by the International Admissions Office with the same criteria and additional requirement of obtaining a score of 550 or higher on the TOEFL examination. All student applicants must have completed a high school degree or its equivalent. All students are required to submit a portfolio. The Undergraduate Admission Offices refers certain candidates for review by the School of Architecture Academic Standards and Admissions Committee.

Transfer applicant files are reviewed and evaluated by the School of Architecture Academic Standards and Admissions Committee. Candidates are required to submit a complete application, 3 letters of recommendation, official transcripts from all previous institutions, and a portfolio. Transfer applicants are placed into different design levels depending on the number of semesters of design taken at their previous institution, and the design ability demonstrated in their portfolio. Students may transfer up to 2 years of design courses; third year is the highest level a student may transfer into. The successful completion of ARC 301 Summer Design with a grade of a C+ or higher is required for the student to enter the third year of the program in the fall semester.

Applicants to the graduate programs are reviewed and evaluated by the School of Architecture Graduate Admissions Committees. Admission to the graduate program is based on the combined criteria of a cumulative GPA of 3.0 or higher and a minimum GRE score of 1000, a complete application, transcripts, three letters of recommendations, a statement of interest and a portfolio.

Additional information on the processes of transfer and advanced standing is provided in PART TWO, Section 3 – Evaluation of Preparatory/Pre-professional Education.

Student Support Services

The School of Architecture supports each student's development as a professional through a series of events and opportunities that enrich the academic curricula. Working with faculty and staff on exhibitions and publications provides an important opportunity for development and participation. Visiting lecturers and critics expand the School's network of associated scholars and professionals providing students with access to many institutions and offices around the world.

Student support services are generally coordinated through the Office of Academic Services and Placement. Academic Services maintains admissions and academic records, manages course offerings, advising, maintains a placement service, and is the School's liaison with university-wide student services.

The Assistant Dean and the Undergraduate and Graduate Advisors organize each semester's formal advising and registration process, assisting students with course selections. To assist students in the selection of courses, the Office of Academic Services publishes a listing of course schedules and descriptions for required and elective courses, as well as dates and deadlines for advising and registration. In addition to the semester advising, pre-registration and registration, students consult on a myriad of issues. Students are also able to confer with Program Directors and other faculty to discuss broader issues of academic and professional development.

Personal difficulties encountered by students are addressed by the program directors, the Assistant Dean, the Associate Dean or the Dean. When the difficulty exceeds the jurisdiction or expertise of these persons, other campus assistance programs, such as the Counseling Center, Campus Ministry, or the Vice President of Student Affairs step in to assist. Experienced professional counselors in these offices may provide direct assistance to the student or referral to more specialized help.

The Career Planning and Placement section of the Academic Services Office, in cooperation with the University's Toppel Career Center, provides a comprehensive approach to career development and internship placement. The placement staff along with faculty members assists students with workshops and seminars on interviewing, as well as the design and assembly of portfolios and resumes. Each spring semester, the Career Fair brings representatives of professional offices and other organizations to the School to conduct interviews for summer jobs and career internships. Among Career Fair participant firms, University of Miami grads have an excellent reputation for their background in drawing and design, and other skills that give them great versatility in the workplace.

Off-Campus Opportunities

The School offers a range of study abroad options. The School has sponsored a semester-long program in Rome each fall and spring for over twenty years. Between twelve and twenty upper level students take part in the program. The Rome facilities include a design studio fully equipped with computers and a small library, and a faculty apartment, located near the Vatican at via del Falco, 1/1a. Each semester, several School of Architecture faculty members travel to Rome to teach along with one or two Romans. Graduate students are served by a semester in Rome with a directed curriculum of their own.

Other travel study programs are offered during the winter and spring semester breaks, and during the summer sessions (trip announcements are in the Appendix). Recent programs have been held in Czechoslovakia, Colombia, Croatia, Egypt, England, Greece, and Japan, and there is a long-running Grand Tour of Europe run by Architecture faculty that enrolls students from across the University. These opportunities encourage the student to seek an expanded field of knowledge and experience that enrich both the study and the practice of architecture. With advanced preparation and consultation, high school seniors may join some of the summer travel programs as an introduction to architecture.

On-campus courses often include the opportunity for short visits to cities in the U.S. and abroad, usually related to subject sites of design studios. Recent course-related expeditions included trips to New York City, Providence, Charleston, Key West (usually a freshman destination), New Orleans, Baranquilla, Cuzco, and Belladere, Haiti. An annual trip to the New Urban settlements of Florida usually includes a busload of upper level and graduate students. And every fall, an elective seminar takes students to construction sites and project offices in South Florida.

On-Campus Activities

The Student Council, AIAS, Tau Sigma Delta National Honor Society, Students for New Urbanism, and Emerging Green Builders offer architecture students a number of special opportunities and activities. These depend on the character of each group's annual make up and in recent years have included group travel to national conferences (see list at end of this section), participation in design competitions and assistance with various School programs including the evening lecture series and the Peer Counselor program. The AIAS organized an art auction for several years, raising funds for charitable causes; two years ago, the AIAS redirected its efforts to the Freedom by Design program, with a project currently underway. Student Council organizes a symposium in the fall, and the Black and White Ball in the spring.

A representative from the graduate programs in architecture participates in the Graduate Student Association Council. Graduate students participate in the campus-wide competitive funding program through the Graduate Activity Fee Allocation Committee, for activities such as symposia and field trips. Graduate students are also eligible for membership in Alpha Epsilon Lambda, a national honorary society for graduate and professional schools.

Extra-curricular on-campus activities are encouraged: students participate in varsity and intramural sports, and in the band, and they have been resident advisors in the residential colleges. The School has adjusted course schedules to reduce conflicts with other activities. Afternoon studios, for instance, have a morning section for those students involved in sports teams or in the band.

Opportunities for practicing leadership are provided by these student organizations, and by the Peer Counseling program, run by the Office of Academic Services, that invites 12 to 16 students to be mentors to freshmen in the studio and other academic and School activities. The School pays for two students to attend the AIAS Grassroots leadership

training conference in Washington each summer. Students are also supported financially by the School to attend national conferences such as Green Build, AIA, CNU, and others.

Several kinds of teaching opportunities enable students to test a career option. Each year, three to six graduate students are asked to teach in the undergraduate drawing courses under the guidance of the faculty coordinator. Upper level students also teach in the School's summer programs for high school students.

Student Research and Creative Activities

Faculty scholarly work often engages students through elective courses in research projects, documental drawing and model-making, and exhibition production. Organized as collegial research partnerships, these types of projects in recent years have engaged students with South Florida, South Carolina and Italian arts organizations and museums. The Special Problems course format gives students and faculty the opportunity to collaborate in new areas of inquiry. The possibility of experimentation within the elective offerings of the School fosters a collegiality among students and faculty and many partnerships and associations are formed throughout the academic year.

For instance, Carmen Guerrero has engaged students for several years in her research on the work of 19th century Italian architect Luigi Moretti. This summer their work was included in one of the five inaugural exhibits at the newly opened MAXXI Museum in Rome. The School funded students Julian Urrego and Andrew Reich to travel to Rome to install their portion of the exhibit "Luigi Moretti: from the Rational to the Informal", and to attend the opening. Allan Shulman's editorial and curatorial work on "Miami Modern Metropolis", an exhibit at the Bass Museum of Art in Miami Beach and a book of illustrated essays, was a collaborative production involving several institutions, an National Endowment for the Humanities grant, and involved more than a dozen teaching assistants over several years. And the curriculum's historic preservation component regularly includes a course dedicated to a Historic American Buildings Survey (HABS) research and documentation project. Last year, under the guidance of Joanna Lombard, nine students collaborated to submit documentation to HABS of a recently destroyed historic Miami chapel; and Rocco Ceo supervised the submission by seven students to the Historic American Landscape Survey (HALS) of the documentation of the Hattie Bauer Preserve, a former tourist attraction (Orchid Jungle) in south Miami-Dade County.

The Center for Urban and Community Design engages students in its various community outreach projects, providing students with experience in building and urban design as well as in the public process of decision-making about the built environment. Since 2005, numerous students in both undergraduate and graduate programs have been involved in projects for communities in South Florida, Mexico, Santo Domingo and Haiti. The Coconut Grove Playhouse Study involved faculty and students from both professional programs. And the Haiti Charrette of spring 2010 gathered 50 volunteers from the U.S., Santo Domingo and Haiti, in a five-day national planning effort that provided an unusual experience for students and faculty.

Students are also invited to participate in various short courses sponsored by the School, such as the MRED+U program's annual three-day National Charrette Institute (NCI) workshop.

Student Travel to Meetings

The School supports students traveling to regional and national meetings of various organizations, as evidenced by this list. Recent years' travel has reduced somewhat due to the economic context.

FYE 2007- Student Travel				
Date	*Name*	*Destination*	*Amount*	
6/30/2006	Steven Mast	New Orleans Research Trip	200.00	
	Santiago Jimenez		200.00	
	Daniel De Angelo		200.00	
	Sherry Abramson		200.00	
	Joseph Warfield		200.00	**1,000.00**
9/8-9/10/2006	Various Students	Seaside	2,837.65	**2,837.65**
9/9/2006	Various Students	Key West Trip	2,500.00	**2,500.00**
1/19/2007	Various Students	Key West Trip	2,500.00	**2,500.00**
2/9-11/2007	Charles Dundas	Field Trip	365.80	
	Monique Faggans	New Orleans, Louisiana	365.80	
	Michelle Pierrette		365.80	**1,097.40**
4/2/2007	Various Students	Savannah Trip	3,150.00	**3,150.00**
			FYE 2007	**13,085.05**

FYE 2008- Student Travel				
Date	*Name*	*Destination*	*Amount*	
7/19-22/2007	Christopher Glapinski	Grassroots Conference	221.80	
	Danay Morales	Washington DC	221.80	**443.60**
10/6-10/8/2007	Various Students	Seaside	3,101.17	**3,101.17**
12/28-1/1/2008	Chris Glapinski	AIAS National Conference	238.10	**238.10**
1/16/2008	Various Students	Key West Trip	2,650.00	**2,650.00**
2/11/2008	Jared Sedam	Martinez Studio	178.24	**178.24**
		Princeton, NJ		
3/9/2008	Ashley Battaglia	New Urbanism Studio	200.00	
	Andrew Haehn	Atlanta, GA	200.00	
	Geoffrey Yovanovic		200.00	
	Candace Giles		200.00	
	Yanique Virgo		200.00	
	Tess Paulose		200.00	
	Ece Cakir		200.00	
	Hamad Almousa		200.00	
	Benyameen Ghareeb		200.00	
	Cristina Gutierrez		200.00	
	Jenna Conte		200.00	
	Jose Arana		200.00	
	Margret Wilhelm		200.00	**2,600.00**
4/3-6/2008	Louise LeGardeur	CNU Conference	675.31	
	Ece Cakir	Austin, TX	577.00	
	Evelyn Spencer		1,881.24	**3,133.55**
			FYE 2008	**12,344.66**

FYE 2009- Student Travel				
Date	*Name*	*Destination*	*Amount*	
7/17-20/2008	RJ Stanfield	Grassroots Conference	156.50	
	Whitney Wade	Columbus, OH	336.00	
	Benjamin Schulte		606.00	**1,098.50**
8/15/2008	Timothy Hyde	Moma Colloquium	409.00	
11/6-8/2008	Louise Noelle Gras		691.97	**1,100.97**
9/4-9/12/2008	Various Students	Seaside	5,682.20	**5,682.20**
11/18-22/2008	Daniela Gomez	Boston, Massachusetts	116.97	
	Kyle Vreeland	Greenbuilders Conf.	109.50	
	Ryan Kwiecinski		315.97	
	Michael Geller		269.00	
	Kaila Budwell		363.97	
	Alyssa Battas		169.00	
	Michael Galea		169.00	
	Melissa Harrison		350.00	**1,863.41**
1/6-1/9/2009	Iselle Delgado	ARC 586 Sust. & Urbanism	687.62	**687.62**
		New Orleans Trip		
4/29-5/9/2009	Jacob Keirn	Housing Design Studio	400.00	
	Palak Gandhi	Bochum Charrette	400.00	
	Carlos Rivera	Bochum, Germany	400.00	
	Benyameen Ghareeb		400.00	
	Brendon Roy		400.00	
	Ashely Battaglia		400.00	
	Matt McKee		400.00	
	Drew Bowman		400.00	
	Kara Yeatts		400.00	
	Daniel Yanez		400.00	**4,000.00**
			FYE 2009	**14,432.70**

FYE 2010- Student Travel				
Date	*Name*	*Destination*	*Amount*	
6/10-14/2009	Donia Hopkins	CNU Conference	377.40	
	Timo Hoeffs	Denver, Colorado	377.40	**754.80**
7/23-26/2009	Andres Gonzalez	AIA Conference	400.80	
	Henrique Takayama	Washington DC	400.80	**801.60**
		Four Seasons		
10/6/2009	Chad Jones	NOMA Conference	393.20	**393.20**
		St. Louis, Missouri		
10/31-11/1/2009	Various Students	Seaside	3,205.00	**3,205.00**
11/3-6/2009	Andres Kaufman	ULI Meeting	250.00	
	Marina McEvoy	San Francisco, CA	250.00	**500.00**
1/29-30/2010	Maria San Jose	Martinez Studio	125.48	**125.48**
		Key West, FL		
2/12-14/2010	Katherin Guyon	Historical Concepts	300.00	
	Oscar Carlson	Travel Studio	300.00	
	Lindsay Hardy	Charleston, NC	300.00	
	Jose Sarmiento		300.00	
	Aaron Aeschliman		300.00	
	Andres Gonzalez		300.00	
	Alexandra Goldstein		300.00	
	Lucia Perez-Sanchis		300.00	
	Carlos Hernandez		300.00	
	Damir Islamovic		300.00	**3,000.00**
5/18-23/2010	Natalia Bidnenko	CNU Conference	600.00	**600.00**
		Atlanta, GA		
			FYE 2010	**9,380.08**

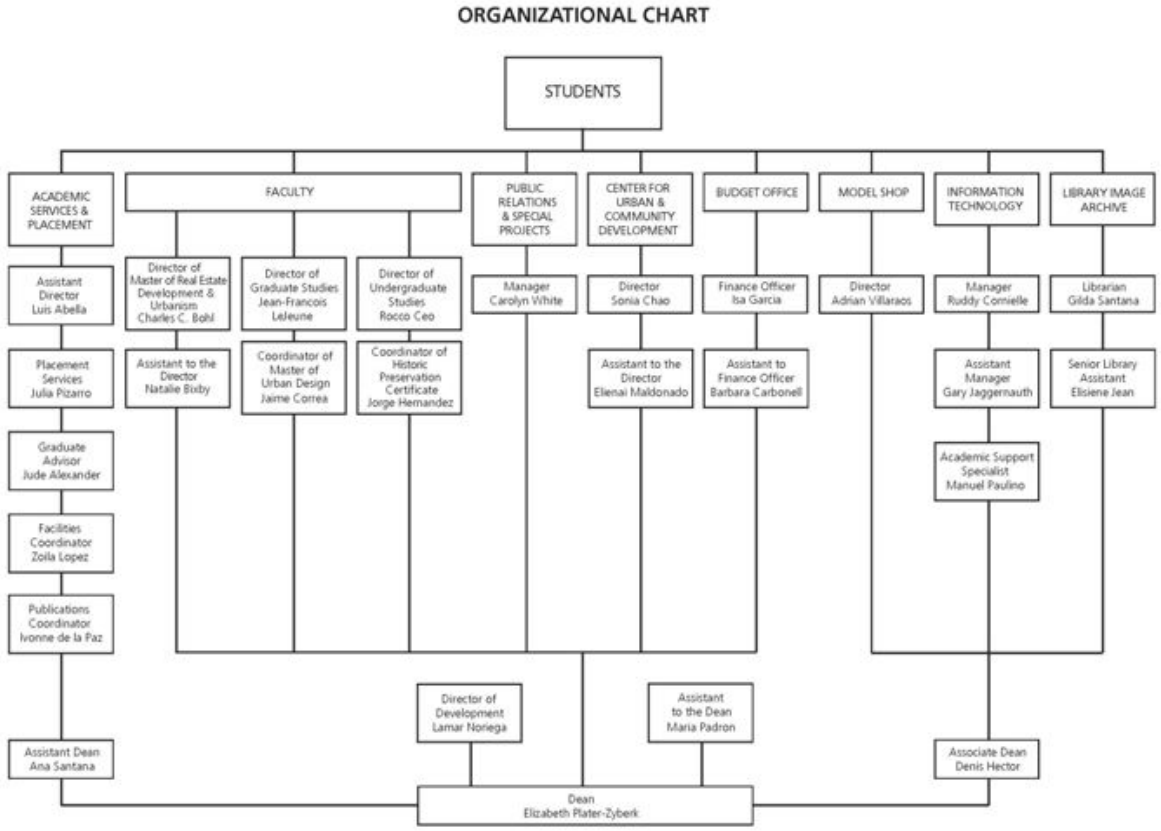
FYE 2011- Student Travel				
Date	*Name*	*Destination*	*Amount*	
6/17/-6/19/2010	Various Students	Seaside	2,967.37	**2,967.37**
7/22-25/2010	Eric Rogers	Grassroots Conference	641.40	
	Andres Gonzalez	Washington, D.C.	621.40	**1,262.80**
			FYE 2011	**4,230.17**

I.2.2 Administrative Structure and Governance

The APR must include the following:

- *A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*
- *A description of the program's administrative structure.*
- *A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.*
- *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

Administrative Structure



Programs and Governance

The School of Architecture is one of twelve schools and colleges of the University of Miami, a private, non-sectarian university accredited by the Southeastern Association of Colleges (SACS). The School has several degree and non-degree programs and functions as an administrative unit. These include the Bachelor of Architecture (B. Arch), the Master of Architecture professional (M.Arch.), the Master of Architecture post-professional (M.Arch.), the Master of Urban Design (M.U.D.), the Master of Real Estate Development and Urbanism (M.R.E.D.+U.), two summer high school programs, and one non-credit on-line course. The School is in the process of developing Certificates in several topics for professional program students who wish to focus their elective coursework. The first, recently established, is the Certificate in Historic Preservation.

The academic programs at bachelors and masters levels are guided by the Undergraduate and Graduate Program Directors who are selected from among the faculty. They supervise the Faculty Coordinators for the M.U.D. a Certificate programs and the Director of the M.R.E.D.+U. The M.R.E.D.+U. is the only of the School's programs that is run in agreement with another University unit, the School of Business Administration, under a memo of understanding. There are, however, in all the School's programs, significant partnerships in teaching that have been developed by the faculty with colleagues in other units, including the College of Arts and Sciences (where the Geography Department fields a minor in Urbanism), the School of Business Administration, the College of Engineering, the Miller

School of Medicine, the School of Music, and the Rosenstiel School of Marine and Atmospheric Sciences. Programs for non-matriculated students, such as the high school programs, continuing education offerings and non-credit on-line courses are the responsibility of their faculty and staff initiators.

The Program Directors, the Associate Dean and the Assistant Dean for Academic Services (the Administrative Team) meet with the Dean on a weekly basis to advance the curriculum and to plan for the upcoming semester. Faculty and Staff Meetings are regularly scheduled once a month, with an all-day retreat at the beginning of every academic year. Student representatives of the Student Council and other organizations such as the AIAS have a regular agenda item in the meetings. Following the University Faculty Manual's guide for voting rights, on an annual basis the tenured faculty has been extending voting rights to all members of the full-time faculty (this designated the School Council) for all issues except promotion, reappointment and tenure.

A committee structure supports initiatives and decision-making. Among these, the Academic Standards Committee reviews academic policy and curriculum issues related to individual students for both undergraduates and graduates, and the Graduate Committee reviews applications and general curriculum issues for the graduate programs. The entire faculty usually functions as the Curriculum Committee, but from time to time, special meetings will be called to review a given topic. The Curriculum Committee proposals are implemented following a School Council vote. Last spring the Drawing and Computing Committee was formed under the leadership of Carie Penabad to discuss and propose changes to the teaching of graphic skills.

Students are consulted in various ways regarding the curriculum and the life of the School. Besides regularly participating in faculty and staff meetings, student organizations work with faculty advisors, who act as a channel to the administration; School administrators are quite accessible to students, amidst physical surroundings that literally encourage an open door policy; from time to time, a program director or the dean will gather a group of students to review specific topics.

Two advisory committees bring outside perspectives to the School mission and operations. The Visiting Committee, comprised of four members of the University's Board of Trustees and a dozen esteemed representatives of the profession and related industry, meets once a year and submits a report on the state of the School to the Provost, President and Board of Trustees. Recent meetings have been fruitful, with resulting initiatives in curriculum and other areas. The M.R.E.D.+U. Advisory Committee brings individuals accomplished in real estate development and finance to

School to discuss the development of the new program, to participate in its various activities, and to support it financially.

Elizabeth Plater-Zyberk, Dean

The Dean of the School of Architecture is appointed by the President in consultation with the faculty. As architecture is a non-departmentalized School, the Dean assumes the role of both dean and chair. She is responsible to the President and to the faculty for all matters relating to the School's educational research and administrative affairs. The Dean represents the School and its mission to the University and to the local, national and international community, and with the assistance of the Advancement Office is responsible for fund-raising. Together with the Administrative Team, the Dean works toward the goals of the educational and research mission of the School, and maintains the administrative and operational welfare of the School. The Dean is ultimately responsible for the leadership of the faculty and the accomplishment of goals. Although the Dean's appointment is full-time administrative, the Dean is also a member of the faculty and teaches one 3-credit course each year.

Denis Hector, Associate Dean

The Associate Dean is appointed by the Dean and assists in the implementation of policy in the operations of the School. He acts on behalf of the Dean in her absence; supervises the operations of the Computer Lab, Facilities, and liaisons with the Library; and assists in the administration of financial operations. The Associate Dean works with his University counterparts and with the Assistant Dean of Academic Services in addressing academic and extra-curricular concerns, and he acts on behalf of the School with regard to special projects. As the administrative responsibilities are fifty percent of the position with academic responsibility composing the remaining fifty percent, the Associate Dean teaches 9 credits per year, and participates fully in the Faculty Council.

Rocco Ceo, Director of Undergraduate Studies

Jean-Francois Lejeune, Director of Graduate Studies

Appointed by the Dean in consultation with the faculty, the directors oversee the educational and research affairs of degree programs, in coordination with program coordinators. Working with the Assistant and Associate Deans as the A-Team, the Directors, are responsible for curriculum development, course offerings and scheduling, and faculty assignments. Directors are consulted by the Assistant Dean in matters of recruitment advising, and student affairs, and by the Dean on the annual review of faculty. Directors work closely with students and faculty, coordinating work with the Dean's Office and looking after the well being of the faculty and students in each program. Administrative responsibilities are credited as a fifty-percent load; directors teach 9 credits each year and participate fully as members of the Faculty Council.

Ana M. Santana, Assistant Dean and Director of Academic and Placement Services

The Assistant Dean works with a staff of three full-time associates, and six student assistants to coordinate all academic services for undergraduate and graduate students. She works together with the Undergraduate and Graduate Advisors to maintain all academic records, student advising and registration. She is also a liaison between students, parents, and University departments such as Admissions, Enrollment Services, Financial Assistance, Counseling Center, Career Placement, Housing, and Student Affairs. As a of member of the Administrative Team, in coordination with the Undergraduate and Graduate Directors, she oversees the space assignments, class scheduling, and academic advising. The Director works with the Dean and program Directors to coordinate recruitment efforts and materials. The Director works as an ex-officio member of the faculty Committee on Admissions and Academic Standards to review student applications, scholarship awards, honors and awards, and recruitment strategies.

Charles Bohl, Director M.R.E.D.+U. Program

Jaime Correa, Coordinator M.U.D. Program

Jorge Hernandez, Coordinator Historic Preservation Certificate Program

These faculty members oversee the curriculum and course offerings for programs that offer academic enrichment opportunities for students in the professional programs. It is anticipated that additional certificate programs will emerge from ongoing faculty curriculum discussions. The M.R.E.D.+U. director coordinates the School's real estate development offerings with his counterparts in the School of Business Administration and the School of Law.

Staff

All staff positions are full time. They are listed below under the specific office or faculty in which they operate.

Office of the Dean

Maria Padron, Assistant to the Dean

The Assistant to the Dean provides primary support for the Dean in the execution of her administrative responsibilities through assistance with communication and other matters relating to the total operation of the School. She interacts with every facet of the university community, staff, students, faculty, administration, invited visitors and members of the outside community and is responsible for maintaining the Dean's calendar, correspondence and School Council minutes.

Carolyn White, Director of Public Relations and Special Projects Coordinator

The Director of Public Relations and Special Events Coordinator is responsible for communicating the work of the students and faculty internally and externally, producing a School Bulletin twice a month and an annual Newsletter; she also serves as a liaison with the University Office of Media Relations as needed to access the news media. Working with the Dean and Associate Dean, she coordinates arrangements for the annual Homecoming Alumni Barbecue, for visitors, guest lecturers, special events and receptions.

Lamar Noriega, Director of Advancement

The School's Director of Advancement is part of the University Advancement Office and works with the Dean in seeking resources for the School's programs and activities. She maintains relations with School alumni, and with individual and organizational friends of the School; works with donors; organizes fundraising events such as the annual Homecoming Golf Tournament; and assists faculty with grant applications.

Office of Academic Services & Placement

Luis Abella, Undergraduate Advisor and Recruitment Coordinator

The Undergraduate Advisor and Recruitment Coordinator is the liaison with the University offices of Enrollment Services and Financial Assistance. He assists applicants, oversees the recruitment calendar, maintains transfer application files, and manages mail registration for incoming freshmen. He directs all aspects of undergraduate student registration and advisement. He maintains all undergraduate academic records and related information, including academic and financial aid status. He directs the residential summer program for high school students and. He is also responsible for administering access to all School of Architecture facilities via programmable key cards.

Jude Alexander, Graduate Advisor/Assistant to the Graduate Program Director

The Graduate Advisor is the School's liaison with the University offices of International Admissions, Graduate School, and Enrollment Services. She maintains all graduate academic records and related information, including academic and scholarships status. She assists the Graduate Program Director in the advising of graduate students and is responsible for all aspects of their registration. She responds to inquiries of prospective graduate students and maintains communication with them throughout their application process and during their residency until their graduation. She prepares and maintains applicant files for the Admissions Committee to review and prepares international applicant files for International Admissions to evaluate. The Graduate Advisor is also responsible for coordinating the Graduate Assistantship program.

Julia Pizarro, Assistant to the Director and Placement Coordinator

The Placement Coordinator is the liaison with the University's Toppel Career & Placement Center ; she maintains a current job listing of internship, full and part time positions for architecture students and alumni. She organizes the annual Career Fair, maintaining a data base and relations with employers in the field. As Assistant to the Director of Academic Services, supervising a small staff of student assistants, she provides office support for the operations of Academic Services including advising, registration, phone contacts, event assistance, tours of the School, and initial response to inquiries. She maintains a database of inquiries and recruitment, coordinating of mailings for these, and coordinating the mailing of alumni documents for the Board of Licensure. She is also the liaison with the Office of Risk Management, in relation to student and faculty travel.

Zoila Lopez, Facilities Coordinator

The Facilities Coordinator is the liaison with the University facilities department. She oversees the ongoing maintenance and repairs of the School's grounds and buildings, which require constant attention. She assists the faculty with room reservations and teaching equipment, and assists the offices of the Dean and Academic Services with special projects.

Ivonne de la Paz, Publications Coordinator

The Publications Coordinator is responsible for creation and production of the School's print and web media, including recruitment and promotional materials, such as the program brochures, the Newsletter, events announcements, and updates and maintenance of web site content, as well as the School's Facebook page and Twitter. She collects student projects for and maintains the School's electronic image bank. She also works with faculty in the design and production of exhibitions and publications.

Budget Office

Isa Garcia, Finance Officer and Budget Director

The Finance Officer is a C.P.A. who assists the Dean's office in the financial planning and operations of the School. Under the direction of the Dean, she prepares and administers the School's operating budget. She maintains all the School's financial records, prepares monthly expense reports, budget analysis, forecasts, and various specific analyses for University offices including that of the Provost, the Vice President of Finance, Advancement, and Research and Sponsored Programs. She also works with faculty developing budgets for grant applications and maintaining grant records, and for the Rome Program, the CUCD, and the MRED+U.

Barbara Carbonell, Assistant to Finance Officer

The Finance Assistant is responsible for tracking the daily budgetary operations of the School. She implements budgetary policies and procedures, maintains accounts, prepares and processes purchase requisitions, check requisitions,

and inter-departmental requisitions as needed. She also manages the School's small retail operation that sells books and shirts.

Information Technology

Ruddy Cornielle, Information Systems Manager

The Information Systems Manager is the day-to-day manager of all information technology and computing operations in the School, including the Computer Lab, all user operations support, and all aspects of the network, including the School's relation to the University's Office of Information Technology. The manager works with his staff to maintain equipment and software in the Computer Lab, in classrooms, and in faculty and staff offices. The manager coordinates with the faculty and the Associate Dean with regard to evaluation, planning, budgeting, and purchasing for the computing facilities.

Gary Jaggernauth, Academic Network Specialist

The Academic Network Specialist is involved in all aspects of computing operations and support. He manages the Computer Lab, supervising the student assistants. He researches and evaluates new computing products and assists in special computing projects.

Manny Paulino, Studio Applications Specialist

The Studio Applications Specialist supports the applications environment for students and studio computing, as well as School faculty and staff.

Model Shop

Adrian Villaraos, Director of Model Shop

The Director of the Model Shop is responsible for the staffing, managing and proper training of student assistants for the School of Architecture Model Shop. He trains and certifies all users and students in safety procedures and the proper use of the Model Shop. He maintains the daily operation of the shop facility; keeps tools and machines in good repair; institutes and enforces safety procedures; and oversees the purchase of new equipment. He frequently participates in the work of studios and courses with assignments that are produced in the Model Shop, and is an important contributor to the Design-Build Studio.

Library

Gilda Santana, Head of Architecture Information Resources and Services

The Head of Architecture Information Resources and Services is a staff member of the university-wide Richter Library system. She acts as liaison to the Dean and Associate Dean of the School of Architecture in providing information resources for students, faculty and staff. She works with faculty to support coursework with the necessary information resources, visits courses to provide research instruction to students, and supervises one library staff person and several student workers.

Center for Urban and Community Design

Ely Maldonado, Assistant to the Director

The Assistant to the Director staffs the CUCD, assisting the faculty director, and the faculty and students working on CUCD projects, as well as managing communication with the Center's outreach clients.

Real Estate Development and Urbanism Office

Natalie Bixby, Program Coordinator

The Program Coordinator manages the activities related to the Masters program, including scheduling its many classroom visitors, the students' travel to conferences and entries to competitions. She also manages the registration and certification process for New Urbanism On-line, and she acts as an assistant to the program Director.

I.2.3 Physical Resources

The APR must include the following:

- *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.*
- *A description of any changes to the physical facilities either under construction or proposed.*
- *A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

General Description of Facilities

The facilities of the School of Architecture are organized around a courtyard and greens along Lake Osceola on the Coral Gables campus. Housed in several historic and one new building, the School's interior building area totals about 68,000s.f. Plans have begun for the next additions to the School's facilities, to include studio and library expansions.

The courtyard is a central meeting place, and encourages informal gatherings in a beautiful natural setting. An adjacent green hosts a vegetable garden planted by the students with faculty assistance. A campus walk along the lakefront connects the School to the rest of the University campus. All indoor and outdoor spaces are covered by the universities wireless network; classrooms, studios and offices are wired as well. Plans of the Schools facilities follow this section.

[INSERT PEREZ BUILDING PHOTO]

The Jorge M. Perez Architecture Center

The Jorge M. Perez Architecture Center, opened in 2005, provides the focus for academic life at the School with three main spaces: the Stanley and Jewell Glasgow Lecture Hall, seating 140, accommodates scheduled classes and the evening lecture series; the Irving Korach Architecture Gallery hosts mid-term and final design studio reviews, and four to six exhibitions a year of regional to international importance; the Marshall and Vera Lea Rinker Multimedia Classroom seats 40 for smaller scheduled classes, and is used also for faculty and other meetings. The Perez Center is surrounded by the rest of the School's facilities housed in historic structures built in 1947 during an important period of University development.

Phase II includes a new core of elevators, bathrooms and stairs for Bldg. 48. Restoration of the existing buildings is part of a third phase of facilities enhancement and will require additional fund raising. The Office of Disability Services completed an accessibility assessment report during summer 2004. The report recognized the School of Architecture's efforts to improve accessibility in existing buildings and our readiness to accommodate special needs in the meantime.

Studios/Faculty Offices

Three major buildings comprise the primary studio spaces with large open studios for the first and second years. Smaller office-like studios for upper level students are interspersed with adjacent faculty offices, encouraging close collaboration among faculty and students. One first floor studio is outfitted with wheel-chair accessible doors and restroom. Other first floor studios can accommodate limited motor skill accessibility. Room and studio assignments are organized in response to student needs. Studios are accessible 24 hours a day, 7 days a week via programmable key cards; each student is assigned a workstation.

Faculty offices are distributed throughout the School's buildings. About half are concentrated in Building 48, with the remainder interspersed among the studios in Building 35. Each full-time faculty member has an office, and there is a shared office devoted to part-time faculty.

Classrooms

In addition to Glasgow Hall and Rinker Classroom, two classrooms are located in Bldg.48, one on the third floor of the administrative building, and the other, a multi-media equipped room on the third floor above the Computing Laboratory.

Exhibition / Jury Rooms

In addition to the Korach Gallery, a ground floor gallery in building 48, and a third floor space in building 49 host studio reviews. The third space serves as a studio for drawing classes and is the repository of a plaster cast collection given to

the School by the New York Metropolitan Museum. Taking advantage of the temperate weather, reviews are also held in the central courtyard using moveable partitions. Faculty also utilize space off-site for reviews of community based projects.

Administrative Offices

Building 48E houses most of the School administration, including the Office of Academic Services, located on the first floor, serving as the School reception office. The second floor includes the offices of the Dean, Associate Dean, the Directors of Undergraduate and Graduate Studies; the offices of Financial Operations and of the Director of Public Relations are also on the second floor, adjacent to the Faculty Office.

Architecture Model Shop

The Architecture Model Shop is a 1,500 square foot indoor facility consisting of a, three assembly rooms, two machine rooms, and the director's office. A small Materials Lab is adjacent with drafting tables and display shelves. And a 500 square foot exterior fenced yard, with a concrete paver surface is available for outdoor workspace. The shop is fully equipped with standard woodworking equipment including: a table saw, drill press, joiner, planer, two band saws, three lathes, four sanding machines, various power and hand tools and other accessories. A laser cutter has recently been added to the equipment, and a dust collection/particulate air filtration system was installed several years ago.

The Center for Urban and Community Design

The Center occupies a space on the first floor of Building 49, close to Dickinson Drive. This location assures a public presence, making the Center easily accessible to visitors and emphasizing its importance in linking the School of Architecture to the community. The Center includes several work stations and a meeting area.

MRED+U Center

The offices of the Master of Real Estate Development and Urbanism are housed on the first floor of Building 35, also easily accessible to visitors. A meeting room and several workstations serve teaching, research and service activities related to the program.

Architecture Library

The Architecture Library, a branch of the Richter library, overlooks the central court of the School. It is a circulation library which houses books, reference works, reserve material, periodicals, drawings, maps and the New Urban Archive. This facility is linked to the Richter Library, the University central library that houses major collections in architecture, landscape, urban design, interiors, and related disciplines. The Richter Library utilizes the Integrated Bibliographic On-line System (IBIS) and is a member of an institutional network which can be accessed from terminals in the Architecture Library, Computer Lab, the residential colleges, and from home and office computers.

Computer Facilities

Computing is a distributed function that penetrates all parts of the School of Architecture. The network is interconnected using a Gigabit Ethernet Network with more than 350 ports and a Wireless Wi-Fi Cloud, which links the School to the University fiber optic backbone and the rest of the world. All university buildings including faculty and staff offices, classrooms, studios, libraries, and other occupied spaces have network access. As of Summer 2010 the entire School has access to the wired or wireless network. University-wide computing is supported by the Ungar Computing Center, which houses central computing facilities and offices, and provide services to aid the research and information for the entire institution.

At the center of the School's IT facilities is the Computer Lab. The Lab hosts a secured room with a number of servers that provide student and faculty all the computer functions they need. These services include streaming video for classes and lectures, web services and remote and local file and print access. Servers are backed up constantly and provide redundancy in case of critical need.

Other Lab equipment includes 20 High-End Dual Processor Workstations with large monitors, for CAD, 3D, structures analysis, and other research and academic work, as well as word processing and web browsing. The workstations are equipped with a diversity of basic productivity, graphics, CAD, modeling, animation, GIS, desktop publishing,

multimedia, and presentation software. Lab computers drive select peripherals, such as scanners and laser cutters and large color printers.

Outside the Lab, there are over 50 computers maintained by the Lab staff. Five classrooms are equipped with full audio-visual capabilities, including digital projectors and sound amplifiers. Classroom desktop computers and laptop connections mimic those of the Computer Lab. The School of Architecture Library has five networked computers and a connected large format scanner.

School faculty for the most part is equipped with laptops and several faculty members have workstations in their offices. School staff has desktop computers or workstations. E-mail service is provided to all in the School by the University Central e-mail server, which provides all the functions of the most advanced electronic mail systems including web accessible e-mail. Mandatory computer ownership for students starting in the second year and most students now own laptops; however, students still prefer to work in the Lab due to the superiority of its workstations and their proximity to printers.

There are three broad categories of computing at the School, each with different requirements: Computer Lab, students and studios, faculty, and staff. Most School computers, with the exception of servers, generally have a four-year life cycle. Computer Lab computers are upgraded or replaced more often, with a maximum of two years of use. Each category of user has a variety of needs and the annual capital expenditures are distributed accordingly, giving academic and faculty needs the highest priority

The School has an information technology continuous upgrade process organized as follows: Computer Lab: 50% of the workstations are replaced or upgraded each year. Replaced computers cycle to faculty, staff or other areas. 25% of faculty and staff workstations are replaced or upgraded each year. Faculty needs determine priorities for latest technology and equipment. The School's Library computers are upgraded as budget is allocated by the University Central Library System. As of summer 2010 the Architecture Library's request for new Macintosh computers was under review.

Future plans for the School's information technology include:
1) To obtain an in-house server or outside service for rendering and modeling. This will speed up and relieve the lab workstations when students are doing final presentations that require high-end modeling.
2) To provide 24 hour printing access to all faculty and students via remote printing and electronic payment. This is a task that is nearly completed, as part of the University wide student printing solution called "UPRINT", until recently primarily used by Richter Library.

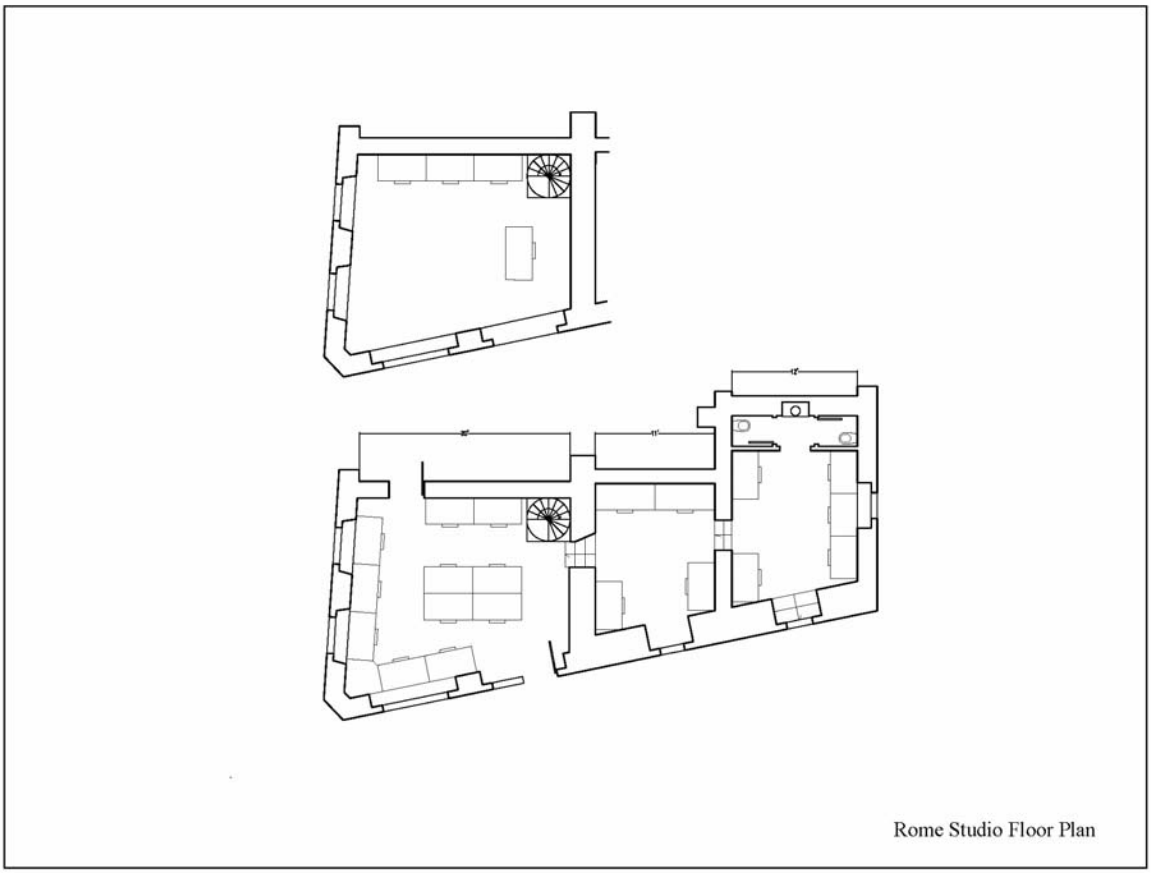
Rome Center

The University of Miami sponsors fall and spring semesters in Rome, Italy. Founded in 1999, the Program brings together a select group of upper level students and faculty members for an intensive experience in design, drawing, and history of architecture. Travel within Italy during each semester is a key component of the coursework in addition to a special field trip outside of the Italian peninsula. The curriculum consists of design and drawing courses, lectures, workshops, guided walking tours and field trips. Acceptance to the Rome program is based on grade point average, an essay of intention and a portfolio.

In 2002, the program rented new space with Penn State University at Palazzo Doria-Pamphili where it started running both in the fall and the spring. In 2008, the program (now including a graduate section) moved into its fully renovated own quarters: the 1200 sq. ft. space comprises space for 20 students and is fully equipped with 23 workstations, printers, high-speed Internet, a 628 volume reference library and a lecture mezzanine for faculty and guest lecturers.

Located between the Castel Sant'Angelo and the Vatican in the Prati district of Rome is the School of Architecture's Rome Program center. The center serves both undergraduate and graduate students in a studio setting made possible through a long term lease with the building's owner. The school's Rome Program center is the culmination of some

twenty years of the program's evolution using facilities sublet from other universities. Having our own facility represents a significant improvement to our academic mission that has enabled the program to accommodate more students, broaden the curriculum and establish a permanent presence in Rome.



Rome Studio Floor Plan

I.2.4 Financial Resources

The APR must include the following:

Program budgets:

- *Current fiscal year report(s) showing revenue and expenses from all sources.*
- *Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.*
- *Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.*
- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Institutional Financial Issues:

- *A brief narrative describing:*
  - *Pending reductions or increases in enrollment and plans for addressing these changes.*
  - *Pending reductions or increases in funding and plans for addressing these changes.*
  - *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
  - *Any other financial issues the program and/or the institution may be facing.*

Institutional and Financial Issues

The School of Architecture has operated for many years on a budget system with three revenue sources: undergraduate and graduate tuition revenue, and income from endowment and gifts.

Undergraduate tuition gross revenue is the base determinant of the School's annual U-dollar allocation, established annually by the Provost's office. This covers much of the School's faculty and staff salaries, and operating expenses. *Graduate tuition* and other special programs gross revenue covers the remainder of budget needs. Small annual surpluses have been accruing in a special account for the next building addition.

Until this year, graduate and special program revenue accrued 100% to the School. A recent revision to this system by the Provost requires a return to the central administration of 30% of the net revenue after scholarships. This represents a diminishment of approximately $426,000 annually. In the spring of 2010, the Provost agreed to the Dean's request that this change take place over the next two years, instead of all at once in the coming year.

Income from *endowment and gifts* is applied to scholarships and other uses as specified by the original gift. Some of the scholarship funds are controlled and disbursed by the University and others by the School. The endowment of the School has grown from $1.2million in 2004 to $1.4million in 2010, at a rate that reflects the decline in the financial markets.

Budget cuts and changes to accounting University-wide during the last several years; have been accommodated by the School in a variety of ways: a university-wide mandated salary freeze one year, low salary increases in the other years, staff attrition and generally reducing operating costs.

One unforeseen positive development is the revenue from the certificate course, New Urbanism On-line: $99,000 resulting from course and exam subscriptions this past year. This is an unpredictable source as the future relationship of the course to the exam sponsored by the Congress for the New urbanism (CNU) and to the US Green Building Council's (USGBC) LEED-ND program is uncertain.

Enrollment has been holding steady in recent years. Reductions in undergraduate enrollment, as per the University Strategic Plan, have been mitigated by increases in graduate enrollment. In fall 2009, enrollment in the new MRED+U program balanced the recession-related drop in freshman enrollment. It is the School's plan to maintain the current distribution of enrollment among programs, with intended growth of a dozen students in the MRED+U program.

Development

The dean is responsible for the fundraising activities for the School of Architecture. She is assisted by the University President, the University's Board of Trustees and Lamar Noriega, the School's development officer in the Office of University Advancement. To further assist the School with fund-raising the dean has organized a School wide Visiting Committee of individuals in the profession as well as an Advisory Board of real estate developers for the new Real Estate Development and Urbanism program. These individuals support the School and when appropriate they assist with suggestions and introductions to new prospects. The faculty is also helpful in identifying prospective donors and assisting with cultivations.

In 2007 the University completed a capital campaign. The School of Architecture, under the leadership of trustee Jorge M. Perez, had a campaign goal of $15,000,000 for faculty chairs, scholarships and programmatic needs. At the campaign's close, the School had raised approximately $9,000,000 during the seven year period.

Fundraising has been slow in this recent economic environment. However the School has been successful in fundraising for programs such as Design/Build, the Rome Program and exhibitions, and community support for events hosted by the School has increased dramatically. Among the most fruitful is the annual golf tournament, coordinated with the School alumni barbeque during Homecoming Weekend.

Budget

Current and Forecasted Revenue & Expenses

	Current	(Assume 2% Increase)	
	FYE*	FYE	FYE
	2011	2012	2013
	Total	Total	Total
Revenue			
U-Dollar Allocation	3,932,034	4,010,675	4,090,888
Masters	3,100,000	3,162,000	3,225,240
Special Programs	226,730	231,265	235,890
Endowment Income	63,272	64,537	65,828
Gifts	77,050	78,591	80,163
Total Revenue	7,399,086	7,547,068	7,698,009
Tuition Waivers/Scholarships			
Graduate	1,163,000	1,186,260	1,209,985
School Scholarships	71,350	72,777	74,233
	1,234,350	1,259,037	1,284,218
Expenses			
Compensation and Benefits			
Faculty	3,401,963	3,470,002	3,539,402
Staff	1,135,110	1,157,812	1,180,968
Graduate Stipends	190,000	193,800	197,676
Student Wages	80,000	81,600	83,232
Subtotal	4,807,073	4,903,214	5,001,279
Non-Compensation		-	-
Computer Lab	325,000	331,500	338,130
Model Shop	20,000	20,400	20,808
Library	12,500	12,750	13,005
Rome Programs	230,000	234,600	239,292
Exhibits & Special Events	35,300	36,006	36,726
Lecture Series	22,500	22,950	23,409
Newsletter/Publications	52,414	53,462	54,532
Facilities	45,000	45,900	46,818
Development	15,000	15,300	15,606
Recruiting/Academic Services	65,000	66,300	67,626
Operations	534,949	545,648	556,561
Subtotal	1,357,663	1,384,816	1,412,513
Total Expenses	7,399,086	7,547,068	7,698,009
* Current Fiscal Year is from June 1, 2010 to May 31, 2011)			

Revenue & Expenses from all sources						
	FYE 2005 Total	**FYE 2006 Total**	**FYE 2007 Total**	**FYE 2008 Total**	**FYE 2009 Total**	**FYE 2010 Total**
Revenue						
U-Dollar Allocation	$ 3,198,663	$ 3,290,524	$ 3,526,124	$ 3,741,307	$ 4,209,073	$ 3,525,737
Masters	1,906,961	2,042,359	2,101,496	2,211,506	2,364,716	3,244,586
Special Programs	236,011	187,283	134,773	152,175	182,714	149,459
Endowment Income	55,886	57,964	67,030	72,408	76,629	80,429
Gifts	312,888	530,402	488,216	672,369	166,704	189,429
Total Revenue	5,710,409	6,108,532	6,317,639	6,849,765	6,999,836	7,189,640
Tuition Waivers/Scholarships						
Graduate	419,012	510,115	583,139	710,918	852,048	949,419
School Scholarships	82,165	90,209	114,628	108,406	98,313	87,716
	501,177	600,324	697,767	819,324	950,361	1,037,135
Expenses						
Compensation and Benefits						
Faculty	2,591,229	2,661,227	2,874,032	2,981,932	3,202,534	3,102,380
Staff	824,561	867,437	823,935	949,743	1,057,804	1,074,662
Graduate Assistantship Stipends	146,062	150,000	184,962	128,284	154,166	139,774
Student Wages	29,144	40,074	38,476	54,514	47,754	68,755
Subtotal	3,590,996	3,718,738	3,921,405	4,114,473	4,462,258	4,385,571
Non-Compensation						
Computer Lab	338,742	380,898	261,851	315,995	368,490	351,041
Model Shop	11,325	10,389	19,392	17,186	33,131	22,095
Library	38,919	15,573	10,194	7,980	7,541	8,882
Rome Programs	135,933	98,540	194,053	241,577	259,679	230,129
Exhibits & Special Events	15,766	87,964	38,406	38,830	60,895	47,422
Lecture Series	24,206	30,334	33,286	32,193	21,260	24,427
Newsletter/Publications	16,996	19,524	34,203	3,257	50,213	44,291
Facilities	62,270	51,922	83,813	37,988	87,553	92,105
Development	17,772	10,166	10,268	13,352	11,217	16,827
Recruiting/Academic Services	59,200	56,253	53,589	73,729	67,775	75,336
Travel	22,584	27,892	26,935	45,898	28,695	33,133
Operations	400,046	407,913	389,803	470,009	562,778	366,983
Subtotal	1,143,759	1,197,368	1,155,793	1,297,994	1,559,227	1,312,671
Capital Expenditure	338,617	81,434	1,436,342	-	6,000	46,000
Total Expenses	5,574,549	5,597,864	7,211,307	6,231,791	6,977,846	6,781,377

Revenue Sources

		2005	2006	2007	2008	2009	2010
66377G	KNIGHT FDN LEXINTON				103,000.00		
66048A	GRI KNIGHT FDN MT 66047Y	25,839.76			-		
662562	C/S HUD HSIA COMM REVITA		12,953.92				
662563	C/S HUD HSIA PLANNING & MGT		10,733.66				
		25,839.76	23,687.58	-	103,000.00	-	-
	EXPENDITURES:						
66037X	GRAHAM FDN-MARION MANLEY	2,603.63					
66044R	FL ST M MANLEY	9,804.45					
66047Y	KNIGHT FDN COMM BLDG	274,963.29	428,483.81	328,557.57	191,102.40	74,281.10	
66377G	KNIGHT FDN LEXINTON				102,996.88		
669853	KNIGHT FDN	103,425.18					
660264	GRI KNIGHT FDN MT 669853	25,613.81					
66048A	GRI KNIGHT FDN MT 66047Y	-	-	-	-	25,839.76	
66175G	J M KAPLAN FUND		56,597.74	101,527.03	26,566.04	14,152.00	
662562	C/S HUD HSIA COMM REVITA		12,953.92				
662563	C/S HUD HSIA PLANNING & MGT		10,733.66				
66270W	NEW HAMPSHIRE CHARITABLE			3,410.00			
662861	J M KAPLAN FUND MT	2,130.87	2,854.41				
663002	GRAHAM FDN ,MODERN VERNAC	3,053.65					
663080	CITY OF MIAMI	18,219.07					
666939	HUD HSIAC HOME OWNERSHIP	75,878.50					
666967	HUD HSIAC COMME REVITALIZ	65,123.30					
666971	HUD HSIAC PLANNING & MAGT	2,712.46					
		583,528.21	511,623.54	433,494.60	320,665.32	114,272.86	-

Note: This chart reflects that expenditures occur in the years following awarding and receipt of grant funds. Some of the spending shown here is related to grants received before 2005 that are not shown here as revenue.

Endowments

EGP0810
EGPRPTSIGNER1

AUTHORIZED SIGNER	DEPT CODE	FUND TITLE	END. TYPE	ENDOWMENT ACCOUNT GL	ENDOWMENT ACCOUNT SL	INCOME ACCT	CORPUS BALANCE AT MARKET May 31, 2009	CORPUS BALANCE AT MARKET May 31, 2010	SPENDING DISTR 09-10	SPENDING DISTR 10-11
PLATER-ZYBERK	24301	J.A. STEFFIAN SCHLP	5	65401	261540	782999	172,438	189,447	10,418	9,393
PLATER-ZYBERK	24301	PRESTON AWARD	3	61621	261621	771004	37,574	41,280	2,270	2,047
PLATER-ZYBERK	24301	C.M. BETSCH AWARD	5	61658	261658	773060	18,220	21,024	1,132	1,042
PLATER-ZYBERK	24301	FERGUSON SCHLP	5	61668	261668	767818	25,227	27,716	1,524	1,374
PLATER-ZYBERK	24301	JAMES BRANCH SCHLP	5	61700	261700	779046	15,885	17,595	960	872
PLATER-ZYBERK	24301	HENRY A. COLINA FUND	5	61740	261740	779195	24,849	27,301	1,501	1,354
PLATER-ZYBERK	24301	ARCH ALUMNI SCHLP	5	61777	261777	784573	27,726	30,461	1,675	1,510
PLATER-ZYBERK	24301	J.A. CHILDS SCHLP	5	61793	261793	441318	502,281	551,826	30,347	27,359
PLATER-ZYBERK	24301	ABELLO SCHLP DESIGN	5	61846	261846	402065	54,873	60,286	3,315	2,989
PLATER-ZYBERK	24301	ROME PROGRAM	5	61904	261904	700196	46,860	53,367	2,869	2,646
PLATER-ZYBERK	24301	MCLAMORE FELLOW -AI	5	61949	261949	402434	155,355	170,679	9,386	8,462
PLATER-ZYBERK	24301	IP - HISTORIC PRES.	5	62106	262106	262106	32,894	39,021	1,993	1,935
PLATER-ZYBERK	24301	BARRY BOGGIO SCHLP	5	62135	262135	700552	82,226	92,255	4,976	4,574
PLATER-ZYBERK	24301	TOM SPAIN ROME PROG	5	62345	262345	262345	0	95,901	415	4,755
PLATER-ZYBERK Total							1,196,410	1,418,161	72,782	70,311

I.2.5 Information Resources

The APR must include the following:

[NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
  - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
  - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
  - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
  - *Demonstrates sufficient funding to enable continuous collection growth.*
  - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

The accredited program must demonstrate that all students, faculty and staff have resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

Institutional context and administrative structure of the library and visual resources

The *Paul Buisson Architecture Library* and The *Otto G. Richter Library* are the principal facilities operating under the University of Miami Libraries System that provide information resources and services to the School of Architecture faculty, students, and staff. Richter Library, the nucleus for administrative and scholarly communications for the University of Miami Libraries, provides the greater portion of the collection development and human resources budgets for the Architecture library. The School of Architecture provides supplemental funding towards both. The Richter Library also provides funding and administrative support to three other affiliated libraries: The Rosenstiel School of Marine and Atmospheric Science Library, the Martin and Austin Weeks Library, and the Judi Prokop Newman Information Resources Center (Business).

The Libraries are central to the University of Miami's mission to educate and nurture students, to create knowledge, and to provide service to the local community and beyond. We seek to provide high quality information services, instruction, and resources to our primary clientele: the students, faculty, researchers, staff, and alumni of the University of Miami. The 35 Richter and Architecture Librarians and 83 support personnel provide research assistance and information services in person and through email, instant messaging, phone and social networking sites. Ranked 42nd among research libraries in North America, the collections in the University of Miami Libraries consist of more than 3,300,370 volumes, 76,869 serial subscriptions, and 4,030,606 microforms, most of which continue to expand at a rapid pace. The Richter Library's Information Commons with over 160 computer work stations, provides desktop access to more than 700 electronic reference databases and indexes, and 67,604 electronic journals. Visual resources are made available through over 25 University of Miami Libraries *Digital Collections* containing over 44,000 images, the *ARTstor* image database, and the School of Architecture's *Image Archives* and *Architecture Maps and Drawings Collection*. The *Imagebase* Project, funded through a 1.4 million dollar grant from the Andrew W. Mellon Foundation, which occurred during 2006-2008, facilitated the digitization of a significant portion of the School of Architecture's slide library teaching collections. The images are hosted in the ARTstor collection database along with numerous other teaching and library image collections that form UM's rapidly expanding Virtual Library.

The UM Libraries web-based catalog allows discovery from any Internet accessible workstation. The UM Libraries web-portal provides access to all E-Resources including UM Digital Collections, Subject Guides, and general information pertaining to library services. Students may also obtain research consultations, library orientations and instruction, and inquire about the availability of study rooms and equipment through the library web-portal.

The Richter Library also houses and provides access to a variety of other distinctive research collections of rare and primary source materials. The *Cuban Heritage Collection* (CHC), the *Special Collections Division*, and the *University Archives* are three such collections. The CHC houses materials dating from colonial times to the present that document Cuba's history and culture. The *Special Collections Division* preserves and provides access to an outstanding array of historical documentation such as rare books, manuscripts, photographs, maps, architectural drawings, prints, posters, and audio-visual materials with special attention given to the history, development and culture of Florida, the Caribbean and Latin America. *Special Collections* is also home to the *University Archives*, the repository of official historical records for the University of Miami. Substantial portions of these collections are electronically accessible through the library's Digital

Collections portal. Architecture students are given introductory tours to all of the library's important research collections and are encouraged to use those resources as they contain a rich selection of materials relative to the discipline of architecture. Architecture faculty frequently use these collections for their own research and regularly incorporate them as essential teaching tools.

In April 2007, in accordance with the School of Architecture's Strategic Plan, the University Library hired a full-time professional librarian with a strong background in visual resources management to head architecture information resources and services. Gilda Santana, the Architecture Librarian has a graduate degree in library and information science from an ALA accredited institution and has an extensive background in arts, architecture, and design librarianship. Gilda is an active participant in professional associations and regularly attends and does presentations at regional and national conferences. She is currently serving as the Secretary/Treasurer for the Association of Architecture School Librarians (AASL).

The Head of Architecture Information Resources and Services reports directly to the Deputy Librarian, Yolanda Cooper, who reports directly to the University Librarian, William Walker. Support staff for the Architecture library includes one full-time Senior Library Assistant, two graduate assistants from the School of Architecture, and five undergraduate students.

The Paul Buisson Architecture Library

The Paul Buisson Architecture Library opened in 1987 as a reading room within the school to house reference works, reserve materials, and a 35 mm slide collection. Initially a largely non-circulating collection, it was established primarily with gifts from faculty, alumni, and students. The relatively rapid expansion of the collections in conjunction with a high level of student and faculty demand for extended access to architecture library materials called for a re-evaluation of the long-standing non-circulating policy and a review of loan rules. In 2007, following several discussions facilitated through the Architecture Library Committee, the SOA and UM Library administrations reviewed circulation policies and subsequently made the decision to extend loan periods to align more closely with those of the Richter Library. Today, with the exception of rare or secure access items, most of the materials in the Paul Buisson Architecture Library collections circulate. An overwhelming majority of Architecture students and faculty report tremendous satisfaction with the new circulation and loan rules.

The Architecture Library branch is conveniently located in the Lake Osceola courtyard within the School of Architecture buildings complex. It is open forty hours per week Sunday through Friday, and is closed on Saturdays. The Otto G. Richter Library, which is centrally located in the Coral Gables campus within a short walking distance of the SOA, is open seven days per week with hours extending to 2am Monday through Thursday. It is open 24 hours during the week of finals.

The architecture library is equipped with 5 computer stations enabling internet access to faculty and students to the University of Miami Libraries catalog and all of its electronic resources, one book scanner, one flatbed scanner, and two networked copy/scan printers. We intend to add Mac computer stations and a large format scanner. The Seminar Room was recently adapted with a digital projector and screen for classroom teaching. The School of Architecture's Computer Laboratory located just above the Architecture Library, with 16 more computer work stations, supports digital databases, G.I.S., multimedia and digital books, and CAD and 3D animation models of notable buildings worldwide.

The Architecture Library branch houses a rapidly expanding collection of over 10,000 essential titles, over 65 current print journals, more than 350 DVDs and video tapes, an itemized collection of over 1400 maps, plans, blueprints, charettes, photographs, and drawings, a 35 mm slide archive, an archive of historic preservation pamphlets, brochures and charette proceedings, and the Archive of the New Urbanism (ANU). The Paul Buisson Architecture Library is the sole repository for the ANU, which was inaugurated in 2004 by Dean Elizabeth Plater-Zyberk. The archive contains more than 50 linear feet of manuscripts, drawings, personal and corporate papers, audio and visual tapes, and ephemera documenting the movement. In 2006 a team of graduate students supervised by Craig Likness, the former Director of Collection Development for the University Libraries, developed a finding aid for the archive. In 2009 the ANU finding aid was refreshed and indexed along with several other collection level records within the Archon database, a records management tool that stores the descriptive and technical data of institutional collections at various collection levels and processing stages. The Archon tool inter-operates with the library catalog to facilitate the discovery of internal and/or hidden collections. Papers and records documenting the Congress of the New Urbanism were donated to the Archive of the New Urbanism in 2009. That collection is being processed for integration into the ANU.

Collection Development

Collection development must support the mission, goals, and curriculum of the School of Architecture. Policies, standards, recommendations and acquisition strategies for collection development of both analog and digital architecture resources are regularly reviewed and set forth by the Architecture Library Committee, which is comprised of architecture faculty and the Architecture Librarian. The Architecture Librarian collaborates with faculty in the selection of resources monitoring expenditures and the effectiveness of approval plans that automatically supply publications in subjects collected by the library. Faculty requests in support of research and teaching are prioritized. Strategic areas of collection pursued in support of the School of Architecture's diverse curriculum include Florida vernacular, tropical architecture, New Urbanism, city and town planning, contemporary and traditional building technologies, sustainability, green building, historic preservation, urban agriculture, real-estate and land development, and the architecture of the Caribbean, Latin America and developing countries worldwide.

The Richter Library assigns an annual acquisition budget (Table 1). Collection development is further supplemented by endowment funds from both the University Libraries and the School of Architecture. New acquisitions of architecture books are contracted primarily through approval plans with vendors such as Yankee Book Peddler. European language art & architecture books are acquired through the bookseller Michael Shamansky. Latin American titles are primarily supplied by booksellers Howard and Beverly Jo Karno. Rare books are primarily purchased with separate funding through the University Library Special Collections division; however, some rare books are purchased through the Henry A. Colina Endowment fund, which falls within the School of Architecture Library collections funds.

The Architecture Librarian also heads collection development and information resources for the School of Architecture's Rome Program Library (RPL). Collection development for the RPL is jointly funded through the University of Miami Libraries and the School of Architecture. The Rome Program is open to a select group of 4th and 5th year students. The Rome library currently houses 452 books, 154 periodicals, and 8 DVDs. We approximate book volume growth to exceed 1000 by 2012. The purpose of the collection is to support the curriculum in design, theory, and history of architecture. The curriculum consists of design and drawing courses, lectures, workshops, guided walking tours, and field trips. Course topics include: Design in the Historical Context, Theory of Urban Form, Ancient, Renaissance, Baroque and Modern Architectural History, Drawing as a Means of Architectural Knowledge, and the History of Gardens. There are 13 computer workstations and two scanners for student and faculty use. Students enrolled in the program have access to all electronic resources provided through the University of Miami Libraries web portal.

The Architecture Librarian also oversees collection development and provides reference assistance for the Masters in Real Estate Development and Urbanism Program (MREDU), resources for which are also jointly funded through the School of Architecture and the University Libraries. The MREDU program is a an interdisciplinary program that combines the strengths and resources of the School of Architecture, the School of Business Administration, and the School of Law. The Real Estate collection was recently enhanced with a donation of 100 books from the Urban Land Institute.

Libraries Collections Allocations (July 2010)
(Table 1)

Collection Type		Richter	SOA
Monographs		$25,000	$8,600
Serials		$25,898	$300
Audio-Visual		$1,400	$400
Architecture E-Resources		$194,310	
Avery Index	$ 2,860		
Pidgeon Digital	$ 1,950		
ARTstor Database	$ 20,000		
Engineering Village	$ 19,500		
Shared Shelf Initiative Partnership	$150,000		
Endowments		$6,500	
Licht	$ 4,000		
Du Pont	$ 2,500		
Henry A. Colina			$ 6899

Architecture Collections by Material Type (July 2010)
(Table 2)

Item Format/Material Type	Record Count
Monographs (Print)	25,234
Monographs (non-print)	892
Theses	394
Microforms	410
Video recordings	36
Maps	44
CD-ROM	11
DVD	137
Total	**27,158**

Monographic Holdings with Architecture subject headings (July 2010)
(Table 3)

LC Classifications	Richter & Architecture Libraries
AC-GV	1075
H-ML	416
N	801
NA	18,859
PA-PZ	150
Q-QP-R	387
S-SB-SH	495
T-TX	778
U-Z	1600

Serials Collections

The Architecture library features over 65 current print journals. In keeping with common practice at most research libraries, back issues and issues for which there is secure electronic access are stored at other library locations: Richter Library Mezzanine, Brockway, the library's on-site storage facility, or, at the Miami Lakes off-site storage facility. Students and faculty can easily request off-site storage materials through the Library's electronic Inter Library Loan (ILL) system.

Serials collection development is strongly modeled on the most current *Core List of Architecture Periodicals* (http://www.architecturelibrarians.org/corelist2009.html) as set forth by the Association of Architecture School Librarians (AASL) and upon the recommendations of faculty combined.

A major portion of the collection development budget for serials and periodicals is assigned by the University Libraries. Serials expenditures for journals in the area of architecture in 2010 are $25,898. Supplementary serial subscriptions are maintained with SOA funds. In total, the University of Miami Libraries provide electronic access to over 75,000 unique serials titles, many with archival access back to the first issue of the title. In addition, the libraries maintain approximately 1800 print subscriptions.

Visual Resources & Services

The University of Miami Libraries is highly engaged in the collection, organization, management, and promotion of an effectively interdisciplinary visual resources environment. Analog and electronic visual resources are managed through a number of areas.

The UM Libraries *Digital Collections* currently feature over 44,000 searchable photographs, manuscripts, DVDs, videos, books, sound recordings, and other objects digitized from 36 individual University of Miami collections.

The ARTstor database provides UM faculty & students access to over one million images in the arts, architecture, humanities, and social sciences from a variety of contributors including UM faculty & library collections and the Lowe Museum of Art.

The Digital Media Services (DMS) lab at the Richter Library provides expert digital audio and video technology, web development, and image creation. DMS can be used for assignments, projects, coursework, and publications. A wide variety of creative software installed on DMS workstations, and the available DMS equipment loan program, provides everything needed to create original digital media content.

The Architecture Librarian is co-chair of the *Visual Resources Working Group* of the UM Libraries. The group is currently conducting an assessment of interdisciplinary visual resource needs at the University of Miami. The purpose of the assessment is to identify areas where there is a need for instructional services and/or technical support. The collected data will enable us to create strategies for a *visual literacy agenda* that will combine and/or develop services that inform faculty and students in order to establish a useful collaborative visual resources program. Concurrently, the University of Miami Libraries joined with eight partner colleges and universities, ARTstor, and the Society of Architectural Historians (SAH) to develop a new digital assets management tool, *Shared-Shelf*, that will allow intra-institutional sharing of collections without the need for local on-site infrastructure. *Shared Shelf* is a web-based image management software service that will provide support for cataloging, editing, storing, and sharing visual content. The lead partner institutions involved in the *Shared Shelf* development initiative are Harvard and Yale Universities. In addition to the University of Miami, they are joined by Colby College, Cornell University, Middlebury College, New York University, and University of Illinois at Urbana-Champaign. The initiative intends to make it practical for institutions, large and small, to combine images created by individuals, those held by the institution, and those in ARTstor's database. A beta version of Shared Shelf is scheduled for release in July 2010.

The Architecture Librarian is also a member of the Advisory Group to the Association of College and Research Libraries-Image Resources Interest Group (ACRL-IRIG) Visual Literacy Task Force. The group which was formed in 2010, convened at the ALA conference in Washington, DC in June of 2010 for the purpose of creating a definition(s) of visual literacy that will subsequently lead to the development of a draft for a *Visual Literacy Competency Standards* document.

Instructional Services

Teaching users research skills that will encourage and support critical thinking and lifelong learning is at the forefront of the School's and the Library's educational outreach goals.

Several architecture reference instruction group sessions are programmed at the beginning of every semester. Incoming students are given orientations to the Richter and Architecture library facilities and services upon entrance. Individual sessions are encouraged and recommended, and are made available to students, faculty and researchers upon advance request. However, walk-in consultations and email inquiries are always welcome.

Additional web-reference support is facilitated through the Architecture subject guide/online pathfinder also known as the LibGuide (http://libguides.miami.edu/architecture). In addition, the library developed a series of online tutorials called "Introduction to Library Research", that offer strategies for finding books, articles, and advanced research skills (www.library.miami.edu/vlib).

The Architecture Librarian works closely with the Head of Education and Outreach to coordinate a program of instructional sessions and workshops designed to benefit the scholarly needs of architecture faculty and students. Research instruction sessions are generally conducted in the *Information Literacy Lab*, located in the Richter Library. The Architecture Library seminar room, which was recently retrofitted with the latest classroom technologies, is a convenient, alternative, instructional support environment.

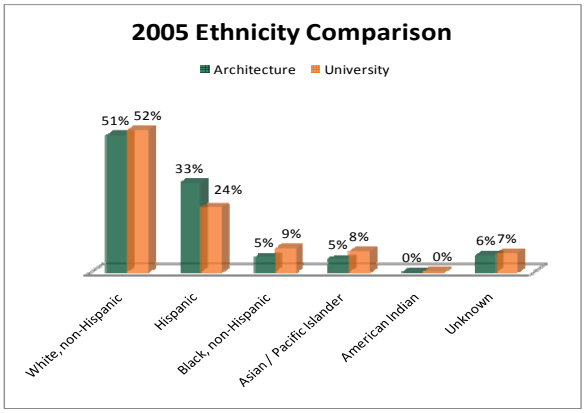
The *Faculty Exploratory* is a learning laboratory designed especially for faculty. Outfitted with the latest smart-classroom technologies and desktop applications--twelve Macintosh stations installed with the Microsoft XP Professional operating system and a state-of-the-art instructor podium--the Exploratory provides a professional, comfortable, learning environment for faculty members to discover and/or implement new technologies into their curricula.

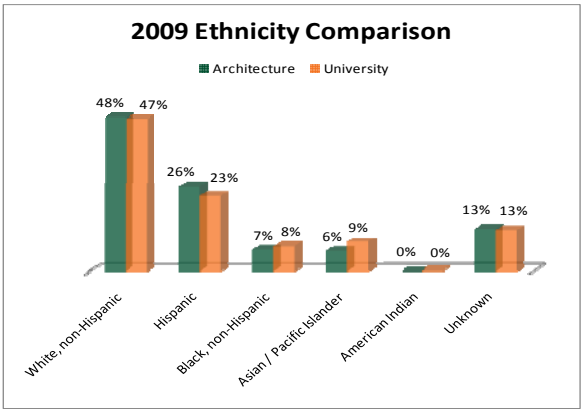
The Libraries administration provides instructional support for library faculty and staff through a series of voluntary training sessions. The Library considers ongoing professional training essential to developing leadership skills that promote quality professional advancement. Library faculty and staff are encouraged to participate in a series of ongoing training sessions programmed throughout the school year that will enhance their teaching and research skills.

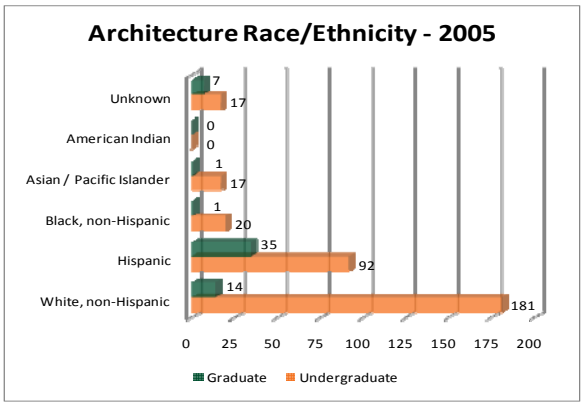
PART ONE: SECTION 3 - INSTITUTIONAL AND PROGRAM CHARACTERISTICS

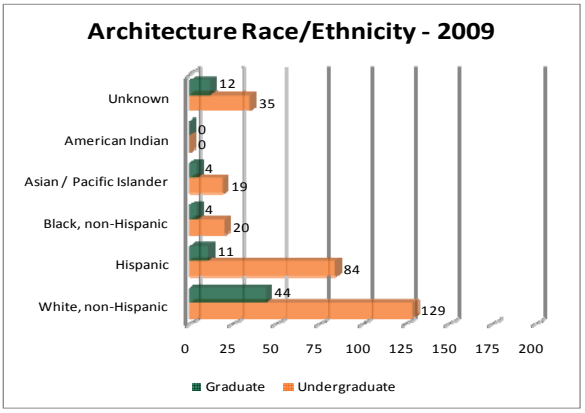
I.3.1 Statistical Reports

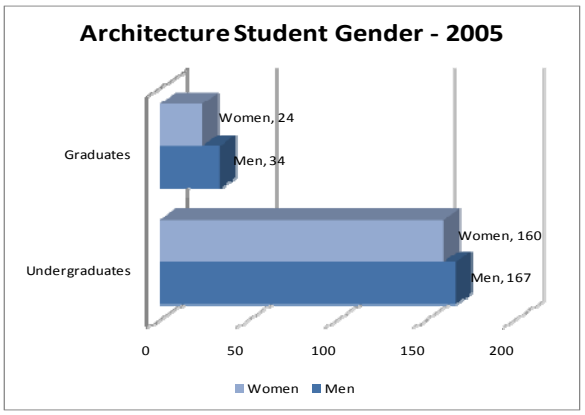
Student Characteristics*

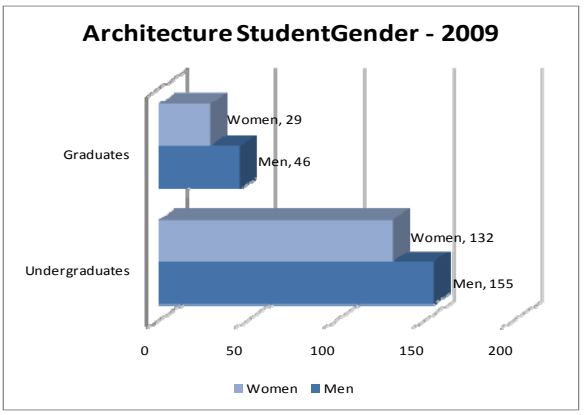












* Source: Office of Planning and Institutional Research, Univerisity of Miami.

† The 'Unknown' category in the Race/Ethnicity charts results from individuals who choose not to reveal their ethnicity when filling out the application for admission to the university.

Qualifications of Students admitted*

B. Arch. - New Freshmen		
SAT	2005*	2009†
75th Percentile	1330	1310
25th Percentile	1170	1170

M. Arch. - Professional		
GRE	2005*	2009†
M. Arch - 3 year	1065	1134
M. Arch - 2 year	1120	1155
B.S.A.E. / M. Arch ‡	N/A	1260
Mean Undergrad GPA		
M. Arch - 3 year **	2.92	3.2
M. Arch - 2 year **	3.62	3.3
B.S.A.E. / M. Arch ‡	N/A	N/A

M. Arch. - Post Professional		
GRE	2005*	2009†
M. Arch - S&T	1110	890
Real Estate Development & Urbanism §	N/A	1151
Mean Undergrad GPA		
M. Arch - S&T **	3.16	3.2
Real Estate Development & Urbanism §	N/A	3.2

* - Academic year: August 2004 - July 2005.
† - Academic year: August 2008 - July 2009.
‡ - Program inception fall of 2006.
§ - Program inception fall of 2009.

* Source: Office of Planning and Institutional Research, University of Miami.
** Source: Academic Services, School of Architecture, University of Miami

Time to Graduation*

The B. Arch curriculum is structured for students to graduate in ten semesters: usually five years, not requiring summer semesters. However, after the completion of the third year of design, students have the option to enroll in design and elective courses during the summers and may graduate in less than five years.

Graduation Rates for B. Arch. Program Full-Time New Freshmen Only

Cohort Year*	Number in AR Cohort	Graduated within normal time to completion (5 years)	Graduated within 150% of normal time to completion (7.5 years)
2000	64	56.3%	64.1%
2001	56	73.2%	83.9%
2002	68	58.8%	NA
2003	56	64.3%	NA
2004	51	72.5%	NA

* Graduation Rates are based on the IPEDS-GRS methodology.

The M. Arch 3-Year Track curriculum is structured for students to graduate in seven semesters; this includes a mandatory summer semester after their first year allowing the students to graduate within three calendar years. This was changed from the previous 3.5 Year Track which allowed students to take classes during both summer semesters permitting students to graduate in as little as 2.5 years.

Graduation Rates for M. Arch.Program 3.5 Year Full-Time New Graduate Students Only

Cohort Year*	Number in AR Cohort	Graduated within normal time to completion (3.5 years)	Graduated within 150% of normal time to completion (5.5 years)
2000	14	28.6%	50.0%
2001	7	57.1%	57.1%
2002	10	20.0%	40.0%
2003	18	38.9%	55.6%
2004	13	69.2%	NA
2005	10	60.0%	NA

* Graduation Rates are based on the IPEDS-GRS methodology.

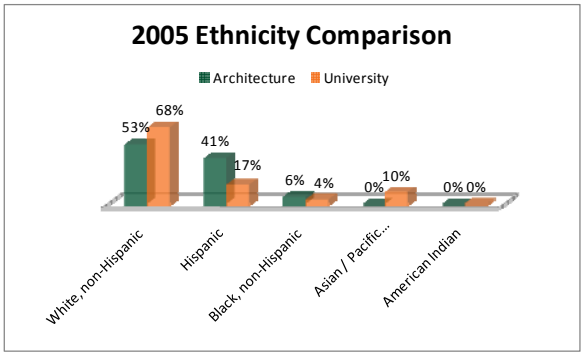
Graduation Rates for M. Arch. Program 2 Year Full-Time New Graduate Students Only

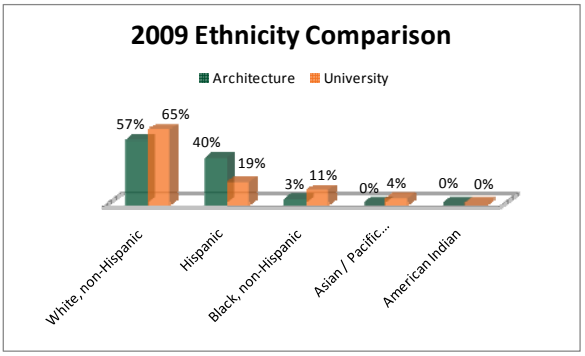
Cohort Year*	Number in AR Cohort	Graduated within normal time to completion (2 years)	Graduated within 150% of normal time to completion (3 years)
2000	3	33.3%	66.7%
2001	4	75.0%	75.0%
2002	3	66.7%	100.0%
2003	7	14.3%	57.1%
2004	0	NA	NA
2005	3	100.0%	100.0%
2006	5	20.0%	40.0%
2007	6	83.3%	NA

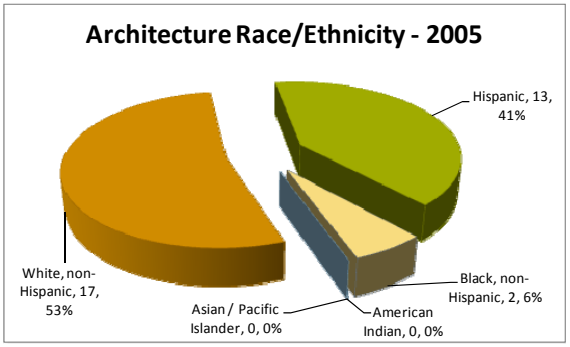
* Graduation Rates are based on the IPEDS-GRS methodology.

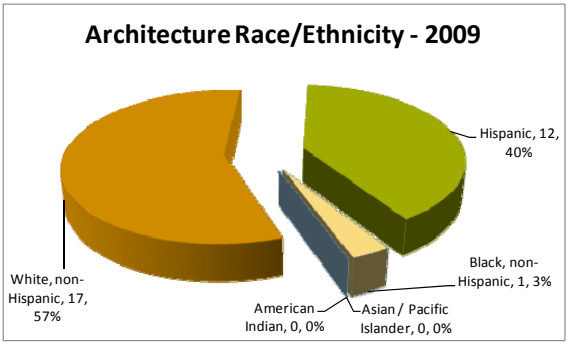
* Source: Office of Planning and Institutional Research, University of Miami.

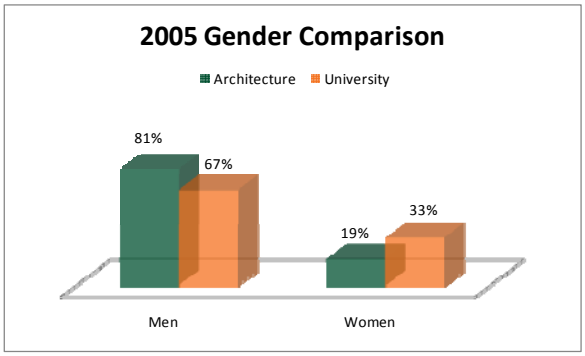
Faculty Characteristics*

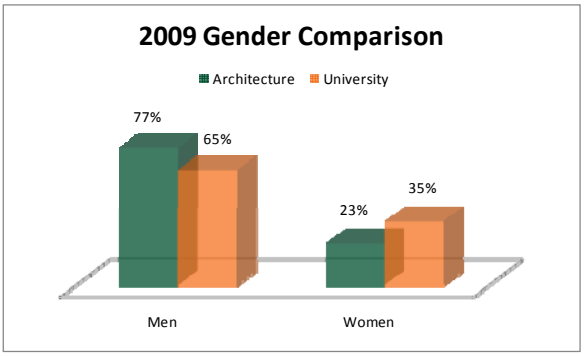


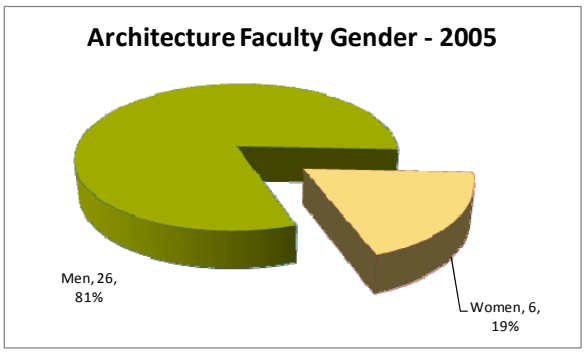


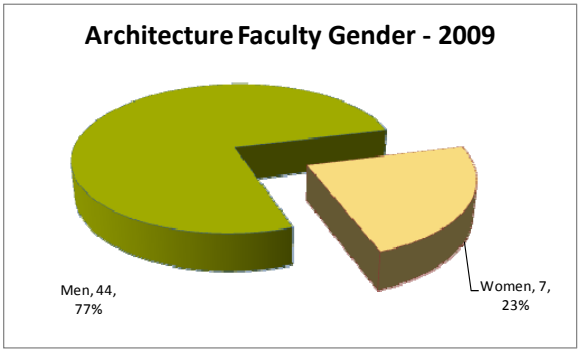




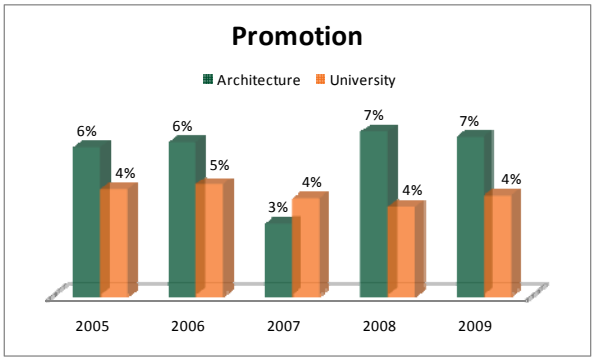


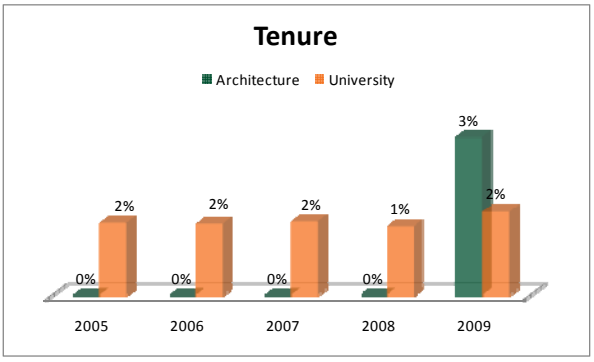




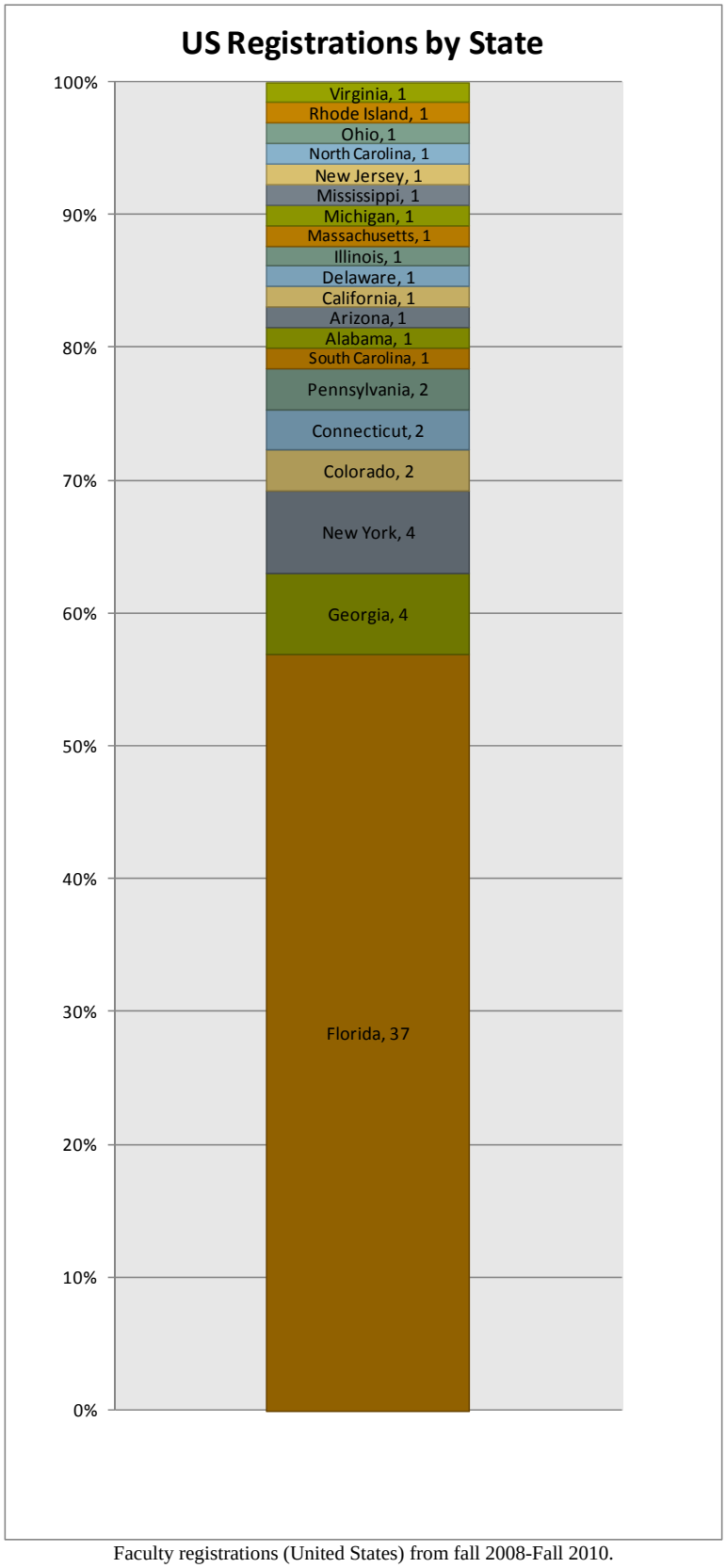


* Source: Office of Planning and Institutional Research, University of Miami.





* Source: Office of Planning and Institutional Research, University of Miami.



Faculty registrations (United States) from fall 2008-Fall 2010.

Full-Time Faculty Registration / Professional Affiliations

First Name	Last Name	AIA	NCARB	LEED	APA	Registration Country	State Registration(s)	Notes
Roberto	Behar					Arg		
Chuck	Bohl							
Jacob	Brillhart	AIA		LEED AP		US	FL,	
Rocco	Ceo	AIA	NCARB	LEED AP		US	FL,	
Sonia	Chao			LEED AP		US	FL,	
Jaime	Correa					Col		
Adib	Cure							
David	Fix		NCARB			US	FL, IL, NY,	Il, NY, - Inactive
Jose	Gelabert-Navia	AIA	NCARB	LEED AP		US	FL,	
Gary	Greenan					US	FL ,MA,	Landscape
Carmen	Guerrero		NCARB			US	FL,	
Denis	Hector			LEED AP		US	NY,	
Jorge	Hernandez					US	FL, VA, GA, SC,	GA, SC, - Inactive
Jan	Hochstim	AIA				US	FL,	
Richard	John							
Jean-Francois	Lejeune	AIA assoc				Bel		
Joanna	Lombard			LEED AP		US	FL,	
Tomas	Lopez-Gottardi					US	FL,	
Catherine	Lynn							
Frank	Martinez	AIA assoc						
Joseph	Middlebrooks		NCARB			US	FL, CT,	CT, - Inactive
Aristides	Millas					US	PA,	
Nicholas	Patricios				AICP			
Carie	Penabad							
Elizabeth	Plater-Zyberk	FAIA	NCARB	LEED AP		US	FL,	
Vincent	Scully							
Allan	Shulman	FAIA	NCARB	LEED AP		US	FL,	
Thomas	Spain					US	FL,	FL, - Inactive
Jorge	Trelles	AIA				US	FL,	
Teofilo	Victoria							
Katherine	Wheeler					US	MI, RI,	MI, RI, - Inactive

Part-Time Faculty Registration / Professional Affiliations

First Name	Last Name	AIA	NCARB	LEED	APA	Registration Country	State Registration(s)	Notes
Muayad	Abbas							
Jimmy	Adamson							
Jimmy	Allen					US	FL, GA	
Nelson	Alvarez							
Rene	Basulto					US	AZ, CA, CT, FL, GA	
Charles	Boggs			LEED AP				
Wyn	Bradley							
Juan	Calvo							
Najeeb	Campbell							
Cristina	Canton							
Wendy	Caraballo							
Carlos	Casucelli					Arg		
Maricé	Chael	AIA				US	FL	
Maria	Crowley	AIA				US	FL	
Gerald	DeMarco	AIA	NCARB			US	FL, PA, OH, DE, NC	
Joelle	East			LEED AP				
Sebastian	Eilert	AIA		LEED AP		US	FL	
Ted	Evangelakis							
Steve	Fett							
Rafael	Fornes							
Jeremy	Gauger			LEED AP				
James	Giancaspro					US	FL	
Jacqueline	Gonzalez	AIA				US	FL	
Jose	Grave de Peralta							
Chris	Groves							
Leah	Harper							
Jeffrey	Howard							Interior
Gregory	Kauffman	AIA				US	FL, NY	
Adam	Krantz					US	FL	
Barbara	Lamb-Ortega							
Ricardo	Lopez	AIAassoc		LEED AP				
Oscar	Machado							
Enrique	Macia	AIA	NCARB	LEED AP		US	FL, GA	
Enrique	Madia					Arg		
Susan	Manns							
Megan	McLaughlin							
Armando	Montero					US	FL	
Alex	Morcate							
Steve	Mouzon	AIA	NCARB	LEEDAP		US	FL, AL, MS	

Juan	Mullerat							
Luisa	Murai	AIA				US	FL	
Nikolay	Nedev							
Stephen	Nostrand							
Joachim	Perez							
Carlos	Ramirez	AIA				US	FL	
Mark	Reeves					US	FL	FL, - Inactive
Terry	Riley					US	FL, NY, NJ	
Samuel	Roche							
Albert	Rodriguez					US	FL	
Victor	Santana	AIA		LEEDAP		US	FL	
Edgar	Sarli							
Fernanda	Sotelo							
Rafael	Tapanes	AIAassoc						
Carlos	Touzet	AIA				US	FL	
David	Trautman			LEEDAP		US	FL	
Luis	Trelles	AIA				US	FL	
Rachel	Valbrun			LEEDAP				
Veruska	Vasconez							
Justine	Velez							
Jose	Venegas							
Sibel	Veziroglu							
Alex	Wall					UK		

I.3.2 Annual Reports

2004 NAAB STATISTICAL REPORT

SCHOOL: **Architecture** Completed by: **Denis Hector, Associate Dean**

ACSA REGION: EC NE **(SE)** SW WC W (circle one)

PUBLIC or **(PRIVATE)** (circle one)

STUDENT DATA **For Accredited Programs Only**

	4 Year **Pre Prof	B.Arch Five-Year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five-Year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students		313				47	10
Part-Time Students		0				0	0
FTE Students		313				47	10
Arch Design Studio Students		313				47	9
Students Working Part-Time		N/A				0	0
Outside Stud. Serv. By Dept.	84	N/A				0	0
African -American Students		14				1	1
Native American Students*		0				0	0
Asian/Pacific Isle Students		15				0	2
Hispanic Origin Students		90				6	2
Women Students		142				16	6
Foreign Students		36				9	5
Total Degrees Awarded		53				9	8
Grads. Fin. Estab.No. Yrs.		40				9	8
Degrees Awarded Women		16				5	7
Degrees Awarded Afri-Amer.		1				0	0
Degrees Awarded Amer. Ind.		0				0	0
Degrees Awarded Asi./Pac.Isl.		1				0	1
Degrees Awarded Hispanics		8				2	2
Min. Req. SAT/ACT/GRE Score	SAT	1100				GRE1000	GRE1000
Number of Applicants		500				91	32
Number Accepted		200				69	22
Enrollment Target/Goal		66				20	15
Student Studio/Faculty Ratio		11 to 1				12 to 1	12 to 1

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 years. B.Arch degree and 4+2 years. M. Arch degree

***Non-Professional: baccalaureate degree that is not part on an accredited professional program

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	4,365, Titles	5,997Volumes
Total Architecture Collection in Departmental Library	11,677 Vols.	
University Library LCNA or 720-729 Collection	12,851	
Total Architecture Collection in University Library	45,185	
Departmental Library Architecture Slides	255,000	
University Library Architecture Slides	455,000	
Departmental Library Architecture Videos	700	
Staff in Dept. Library	1FT,1PT, 1GS,	6PTStudents
Number of Computer Stations	75	
Amount Spent on Information Technology	295,000	
Annual Budget for Library Resources	$115,550.64	
Per-Capita Financial Support Received from University	$12,607.38	
Private Outside Monies Received by Source	**SEE ATTACHED**	
Studio Area (Net Sq. ft.)	22,704	
Total Area (Gross Sq. ft.)	51,264	

SCHOOL: **Architecture** Completed by: **Denis Hector, Associate Dean**

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	11	$71,542	$82,587	$150,010	$104,769
Associate Professor	8	51,700	67,098	83,280	69,955
Assistant Professor	4	43,000	48,504	53,045	64,316
Instructor	7	24,600	42,767	51,000	45,237

FACULTY DATA	Department Total
Full-Time Faculty	30
Part-Time Faculty	42
Full-Time Equivalent (FTE) Faculty	44.35
Tenured Faculty	17
Tenure-Track Positions	5
FTE Adminstrative Position	2.4
Faculty Engaged in Service to Comm.	30
Faculty Engaged in Service to Unvi.	30
FT Faculty who are U.S. Licensed Registered Architects	18
PT Faculty who are U.S. Licensed Registered Architects	12
Practicing Architects	30
FTE Graduate TAs	0.6
FT Faculty Avg. Contact Hrs./Wk.	12
PT Faculty Avg. Contact Hrs./Wk.	6

NO. FULL-TIME FACULTY CREDENT	
Ph.D.	4
D.Arch	0
M.A. or S.	5
Prof. M.Arch.	10
B. Arch	4
Post Prof. Masters	7
Other	0

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	2	2	1	1	0	1
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	1	2	0	1	0	0
Hispanic Origin Faculty	13	19	5	2	3	2
Women Faulty	5	18	2	3	0	0

*Include Eskimos and Aleuts

E F (A)

UNIVERSITY OF MIAMI
School of Architecture
THREE YEAR COMPARATIVE ANALYSIS REPORT

ANALYSIS BY SOURCE	June - Apr 6/01-4/02	June - Apr 6/02-4/03	June - Apr 6/03-4/04	FY04 Goal	% of FY04 Goal Reached
Alumni	$ 33,131	$ 16,503	$ 14,990	$ 20,000	75.0%
Non-Alumni Individuals	462,663	249,114	173,768	2,423,000	7.2%
Corporations	93,533	95,580	60,383	50,000	120.8%
Foundations	1,778,110	137,810	657,530		
Organizations	1,875		20,500	7,000	292.9%
TOTAL	**$ 2,369,312**	**$ 499,007**	**$ 927,171**	**$ 2,500,000**	**37.1%**
ANALYSIS BY PURPOSE					
Current Operations					
a. Annual Fund [1]	$ 57,402	$ 87,682	$ 66,185		
b. Other Current Funds	40,000		25,552		
c. Private Grants	1,650,000	140,000	600,000		
Annuities & Trusts					
Endowment	42,433	19,434	64,499		
Plant	177,418	251,891	170,935		
Loan					
Trusts Held Outside	402,059				
Gift-In-Kind [2]					
TOTAL	**$ 2,369,312**	**$ 499,007**	**$ 927,171**		
Pledges	$ 28,483	$ 312,045	$ 1,225,393		
Bequests			10		
Pledge Balance Total for All Years:			**$ 1,680,907**		

NOTES:
1. **Annual Fund is defined as: Gifts of $15,000 and below from all private sources for current fund operations in the form of cash and cash equivalents, excluding bequests, grants, gifts-in-kind, and memo gifts.**
2. **Gifts-In-Kind includes tangible as well as intangible gifts.**

05/04/04

National Architectural Accrediting Board, Inc.

March 23, 2004

Elizabeth Plater-Zyberk, FAIA, Dean
School of Architecture
University of Miami
PO Box 249178
Coral Gables, Florida 33124

MAY 5

NAAB

1735 New York Avenue, NW
Washington, DC 20006
www.naab.org
tel 202.783.2007
202.783.2822
email info@naab.org

Dear Dean Plater-Zyberk,

At its July 2003 meeting, the NAAB Board of Directors revised the submission requirements of Annual Reports. The changes are intended to optimize the usefulness of the Annual Reports to the NAAB and to the development of architecture programs and to aid in the NAAB's evaluation of the report.

Accordingly, the 2004 Annual Reports should contain the following four elements:

1. the two-page statistical report
2. a response, in the order listed, to each condition identified as not met and to each cause of concern listed in the team findings section of the *VTR*. The AR may also address growth experienced in relation to the condition identified as well met, or it may respond to the team comments.
3. a brief summary of changes that have been made or may be made in the accredited program.
4. any other additional information specifically requested by the NAAB.

Please be sure to clearly address each of the above components in the report as required. Note that programs being visited in 2004, or scheduled for a visit in 2005, are required to submit only the two-page statistical report.

Also, if you were required last year to submit the narrative portion of the Annual Report, enclosed you will find the NAAB response to that report. Please note that if any deficiencies have been marked "satisfied, no further reporting required", you will not be required to submit a response to that deficiency to the NAAB until you submit your next Architecture Program Report (APR).

The Annual Report will be due in the NAAB office no later than June 1, 2004. Programs are encouraged to submit the information electronically by email to dhowell@naab.org.

The NAAB will publish a summary of the 2004 statistical information on its website. A diskette containing all the statistical data from each school will continue to be available for a cost of $94.00.

If you need any further information, please contact the NAAB office.

Sincerely,

DeLon Howell
Accreditation Manager

2005 NAAB STATISTICAL REPORT

SCHOOL **ARCHITECTURE** Completed by **DENIS HECTOR, ASSOCIATE DEAN**

NASA REGION: EC NE (SE) SW WC W (circle one)

PUBLIC or (PRIVATE) (circle one)

STUDENT DATA **For Accredited Programs Only**

	4 Year **PreProf	B. Arch FiveYear	B. Arch *Post/PreProf	B. Arch ***Post/NonPro	M. Arch FiveYear	M. Arch **Post/PreProf	M. Arch ***Post/NonProf
Full-Time Student		305				45	7
Part-Time Students		N/A				0	0
FTE Students		305				45	7
Arch. Design Studio Students		305				45	7
Students Working Part-Time		N/A				0	N/A
Outside Stud. Serv. By Dept.		N/A				0	N/A
African American Students		16				1	0
Native-American Students*		0				0	0
Asian/Pacific Isle Students		15				0	1
Hispanic Origin Students		84				31	3
Woman Students		151				22	4
Foreign Students		31				4	3
Total Degrees Awarded		50				12	8
Grads. Fin. Estab. N. Yrs.		47				11	8
Degrees Awarded Women		22				6	5
Degrees Awarded Afri-Amer		4				0	1
Degrees Awarded Amer. Ind.		0				0	0
Degree Awarded Asi/Pacific Isl.		12				0	2
Degrees Awarded Hispanics		13				0	2
Min Req. SAT/ACT/GRE Score	**SAT**	1100			**GRE**	1000	1000
Number of Applicants		556				68	23
Number Accepted		217				37	10
Enrollment target/Goal		66				20	10
Student Studio/Faculty Ratio		11/1				11/1	11/1

*Include Eskimos and Aleuts
**Includes four-year program component of 4 + 1 yrs. B. Arch degree and 4 + 2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	4,744,TITLES,4,376 VOLUMES
Total Architecture Collection in Departmental Library	11,,677 VOLUMES
University Library LCNA or 720-729 Collection	13,580
Total Architecture Collection in University Library	47,106
Departmental Library Architecture Slides	175,000
University Library Architecture Slides	NA
Departmental Library Architecture Videos	525
Staff in Dept. Library	1 FT,1 PT 8-10 Student Assistants
Number of Computer Stations	120
Amount Spent on Information technology	$520,176
Annual Budget for Library Resources	$414,790
Per-Capita Financial Support Received from University	$116,545
Private Outside Monies Received by Source	**SEE ATTACHED**
Studio Area (Net Sq. ft.)	22,704
Total Area (Gross Sq. ft.)	51,264

SCHOOL: **ARCHITECTURE** Completed by: **DENIS HECTOR, ASSOCIATE DEAN**

LL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	12	67,745	83,436	153,010	106,979
Associate Professor	5	52,945	67,841	84,525	72,223
Assistant Professor	5	44,245	50,848	55,245	65,822
Instructor	6	25,845	43,845	51,245	42,644

FACULTY DATA

	Departmental Total
Full-Time Faculty	28
Part-Time Faculty	41
Full-Time Equivalent (FTE) Faculty	41.2
Tenured Faculty	15
Tenure-Track Positions	5
FTE-Administrative Positions	2.4
Faculty Engaged in Service to Comm.	28
Faculty Engaged in Service to Univ.	28
F/T Faculty who are U.S. Licensed Registered Architects	18
P/T Faculty who are U.S. Licensed Registered Architects	12
Practicing Architects	30
FTE Graduate TAs	0.6
F/T Faculty Avg. Contact Hrs/Wk	12
P/T Faculty Avg. Contact Hrs/Wk	06

NO FULL TIME FACULTY CREDENTIALS

Ph.D.	3
D. Arch	0
M.A. or S.	5
Prof. M. Arch	10
B. Arch	4
Post. Prof. Masters	6
Other	0

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	2	2	1	1	0	1
tive American Faculty*	0	0	0	0	0	0
an/Pacific Island Faculty	1	2	0	1	0	0
Hispanic Origin Faculty	13	18	6	3	2	3
Women Faculty`	5	16	2	3	0	1

*Include Eskimos and Aleuts

March 2002

UNIVERSITY OF MIAMI
School of Architecture
Private Outside Money Received by Source

ANALYSIS BY SOURCE	**6/04-5/05**
Alumni	$ 61,193
Non-Alumni Individuals	80,933
Corporations	39,569
Foundations	317,125
Organizations	233,294
	$ 732,114

National Architectural Accrediting Board, Inc.

June 11, 2005

Elizabeth Plater-Zyberk, FAIA, Dean
School of Architecture
University of Miami
PO Box 249178
Coral Gables, Florida 33124

NAAB

1735 New York Avenue, NW
Washington, DC 20006
www.naab.org
tel 202.783.2007
202.783.2822
email info@naab.org

Dear Dean Plater-Zyberk,

At its July 2003 meeting, the NAAB Board of Directors revised the submission requirements of Annual Reports. The changes are intended to optimize the usefulness of the Annual Reports to the NAAB and to the development of architecture programs and to aid in the NAAB's evaluation of the report.

Accordingly, the 2005 Annual Reports should contain the following four elements:

1. the two-page statistical report
2. a response, in the order listed, to each condition identified as not met and to each cause of concern listed in the team findings section of the *VTR*. The AR may also address growth experienced in relation to the condition identified as well met, or it may respond to the team comments.
3. a brief summary of changes that have been made or may be made in the accredited program.
4. any other additional information specifically requested by the NAAB.

Please be sure to clearly address each of the above components in the report as required. Note that programs being visited in 2005, or scheduled for a visit in 2006, are required to submit only the two-page statistical report.

Also, if you were required last year to submit the narrative portion of the Annual Report, enclosed you will find the NAAB response to that report. Please note that if any deficiencies have been marked "satisfied, no further reporting required", you will not be required to submit a response to that deficiency to the NAAB until you submit your next Architecture Program Report (APR).

For this year only, the Annual Report will be due in the NAAB office no later than September 1, 2005. In 2006, the due date for Annual Reports will resume as June 1. Programs are encouraged to submit the information electronically by email to dhowell@naab.org.

The NAAB will publish a summary of the 2005 statistical information on its website.

If you need any further information, please contact the NAAB office.

Sincerely,

DeLon Howell
Accreditation Manager

2006 NAAB STATISTICAL REPORT

SCHOOL: **University of Miami** Completed by: Denis Hector/ZL

ACSA REGION: EC NE **(SE)** SW WC W (circle one)

PUBLIC or **(PRIVATE)** (circle one)

STUDENT DATA **For Accredited Programs Only**

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch *PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students		327				44	14
Part-Time Students		N/A				0	0
FTE Students		327				44	14
Arch Design Studio Students		327				44	14
Students Working Part-Time		N/A				N/A	N/A
Outside Stud. Serv. by Dept.		N/A				N/A	N/A
African-American Students		20				0	1
Native American Students*		0				0	0
Asian/Pacific Isle Students		17				0	1
Hispanic Origin Students		92				32	3
Women Students		160				21	3
Foreign Students		28				5	1
Total Degrees Awarded		38				10	13
Grads. Fin. Estab. No. Yrs.		38				10	13
Degrees Awarded Women		14				6	7
Degrees Awarded Afri-Amer		0				0	1
Degrees Awarded Amer. Ind.		0				0	0
Degrees Awarded Asi/Pac. Isl.		0				0	0
Degrees Awarded Hispanics		11				4	2
Min Req. SAT/ACT/GRE Score		1100				1000	1000
Number of Applicants		528				53	26
Number Accepted		217				42	15
Enrollment Target/Goal		66				20	10
Student Studio/Faculty Ratio		11 to 1				11 TO 1	11 TO 1

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	4,929 Volumes
Total Architecture Collection in Departmental Library	12,056 Volumes
University Library LCNA or 720-729 Collection	14,398 Volumes
Total Architecture Collection in University Library	49,507 Volumes
Departmental Library Architecture Slides	
University Library Architecture Slides	
Departmental Library Architecture Videos	
Staff in Dept. Library	1FT, 1 PT, 4-5 Student Assistants
Number of Computer Stations	64
Amount Spent on Information Technology	$ 601.566.00
Annual Budget for Library Resources	177,216.00
Per-Capita Financial Support Received from University	
Private Outside Monies Received by Source	SEE ATTACHED
Studio Area (Net Sq. ft.)	
Total Area (Gross Sq. ft.)	

SCHOOL: **University of Miami** Completed by: Denis Hector/ ZL

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	12	70,000.00	78,087.00	86,309.00	111,511.00
Associate Professor	4	55,000.00	70,872.00	87,906.00	75,150.00
Assistant Professor	5	46,015.00	53,033.00	57,490.00	67,835
Instructor	7	26,620.00	46,704.00	60,000.00	51,517.00

FACULTY DATA	Department Total
Full-Time Faculty	29
Part-Time Faculty	42
Full-time Equivalent (FTE) Faculty	2.4
Tenured Faculty	16
Tenure-Track Positions	5
FTE Administrative Positions	2.4
Faculty Engaged in Service to Comm.	29
Faculty Engaged in Service to Univ.	29
FT Faculty who are U.S. Licensed Registered Architects	
PT Faculty who are U.S. Licensed Registered Architects	
Practicing Architects	
FTE Graduate TAs	
FT Faculty Avg. Contact Hrs/Wk	12
PT Faculty Avg. Contact Hrs/Wk	6

NO. FULL-TIME FACULTY CREDENTI/	
Ph.D.	3
D. Arch	
M.A. or S.	5
Prof. M. Arch	12
B. Arch	4
Post Prof. Masters	5
Other	0

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	2	2	1	1	0	1
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	14	19	6	3	2	3
Women Faculty	6	12	2	3	0	1

*Include Eskimos and Aleuts

March 2002

University of Miami
School of Architecture
Annual Report to the NAAB

In Response to the Visiting Team Report of 23 February 2005

Part 2 - Deficiency cited in VTR:

12. Student Performance Criteria

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
B. Arch	[ ]	[X]
M. Arch (4+2)	[ ]	[X]
M. Arch (+3½ years)	[ ]	[X]

While there was evidence that elements of programming occurred often throughout studios, the team did not find significant evidence that students were required to assemble a comprehensive program.

The design studio faculty have reviewed the manner in which programming abilities are established in the sequence of required studios. The documentation of Programming exercises and the evidence of students' ability to assemble comprehensive programs have been enhanced and further formalized throughout the studio sequence. The comprehensive studios ARC306 (B.Arch) and ARC502 (M.Arch) remain the primary locus for fulfilling this criterion.

Part 3 - Causes of Concern in VTR

No causes of concern were identified.

Part 4 - Changes in Accredited Programs

There have been no changes in the accredited programs that may alter their adherence to the *Conditions*.

NAAB RESPONSE TO UNIVERSITY OF MIAMI 2006 ANNUAL REPORT

Rec'd Date: 6/1/06
Date of Visit: N/A

Section One: Checklist of required elements

1. Statistical Report	√ Included	Not Included
2. Response to deficiencies identified in the most recent VTR	√Included	Not Included
3. Causes of Concern	√Included	Not Included
4. Changes in the accredited program	Included	√Not Included

Section Two (A): Assessment of response to deficiencies

Condition
None reported.

Criterion 12.30: Program Preparation: Not Met: B. Arch; M.Arch (4+2); M.Arch 9+31/2 years)
No evidence has been presented to illustrate that Criterion 12.30 has been met in the B. Arch; M.Arch (4+2); M.Arch 9+31/2 years) degree programs, respectfully. Continue reporting on the outcomes of the assessment which the design studio faculty has conducted and show how these outcomes have been applied to throughout all three degree programs to address the deficiency of Criterion 12.30

Section Two (B): Assessment of response to causes of concern

None identified.

Section Three: Changes to the accredited program

None reported.

† Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

1

2007 NAAB STATISTICAL REPORT

SCHOOL: University of Miami Completed by Denis Hector

ACSA REGION **SE**

PRIVATE

STUDENT DATA For Accredited Programs Only

	4 Year **Pre-Prof	B.Arch Five-year	B.Arch **Post-Pre-Prof	B.Arch ***Post-Non-Prof	M.Arch Five-year	M.Arch **Post-Pre-Prof	M.Arch ***Post-Non-Prof
Full-Time Students		331				14	54
Part-Time Students		n/a				0	0
FTE Students		331				14	54
Arch Design Studio Students		331				14	54
Students Working Part-Time		n/a				n/a	n/a
Outside Stud. Serv. by Dept.		n/a				n/a	n/a
African-American Students		19				0	1
Native American Students*		0				0	0
Asian/Pacific Isle Students		18				1	1
Hispanic Origin Students		80				1	35
Women Students		191				6	29
Foreign Students		26				2	4
Total Degrees Awarded		59				20	22
Grads. Fm. Estab. No. Yrs		59				20	22
Degrees Awarded Women		21				6	10
Degrees Awarded Afri-Amer		3				1	1
Degrees Awarded Amer. Ind.		0				0	0
Degrees Awarded Asi/Pac. Isl		2				2	0
Degrees Awarded Hispanics		12				1	5
Min. Req. SAT/ACT/GRE Score		1100				1000	1000
Number of Applicants		496				23	73
Number Accepted		186				11	38
Enrollment Target/Goal		n/a				n/a	n/a
Student Studio/Faculty Ratio		11 to 1				11 to 1	11 to 1

*Include Eskimos and Aleuts

** Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M.Arch degree

***Non-Professional, baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	5102
Total Architecture Collection in Departmental Library	11424
University Library LCNA or 720-729 Collection	16106
Total Architecture Collection in University Library	62099
Departmental Library Architecture Slides	150000
University Library Architecture Slides	n/a
Departmental Library Architecture Videos	450
Staff in Dept. Library	3
Number of Computer Stations	56
Amount Spent on Information Technology	228000
Annual Budget for Library Resources	207900
Per-Capita Financial Support Received from University	12720
Private Outside Monies Received by Source	
Studio Area (Net Sq. ft.)	22,700
Total Area (Gross Sq. ft.)	51,250

2007 NAAB STATISTICAL REPORT

SCHOOL: University of Miami_____ Completed by: Denis Hector_____

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg
Professor	12	74000	80901	88898	118028
Associate Professor	4	59000	73916	91662	78987
Assistant Professor	5	42000	52000	61377	72856
Instructor	7	29000	45855	59000	51662

FACULTY DATA	Department Total
Full-Time Faculty	28
Part-Time Faculty	45
Full-time Equivalent (FTE) Faculty	46.3
Tenured Faculty	16
Tenure-Track Positions	4
FTE Administrative Positions	2.4
Faculty Engaged in Service to Comm.	28
Faculty Engaged in Service to Univ.	28
FT Faculty who are U.S. Licensed Registered Architects	20
PT Faculty who are U.S. Licensed Registered Architects	36
Practicing Architects	56
FTE Graduate TAs	2
FT Faculty Avg. Contact Hrs/Wk	12
PT Faculty Avg. Contact Hrs/Wk	6

NO. FULL-TIME FACULTY CREDENTIALS	
Ph.D.	3
D. Arch	0
M.A. or S.	4
Prof. M. Arch	12
B. Arch	4
Post Prof. Masters	5
Other	0

	FT	PT	Tenured	Prof	Assoc.	Assist.
African-American Faculty	1	2	1	1	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	1	0	0	0	0
Hispanic Origin Faculty	13	25	5	3	2	3
Women Faculty	6	15	2	2	0	3

* Include Eskimos and Aleuts

University of Miami
School of Architecture
2007 Annual Report to the NAAB

Response to the Visiting Team Report of 23 February 2005
Prepared by Denis Hector, Associate Dean.

Part 2 - Deficiency cited in VTR:

12. Student Performance Criteria

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

	Met	Not Met
B. Arch	[ ]	[X]
M. Arch (4+2)	[ ]	[X]
M. Arch (+3½ years)	[ ]	[X]

While there was evidence that elements of programming occurred often throughout studios, the team did not find significant evidence that students were required to assemble a comprehensive program.

Response:
In the BArch program the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project have been allocated to two lecture courses: ARC122 Architecture and Behavior and ARC223 Architecture and the Environment. The abilities specified in Criterion 30 (now No. 16) are demonstrated through assignments in ARC122 and ARC223 and subsequently in the preliminary and analytical phases of the design project in the comprehensive design studio ARC306.

In the MArch (4+2 year) and (+3.5 year) programs the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project have been included in the thesis preparation course ARC569. The abilities specified in Criterion 30 (now No. 16) are demonstrated in assignments in ARC569 and subsequently in the preliminary and analytical phases of the design thesis ARC610.

Part 3 - Causes of Concern cited in VTR

No causes of concern were identified.

Part 4 - Changes in Accredited Programs

There have been no substantive changes in the school's accredited programs that alter their adherence to the *Conditions*.

NAAB RESPONSE TO UNIVERSITY OF MIAMI
2007 ANNUAL REPORT

Rec'd Date: 6/11/2007
Date of Visit: N/A

Section One:
Checklist of required elements

1. Statistical Report	√Included	Not Included
2a. Response to deficiencies identified in the most recent VTR	√Included	Not Included
2b. Causes of Concern	Included	√I Not Included
3. Changes in the accredited program	Included	√Not Included

Section Two (A):
Assessment of response to deficiencies

Condition 12.30 Program Preparation
B.Arch
Further information and/or evidence of progress are needed. Although the report identifies those courses in which the material is introduced, no additional evidence or narrative is provided to demonstrate that students have achieved the level of ability for this criterion.

M.Arch (4+2) and M.Arch (+3½)
Further information and/or evidence of progress are needed. Although the report identifies those courses in which the material is introduced, no additional evidence or narrative is provided to demonstrate that students have achieved the level of ability for this criterion.

Section Two (B):
Assessment of response to causes of concern

No causes of concern were cited in the 2005 VTR.

Section Three:
Changes to the accredited program

No changes reported.

University of Miami
School of Architecture
2008 Annual Report to the NAAB

Response to the Visiting Team Report of 23 February 2005
Prepared by Denis Hector, Associate Dean.

Part 2 - Deficiency cited in VTR:

12. Student Performance Criteria

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
B. Arch	[ ]	[X]
M. Arch (4+2)	[ ]	[X]
M. Arch (+3½ years)	[ ]	[X]

While there was evidence that elements of programming occurred often throughout studios, the team did not find significant evidence that students were required to assemble a comprehensive program.

Response:
In the BArch program the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project is introduced during the spring semester of first year in ARC122 Architecture and Behavior (Syllabus attached - Appendix 1) and then applied in the core design studios ARC203, ARC204 & ARC305. The abilities specified in Criterion 30 (now No. 16) are demonstrated in the spring semester of third year in ARC306 the Comprehensive Design Studio The first two weeks of the studio semester are devoted to program development, analysis and the governing regulatory standards.

In the MArch (4+2 year) and (+3.5 year) programs the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project have been included in the thesis preparation course ARC699 Directed Research (syllabus attached – Appendix 2). The abilities specified in Criterion 30 (now No. 16) are demonstrated in assignments in ARC699 which include the preparation and analysis of the thesis project program. This skill is evidenced during the following semester in the preliminary and analytical phases of the ARC610 Design Thesis studio.

Part 3 - Causes of Concern cited in VTR

No causes of concern were identified.

Part 4 - Changes in Accredited Programs

There have been no substantive changes in the school's accredited programs that alter their adherence to the *Conditions*.

NAAB RESPONSE TO UNIVERSITY OF MIAMI
2008 ANNUAL REPORT

Rec'd Date: January 13, 2009
Year of Next Visit: 2011

Section One:
Checklist of required elements

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

Section Two:
Assessment of Narrative Report

Criterion 13.30 Program Preparation
B.Arch
NAAB appreciates providing the course syllabus of ARC122 Architecture and Behavior, but the narrative provided states that the introduction of the material is applied in ARC203, 204, and 305. As the level is "ability," the program is requested to provide these additional syllabi and courses assignments to demonstrate evidence.

M.Arch (4+2) and M.Arch (+3½)
NAAB appreciates providing the course syllabus of ARC699 Directed Research but that of ARC610 Design Thesis was not. The narrative states that the evidence is found in ARC610. As the level is "ability," the program is requested to provide this additional syllabi and courses assignments to demonstrate evidence.

CAUSES OF CONCERN
There were no causes of concern reported in the 2005 VTR.

CHANGES TO THE ACCREDITED PROGRAM
The program reports no changes.

University of Miami
School of Architecture 2008-2009
Annual Report to the NAAB

Response to the Visiting Team Report of 23 February 2005
Prepared by Denis H. Hector, Associate Dean

Part II – Narrative Report

1.4 Conditions/Criteria not met

12. Student Performance Criteria
12.30 Program Preparation
Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
B. Arch	[ ]	[X]
M. Arch (4+2)	[ ]	[X]
M. Arch (+3½ years)	[ ]	[X]

While there was evidence that elements of programming occurred often throughout studios, the team did not find significant evidence that students were required to assemble a comprehensive program.

Response:

The remedy for the deficiency noted in Criteria 30 (now B1) has been incorporated in two distinct areas of the curriculum: design studios and lecture/seminar courses. In this manner Pre-Design and Programming can be treated with both an applied and a theoretical approach.

In the BArch program the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project is introduced during the spring semester of first year in ARC122 Architecture and Behavior (Syllabus attached - Appendix 1) and then applied in the core design studios. The Pre-Design specified in Criterion B1 are demonstrated in the spring semester of third year in ARC306 the Comprehensive Design Studio. The first

two weeks of the studio semester are devoted to program development, analysis and the governing regulatory standards.

In the MArch (4+2 year) and (+3 ½ year) programs the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project are included in the thesis preparation course ARC699 Directed Research (syllabus attached – Appendix 2). The Pre-Design abilities specified in Criterion B1 are demonstrated in assignments in ARC699 which include the preparation and analysis of the thesis project program. Pre-Design abilities will be additionally covered in the revised core design sequence for the March programs (see note below in Changes in Accredited Programs)

1.5 - Causes of Concern cited in VTR

No causes of concern were identified.

Changes in Accredited Programs since last NAAB visit.

There has been one significant change in the MArch **(+3 ½ year)** curriculum:
In response to the 2009 Conditions for Accreditation published in July; beginning Fall semester 2009 the core studio sequence has been extended from 3 semesters to 4. This revision has been made in order to provide adequate opportunity in design studios to satisfy the revised Student Performance Criteria. The revised sequence of 6 credit studios is ARC501 Architecture Design 1-Fall, ARC502 Architecture Design 2-Spring, ARC503 Architecture Design 3-Summer & ARC504 Comprehensive Design-Fall.

NAAB RESPONSE TO UNIVERSITY OF MIAMI
2009 ANNUAL REPORT

Date Report Received: December 4, 2009
Current Term of Accreditation: 6 Years
Year of Next Visit: 2011
Focused Evaluation: N

Section One:
Checklist of required elements

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

Thank you for submitting Part II – Narrative Report with your 2009 statistical information. Since the program is scheduled for an accreditation visit in 2011, the NAAB will not be writing a response to the 2009 Report. Instead, the visiting team will review the "Progress Since the Previous Visit" section of the APR as part of the preparation for the visit. The absence of a 2009 narrative response from the APR will not constitute an incomplete APR. This will be noted for the record and visiting teams will be advised accordingly.

Section Two:
Assessment of Narrative Report

NOTE 1: If a deficiency is included in the scope of an FE, the program may not be released from reporting on it in Part II of the Annual Report, except by the FE Team.

NOTE 2: Although an area may be marked "satisfied, no further reporting required," the next visiting team will still make its own assessment of the program's response to the deficiency in the next *Visiting Team Report*.

DEFICIENCIES
Criterion 12.30. Program Preparation

CAUSES OF CONCERN
None

CHANGES TO THE ACCREDITED PROGRAM

I.3.3 Faculty Credentials

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

Abbas, Muayad

Vice President of Development for The Related Group, M. S. in real estate development from Columbia University.

Adamson, Jimmy

Nationally recognized Design/Build instructor known for his commitment to craftsmanship and sustainability, work featured in Devil's Workshop – 25 Years of Jersey Devil Architecture (1997).

Allen, Jimmy

President and CEO of Allen & Associates P.A. Architects, Miami, FL since 1983.

Alvarez, Nelson

Practicing architect experienced in teaching and practice in Italy and Cuba, delivered lectures on "Le Piazze d'Italia" at the Societa Dante Alighieri in 2009.

Basulto, Rene

Registered engineer in fourteen states and principal of Basulto & Associates Inc.

Behar, Roberto

Roberto Behar and Rosario Marquardt are partners and founders of R & R Studios of Miami Beach, an interdisciplinary workshop devoted to the realization of imaginary solutions for a new world.

They both have Diplomas in Architecture from the Universidad Nacional de Rosario, in Argentina and Roberto completed postgraduate studies at the legendary Institute for Architecture and Urban Studies in New York City. Roberto has been a visiting artist at the Getty Research Center in Los Angeles and a visiting professor at Harvard University and Cornell University. Marquardt and Behar currently teach at the University of Miami School of Architecture. Together, they received a South Florida Cultural Consortium Fellowship and a Visual Arts Fellowship from the American Academy in Rome.

As artists and architects their work stretches and diffuses the boundaries of architecture and the visual arts. Their works propose encounters of stories and spaces, which alternate between the private and the public, the intimate and the monumental, the quotidian and the fantastic performing as poetic events and bridging dreams, memories and desires.

Most notable among R & R internationally acclaimed urban interventions is Miami icon "The Living Room" a 42' tall unfinished home turned inside out that performs as a social sculpture in the Miami Design District bridging the gap between, popular culture and contemporary art and the recently completed 40' tall urban toy and place of encounters "All Together Now" a call to action and play in downtown Denver. They are currently completing projects in Austin and Scottsdale and working in India, Argentina and Denmark.

Rosario and Roberto have lecture in over 50 occasions in the Americas, Europe and Israel. Their work has been published in over 200 publications worldwide; including Casabella and Area of Milan, Wallpaper and Blueprint of London, Summa of Buenos Aires, Faces of Geneva, Metropolis, Art News, Art Nexus, Art in America and the New York Times. Their work has been presented in museums and art galleries in America and abroad. Recent solo exhibition venues include the Madison Museum of Contemporary Art, the Museum of Contemporary Art in Denver, the Miami Art Museum (MAM) the Museum of Contemporary Art in North Miami (MOCA, the Centre pour l'Achitecture et l'Ville (CIVA) in Brussels and the Institute Français d'Architecture in Paris.

Behar is the editor of Coral Gables American Garden City Norma Editions, France 1997 and The Architectcture of Politics 1910-1940 The Wolfsonian Foundation, Miami Beach 1995 and together with Rosario Marquardt they are the authors of The Peace Project MOCA Denver, Denver 2007. As Director of The Architectural Club of Miami, Roberto Behar organized over 120 lectures, exhibitions and events including the presentation of 3 Pritzker Prize winners.

Bohl, Chuck

Charles Bohl is an associate professor and director of the Masters in Real Estate Development and Urbanism (MRED+U) program at the University of Miami's School of Architecture. Dr. Bohl is an expert on place making, community building and mixed-use development. He is the author of Place Making: Developing Town Centers, Main Streets and Urban Villages, a best-selling book published by the Urban Land Institute (ULI) now in its 5th printing. Dr. Bohl currently serves as the Chair of the Congress for the New Urbanism's Florida Chapter and as a member of the Executive Committee for the ULI Southeast Florida/Caribbean District Council. Dr. Bohl holds a doctorate in city and regional planning from the University of North Carolina at Chapel Hill. He lectures and consults widely in the U.S. and abroad.

Boggs, Charles Michael

Charles M. Boggs, part-time instructor in interior design, teaches electives in interior design. He received his Master of Arts in Interior Design from Florida International University: College of Architecture & the Arts, and his Bachelor of Architecture from University of Cincinnati college of Design. His professional experience in interior design includes work for the Cruise Ship industry for Royal Caribbean Cruises Ltd. and for high end hospitality work for RTKL Associates Inc. in Miami

Bradley, Wyn

Wyn Graham Bradley received her BA in Sociology, emphasis in Urban Planning, and a Minor in Fine Art from Mills College, CA. She has studied architecture at Columbia University, NY and the University of Nottingham, England. In 2004 she earned her Master of Architecture from the University of Miami. She currently teaches the core courses of Freehand and Technical Drawing. Wyn has also taught 3rd year Design Studio at Florida Atlantic University. Her professional work often bridges the worlds of art and architecture. She has collaborated with internationally known artists and museums, such as Shepard Fairey, the Fountainhead Residency, Lowe Art Museum and Miami Art Museum. Her work has been published in Historic Landscapes of Florida, Working Women Magazine and a number of on-line publications, such as Iconoclasteditions.com and countryclubprojects.com. Recent architectural projects include two historically sensitive homes, a residence in the Bahamas, and a law office in Miami.

Brillhart, Jacob

Jacob Brillhart has built his career as an architect, painter and professor of architecture. He is currently a full-time Lecturer at the University of Miami School of Architecture and also an integral teacher of the Rome program. In the Spring of 2010, Brillhart also served as the Favrot Visiting Professor at the Tulane School of Architecture.

Jacob Brillhart Architect, P.A., is formed around the interchange of research, exploration and progressive design. A LEED AP, he is also engaged in sustainable building practices and was honored with the 2009 AIA Miami Design Merit Award for his "Mechanical House."

In 2010, he was nominated as a finalist for the Rome Prize in Architecture; he was also a Gabriel Prize finalist in 2006 and 2007 consecutively, and he received first prize in the 2006 Miami Beach Life Guard Tower Design Competition, for which he was featured in the New York Times. In 2009 Brillhart participated in a joint exhibition entitled Visual Thinking in the Digital Age at the University of Miami. His drawing and design work will also be featured in two more drawing exhibitions, held in 2011 in both Miami and in Rome, which will explore the manner in which hand drawing informs design.

Calvo, Juan

V.P. of Oppenheim Architecture, Miami FL extensive experience with high rise residential design work published in "The New City" University of Miami Journal (1999).

Campbell, Najeeb

Consultant for Urban solutions for Johannesburg South Africa and former team member of FIU and FAU Joint center for environmental and urban problems.

Canton, Christina

Designer recognized for work in local and national competitions; Florida *InsideOut Magazine* Build in the Bay Competition (2006) and *Boston Globe*, Edge as Center International Competition (2006).

Caraballo, Wendy

Recent research on Walter DeGarmo, Summer Design Fellowship at Shepley, Bulfinch, Richardson and Abbott in Boston.

Casucelli, Carlos

Carlos Casuscelli is a part-time faculty member teaching design in the undergraduate core studio sequence. Educated at the University of Buenos Aires he received his National Diploma in 1975 where he is a registered architect. He has taught as a visiting associate professor at Ball State University from 1988-1993 and at the university of Buenos Aires from 1980-1983. Casuscelli's writings on architecture have appeared in Summa Architecture Magazine, La Nacion and Clarion Newspapers in Buenos Aires.

Ceo, Rocco

Rocco Ceo, AIA, LEED AP, Professor of Architecture and Director of Undergraduate Studies, teaches courses in Design, foundation courses in freehand and mechanical Drawing, and seminars on color theory, Michelangelo, HABS and HALS. He has produced drawings of the elements of Florida's landscapes as well as the documentation of seminal sites in the history of South Florida such as Vizcaya and the Marjory Stoneman Douglas home. His published work includes the award winning books, Redland: A Preservation and Tourism Plan done with Margot Ammidown and Maria Nardi and Historic Landscapes of Florida co-authored with Joanna Lombard. His architecture practice focuses on the unique relationship between architecture and landscape found in the American Tropics. His work has received awards from the Florida Trust for Historic Preservation, Progressive Architecture, and I.D. Magazine. His most recent projects include a monumental coral rock pedestal to support a twelve foot bronze statue of George Merrick, the founder of Coral Gables, Florida and a tomb monument for the former Governor of Florida and US Senator Bob Graham and his wife Adele Graham.

Chael, Marice

Maricé received her Bachelor in Architecture from the University of Miami, and is principal of the firm Chael Cooper & Associates, practicing in affiliation with the town planning firm Dover Kohl & Partners. The firm specializes in civic and mixed use buildings, housing and monuments for walkable, transit-oriented places, and retrofitting the built environment through participation in New Urban charrettes.

The firm has been the recipient of a Dade Heritage Trust Design Award, Palladio Award, and a CNU Charter Award. Maricé has written for Period Homes, the Town Paper, and the Congress for the New Urbanism Council Reports and has lectured at the University of Notre Dame, the University of Miami, the Florida Trust, and the South Atlantic Humanities Center.

Maricé and husband Victor Dover live in their recently restored LEED Gold / Platinum certifiable cottage in historic Cambridge Lawns with their two children Thomas and Lee.

Chao, Sonia

Cháo is the director for the Center for Urban and Community Design at the University of Miami, School of Architecture and a faculty member. She received her Master's of Science in architecture from Columbia University. Early in her career she worked in the offices of Robert A.M. Stern Architects and Kohn Pedersen, Fox. Living in Italy for five years, she pursued research in historic preservation and urban design, funded by the Living Heritage Fund. At the heels of Hurricane Andrew, she was coordinator for the New South Dade Planning Charrette, promoting and facilitating rebuilding efforts. In 1992 she co-founded and was named the first managing director for the Center for Urban and Community Design. She was a Graham Foundation Grant recipient for her research entitled: The Rebuilding of American Cities: in the wake of disaster. Cháo later oversaw the rebuilding of 33 historic properties on behalf of Dade Heritage Trust as their Historic Preservation Grant Administrator. In 2001 she chaired a symposium entitled: Tracing Parallel Cultural Experiences between Cubans and Cuban-Americans at the Lowe Art Museum, where to date she has been a member of the Cuban Art Collection Advisory Board. Since 2002, funded by the J.M. Kaplan Fund, Cháo has collaborated on a research project, studying the historic preservation and urban design patterns of Havana. In 2004 and later 2006, she created two related exhibitions entitled: Havana, the Caribbean City. She is a registered architect in Florida.

Correa, Jaime

Jaime Correa is an Associate Professor in Practice and the Director of the Master in Urban Design. He teaches courses in design and seminars in theory, ecological urbanism, and graphics. He received his Bachelors degree in Architecture and Urbanism from the Universidad Pontificia Bolivariana, in Colombia; he holds a Masters of Architecture in Urban Design and a Master of City Planning in Historic Preservation from the University of Pennsylvania, in Philadelphia; he has certificates in Medieval Iconography and Classical Architecture from the University of Cambridge, in England; he completed his Masters Degree in Metaphysical Studies from the University of Metaphysics and is currently enrolled as a Ph.D. Candidate in Comparative Religion at the University of Sedona, Arizona. Jaime Correa and Associates, his professional firm, has been recognized by the American Institute of Architects, the Congress for the New Urbanism, the Florida Chapter of the Congress for the New Urbanism, Progressive Architecture, the American Planning Association, the Bienal de Arquitectura in Chile, the Ministry of Tourism in Oman, and the Bao-Shan community in Shanghai, China.

His current research focuses on issues of Landscape and Ecological Urbanism, Urban Rituals in the far-east, and Courtyard Housing and Architecture in the third Rome. He is the author of *Seven Recipes for the New Urbanism* and *Self-sufficient Urbanism: a vision of contraction for the non-distant future*. He has published peer-reviewed articles in *Places*, *Cuadernos de Arquitectura y Nuevo Urbanismo*, *The New* City, *The Town Paper*, and *New Urban News*. His work has been published in *New Palladians: modernity and sustainability for 21st century architecture*, *The New Civic Art*, *The New Urbanism: toward an architecture of community, Between Two Towers, Progressive Architecture,* and many other national and international publications. He has been a featured speaker at the Albany Roundtable and the National Sustainability Conference in Orlando. His most recent collaborative work includes a master plan for the MIMO District in the City of Miami, a master plan for the 79th Street Corridor in the City of Miami Beach, a SmartCode® and architectural guidelines for the City of D'Iberville, in Mississippi, a master plan for the City of Hollywood, a streetscape proposal for the City of Coral Gables, an infrastructure proposal for Palm Beach County, and the reconstitution master plan for the Chicken Hill Area in Asheville, North Carolina.

Crowley, Maria

Architect, Adjunct faculty in Engineering, and Urban Planner for Metro-Dade Planning and Zoning Department, recognized for Landscape and Urban Design manuals for Miami-Dade County in (1999).

Cure, Adib

Adib Cure received a Bachelor of Architecture degree from the University of Miami and a Masters of Architecture in Urban Design degree from Harvard University. Upon graduation he went to work for the office of Machado & Silvetti, and in 2001 he established the firm of Cure & Penabad Architects in Miami. The work of the office has received numerous awards including American Institute of Architects awards, state and local preservation awards, a National Congress for New Urbanism Award, and a Silver Medal prize at the 2010 Miami Biennale. Most recently, the firm was nominated as a finalist for the prestigious Marcus Corporation Architectural Prize for emerging architectural talent.

His most recent research focuses on mapping and documenting informal settlements in Latin American cities. He has lectured on this topic in Barranquilla, Miami, Cartagena, and most recently at the AIA 2010 National Convention. His proposal Off the Map: Studies of the Unplanned City, was selected as a finalist for the prestigious Rafael Vinoly Research Grant. He was a teaching assistant for core design studios at the Harvard Graduate School of Design, and has held teaching appointments at Northeastern University and the Boston Architectural Center. He is currently a Lecturer at the University of Miami School of Architecture.

DeMarco, Gerald

Adjunct Professor in Architecture and Engineering and principal of his own firm since 1982, research focuses on active solar energy systems and sustainable practice.

East, Joelle

Joelle East, LEED AP, Assoc. AIA is a part-time lecturer who has taught Design II and III. She holds a Bachelor of Architecture degree from Howard University in Washington, D.C., where she was a Teaching Assistant and Research Assistant for several years during her studies. In Miami, Joelle worked for almost three years with the firm Bermello, Ajamil and Partners. During this time, Joelle also achieved her Master of Architecture degree in Suburb and Town Design here at the University of Miami. Joelle now works with a small Miami firm, Design2Form and is aggressively pursuing her Architect Registration. She aspires to develop her own practice in a few years which will focus on her interests in Tropical/Caribbean architecture, urban design and sustainability.

Eilert, Sebastian

Principal of Sebastian Eilert Architecture, Inc., a firm that specializes in sustainable and green design, most recent publication AIA Small Practice journal (#37) "Little Bitty Green Things" (2006).

Evangelakis, Ted

Ted Evangelakis has a rich academic background with a Bachelor of Architecture from the University of Miami (1980), a Bachelor of Fine Arts from Florida International University (1986) and a Master of Fine Arts from Virginia Commonwealth University (1989). He worked professionally as an architect at Arquitectonica and other Miami firms before becoming involved with the computer graphics and multimedia industries in the late 1980's. His current work is with interactive media and web-based application development. He has worked with virtual reality and 3D applications since the early 1990's and currently teaches several of the advanced computing courses at the UM School of Architecture: Multimedia Design, 3D Modeling and 3D Animation using primarily Autodesk and Adobe software suites.

Fett, Steve

Steven Fett earned a bachelor's degree in architecture at the University of Minnesota in 1998, and a Master of Architecture, and a Master of Urban Design at the University of Miami, Florida, in 2000. He has been a part-time faculty member at the University of Miami since 2001, teaching design studio, hand drawing and computing courses. The UM School of Architecture chose Steven to be the resident faculty member in the Graduate Rome Program for the fall semester, 2006. He has also led travel programs to Cairo, Egypt, and taught in the school's Open City Studio program in Tokyo, Japan. The school's faculty voted him Outstanding Part-Time Faculty Member of the Year in 2008.

Steven is principal of the architecture and urbanism firm, Steven Fett Architecture, Inc. The office, now located in downtown Miami, was established in 2004. Projects range from small to mid-sized residential, commercial and institutional architecture, to large-scale master plans for neighborhoods and cities in the United States and abroad.

In addition, Steven is a founding member of the research and design firm, Monteleone, dedicated to the pursuit of sustainable civic art, a new vision in urbanism and environmentalism. The core idea is to integrate environmentally conscious architecture and infrastructure into individual neighborhoods in beautiful iconic forms, emblematic of their place. Monteleone has lectured on the subject and has also been published in a number of academic journals.

Fix, David

Mies' words, "If you want to learn something, teach it," have been abundantly confirmed. This heuristic experience, my education, my work for Rudolph and Mies, my own practice, provide important insights for my studios: the integration of all the elements related to building into structures that are contextual and life-enhancing. My understanding of Italy and Italian culture, gained living there for 20 years, my research and study, have contributed to my courses on the historical, physical, and architectural evolution of the city of Rome, our greatest teaching laboratory. Living in a Tuscan hill town in a 13th C tower, renovating farm houses, and teaching in the tropics of Miami have instructed me in the subjects of Green and Sustainable architecture. I stress the primary importance of site and locality in the employment of passive environmental controls. Because Drawing, the coordination of eye, mind and hand, is basic to the realization of conceptual thoughts for architects, it is, for me, an essential skill for students to acquire.

Fornes, Rafael

Painter and designer who documents the history of Havana, and Key West through writings and painted maps.

Gauger, Jeremy

Jeremy Calleros Gauger focuses on incorporating landscape elements in architecture in a sustainable manner. He is currently an Associate at ArquitectonicaGeo's headquarters in Miami. Notable projects and collaborations include the Miami Art Museum in conjunction with Herzog & De Meuron, the Miami Science Museum with Nicholas Grimshaw & Partners, University of Miami Life Science Park with Zimmer Gunsul Frasca Architects, and Arquitectonica Headquarters with Arquitectonica International. In each of the projects, elements of landscape work in close collaboration with architecture in novel ways to mutual benefit.

Gelabert-Navia, Jose

Jose A. Gelabert-Navia is a Professor and former Dean of the School of Architecture at the University of Miami. A graduate of Cornell University, Jose has been part of the Faculty since 1981. His primary teaching focus has been in the areas of Architectural Design and History of Colonialism and Globalization in Architecture. He was the founder of the School's Rome Program and as part of it, he teaches a course in Italian Culture every Spring. Prof. Gelabert-Navia has been the author of numerous articles and has also been a practicing architect, directing the Miami office of Perkins + Will. He has lectured in Europe and Latin America, most recently on the Sustainable Hospital in Brasilia and in Santiago, Chile this year.

Giancaspro, James

Engineer and Scientist for the Boeing Company 2004-2006, research on strengthening prestressed concrete beams with fiber composite overlays published in American Concrete Institute – special publication 2010.

Gonzalez, Jacqueline

Jacqueline Gonzalez is a part-time faculty member teaching upper level design studios. She received her B.Arch. from Cornell University in 1992. Principal of Touzet Studio, Ms. Gonzalez is a practicing architect who specializes in high-rise residential design. From 1996-2003 she was Vice President of the international firm Arquitectonica in Miami Florida.

Grave de Peralta, Jose

Fine artist who exhibits internationally, directed the conservation of plaster casts, a contributing author to: Drawing from Plaster Casts.

Greenan, Gary

Nationally known Landscape architect who published graphic standards on site planning and landscape strategies for New Urbanism.

Groves, Chris

Christopher Groves has been in the architectural profession for the past 12 years, working in projects varying in both scope and size; however, his experience using CAD software dates back to the late 1980's (AutoCAD® R8). This lifetime of exposure has been instrumental in not only managing cad users in office settings, but also in teaching AutoCAD® to students. Christopher's teaching experience over the past eight years includes teaching CAD classes to both engineering and architecture students at the University of Miami and ITT Technical Institute. He is well versed in AutoCAD®, AutoCAD Architecture, 3DS Max, and Revit. He has also been a speaker at the annual Autodesk University conference, providing his knowledge and insights to other professionals in the industries of design, architecture, and education.

Guerrero, Carmen

Carmen L. Guerrero is a licensed architect and Assistant Professor in Practice at the University of Miami School of Architecture. She holds a Bachelor of Architecture degree from the University of Miami (1990) and a Master of Architecture degree from Cornell University (1994). Since 2000 she has been involved as faculty and coordinator for the school's Rome program and has developed special courses on the architecture and urbanism of 20th century Italy. Her research has contributed to several international exhibitions and publications focusing on Italian Rationalism. Recently she has taught travel seminars concentrating on the role of regionalism in the design of contemporary architecture in both Italy and Switzerland. As a result of the work produced by her students in a recent design studio course she is currently involved with ongoing preservation efforts in a historic village of the Dominican Republic. The master plans produced in this studio have been recognized as potentially significant milestones towards the village's ultimate preservation and revitalization. In 2008 her architecture and interior design firm received the Coral Gables Chamber of Commerce City Beautiful Award followed by recognition in local and national publications.

Harper, Leah

Intern architect for Michael Graves & Associates, Princeton NJ, artist and architectural consultant for renderings and other forms of architectural representation.

Hector, Denis

Associate Professor and Associate Dean at the School of Architecture with a secondary appointment in the Department of Civil, Architectural & Environmental Engineering, College of Engineering, and an advisory board member of the Abess Center for Ecosystem Science and Policy, Denis Hector is a registered architect with expertise in structure and environment, with an undergraduate degree from Cornell University and a graduate degree from the University of Pennsylvania. The editor of Hurricane Hazard Mitigation, he, with colleagues in Engineering, has conducted studies under the auspices of the National Science Foundation on wind hazard mitigation. He participated in the Mississippi Renewal Forum, Charrette after Hurricane Katrina, the Mississippi AIA Mississippi Building Code Workshop, and most recently, the 2010 Haiti Charrette. He teaches Building Construction II: Structural Systems and studios with a focus on structure and environment, including recent work in Haiti, both before and after the earthquake.

Hernandez, Jorge

Jorge L. Hernandez, received a Bachelor of Architecture from the University of Miami in 1980 and a Master of Architecture from the University of Virginia in 1985. He then worked for Eisenman Roberton Architects and taught at The University of Virginia. In 1987 he joined the faculty of the University of Miami and established his firm. His work includes The Brickell Bridge in Miami, Florida; The Williamsburg James City County Courthouse in Williamsburg, Virginia, both secured by winning entries in international competitions; and The Coral Gables Museum, a LEED certified renovation and addition to a National Register 1939 Phineas Paiste building. He has lectured in the US and Europe, taught for the Prince of Wales Institute of Architecture and participated in numerous international symposia and conferences. His work has been published internationally. He collaborated with Vincent Scully on *Between Two Towers: The Drawings of the School of Miami*, and his works were included in *40 Under 40, The Mediterranean House in America*, and other publications. Currently he is a Trustee for the National Trust for Historic Preservation, juror for the American Academy in Rome, member of the Florida State Historic Marker Council and Vice-President of Dade Heritage Trust.

Hochstim, Jan

Jan Hochstim, native of Kraków, Poland, received a degree of Bachelor of Architectural Engineering from University of Miami in 1954 and in 1958 a Bachelor of Architecture from University of Illinois. In 1976 he obtained a Master of Art degree from University of Miami with emphasis on architectural history. In 1958 he started teaching part time design and drawing at the University of Miami and became full time faculty member in 1966 specializing in design and history of architecture. After apprenticing with architects in Miami, Nassau and Pittsburgh he opened his architectural practice in 1962 and is still maintaining an active office in partnership with Adam Krantz. Among his many projects are Pier House Motel in Key West, University of Miami Mark Light Baseball Stadium – winner of Outstanding Concrete Structure in Florida, conversion of famed Marion Manley's 1947 dormitory buildings at the University of Miami into School of Architecture, Grace Church, Holy Cross Academy, South Miami Gymnastic Center Dance Studios and Auditorium and many commercial and residential projects.

He is the author of *The Paintings and Sketches of Luis I. Kahn* (Introduction by Vincent Scully), Rizzoli, 1991 and *Florida Modern: Residential Architecture*, 1945-1970, Rizzoli, 2005 and he lectured on these subjects at Columbia University, University of Venice, and various A.I.A. and preservation meetings in Florida and California. He is a member of the South Miami Historic Preservation Board and serves on the advisory board of DOCOMOMO/US Florida and as a member of the Board of Directors of DOCOMOMO/USA.

Howard, Jeffrey

Interior Architect.

John, Richard

Prof. Richard John has been a member of the University of Miami School of Architecture faculty since 1999. From 1995-98 he ran a school of architecture in London for HRH The Prince of Wales. Prior to this, from 1991-94, he taught at Oxford University as a fellow of Merton College and a member of the Modern History Faculty. He has also taught at Cambridge University, the University of Notre Dame, the Institute of Classical Architecture in New York, and, for three years, was a Tutor at the Architectural Association School of Architecture in London. In 2007-08 he served as the Harrison Design Associates Visiting Scholar at the College of Architecture of The Georgia Institute of Technology. Prof. John's books include *Thomas Gordon Smith and the Rebirth of Classical Architecture* (2001), John *Simpson: The Queen's Gallery Buckingham Palace and Other Works* (2002), and *Robert Adam and the Search for a Modern Classicism* (2010). Since 2008 he has been the Editor of *The Classicist*, the award-winning, peer-reviewed journal of the Institute of Classical Architecture and Classical America.

Kauffman, Gregory

Gregory Kauffman, AIA, teaches part-time in core design studios. Kauffman received his B.S. from State University of California at San Jose in 1985 and his M. Arch., from State University of New York at Buffalo in 1999. He the principal of his own firm Haas+Kauf Architects in Coral Gables since 2006.

Krantz, Adam

Registered Architect, Principal of Hochstim & Krantz Architects.

Lamb-Ortega, Barbara

Project manager for internationally known firm of Dover, Kohl and Partners (1993-1995).

Lejeune, Jean-Francois

Jean-François Lejeune, Associate AIA, is a Belgian-born architect graduated from the University of Liege. Lejeune worked from 1975 to 1985 at the urban think-thank ARAU and the architectural publishing house AAM, both of which prepared him to teach and research architecture and urban history. He is Professor of architecture, urban design, and history at the University of Miami School of Architecture, where he has been Director of Graduate Studies since 2009.

Among his many publications, one can mention *The Making of Miami Beach 1933-1942: The Architecture of Lawrence Murray Dixon* (Rizzoli, with Allan Shulman, 2002), *Sitte, Hegemann, and the Metropolis* (Routledge, 2009) and his most recent work, *Modern Architecture and the Mediterranean* (with Michelangelo Sabatino, Routledge, 2010). Lejeune has also extensive knowledge of Latin America. Among others he wrote about 20th century Havana in *The Journal of Decorative and Propaganda Arts*; in 2003 he curated in Brussels the exhibition *Cruelty and Utopia: Cities and Landscapes of Latin America* whose catalogue (Princeton Architectural Press, 2005) won the Julius Posener CICA Award for Best Architecture Catalogue. He has curated other exhibitions including *The Florida Home: Modern Living in Miami, 1945-65* (2004-5), and the recent *Interama: Miami and the Pan-American Dream* (2008).

Lejeune is a founder and Secretary of DoCOMOMO-US/Florida and was an Affiliated Fellow at the American Academy in Rome in 2007.

Lombard, Joanna

Joanna Lombard is an architect and Professor at the University of Miami School of Architecture. Her undergraduate degree is from Tulane University and her graduate degree is from Harvard University.

She co-authored *The Historic Landscapes of Florida* (Deering Foundation, 2001) with Rocco Ceo, authored *The Architecture of Duany Plater-Zyberk and Company* (Rizzoli, 2005) and co-authored *Great Houses of Florida* (Rizzoli, 2008) with Beth Dunlop. With Denis Hector, she has an architectural practice.

A member of an interdisciplinary research team led by José Szapocznik, chair of Epidemiology and Public Health at UM's Miller School of Medicine, with current funding from National Institute for Mental Health and National Institute for Environmental Health Science, as well as the National Institute on Aging, she is studying the effects of the built environment on children and the elderly. The first results of this work were published in the September 2006 issue of the *American Journal of Community Psychology* with subsequent publications in journals in public health and architecture, most recently, the 2009 *Journal of Gerontology: Social Sciences.*

Lopez, Ricardo

Recent graduate whose research focuses on sustainable civic art and public transit in Biscayne bay.

Lopez-Gottardi, Tomas

Tomas L. Lopez-Gottardi received a Bachelor of Architecture from Rensselair Polytechnic Institute in 1964 and in 1967 a Master of Architecture from Harvard University. In 1970 he earned a Master of Architecture in Urban Design and a Master of City Planning at the Graduate School of Design at the University of Pennsylvania. In two occasions from 1964 to 1968 he worked in Miami, principally at the architectural firm of Fernandino, Grafton, Spillis & Candela. After 1970 he worked as a consultant at the Planning Department of Miami-Dade County and at the Miami Downtown Development Authority.

In the fall of 1970 he started teaching at the University of Miami; the following academic year- the Bachelor of Architecture Program received its first NCRB accreditation. His teaching work focuses on architectural design, on-site study programs in Europe and Latin-America and classical and contemporary theories of architecture. He has served as Director of the Bachelor of Architecture program from 1986 to 1989 and from 1998 to 2008.

Professor Lopez-Gottardi is a registered architect and has been in practice in Miami since 1974. He has been the recipient of the Cintas Fellowship from the Institute of International Education in New York City, obtained the First Prize in the national competition for the design of "Bird Drive Park Camping Facilities" and has received other national and regional awards and honors.

Lynn, Catherine

Recognized historian on early American decorative art, and preservation, recently co-authored a seminal work (w/ C. Penabad) on: Marion Manley, Miami's First Woman Architect.

Machado, Oscar

Oscar A. Machado received a Bachelor of Architecture degree from the University of Miami and a Masters of Architecture from the University of Miami, and is a Lecturer teaching courses in Design, Drawing, and Theory for Graduates and Undergraduates at the University of Miami School of Architecture. With 26 years of experience in traditional urban and architectural design, 12 years with the firm of Duany Plater-Zyberk and Co., he has participated in numerous workshops across the globe focusing on principles that assert to guide public policy, development practice, urban planning, and architectural design with an interest to public service. As a faculty member, he has shared his experience with the students.

Working for architectural firms, Machado has been manager for projects located in Coral Gables and Miami-Dade County—some received the AIA Award of Excellence. In affiliation with colleagues, The Congress for the New Urbanism (C.N.U.) honored Machado in 2001 with an Award of Excellence for the design of a new neighborhood in Managua, Nicaragua—it was the first of its kind when awarded. Also, the CNU awarded two world renown firms Machado was affiliated with for the design of new neighborhood designs, in construction now.

The University of Miami School of Architecture honored Machado with Faculty of the Year awards in recognition to excellence in teaching; and, Machado has a long history of volunteering architectural and urban planning services for public service.

Macia, Enrique

Principal of AECOM Design with numerous national and AIA Miami/Chapter awards for the design of Courthouse buildings.

Madia, Enrique

Preservation architect in Miami and Washington most recent publications; *Patrimonio, Apuntes y Gestion*, (Heritage, 2007), "*La Casa del Puente Amancio Williams Masterpiece*," DOCOMOMO Journal, (March 2006).

Manns, Susan Bennett

Urban Designer with design focus in form based codes and preservation.

Martinez, Frank

Frank Martinez is an Associate Professor at the University of Miami, School of Architecture, with a secondary appointment in the Department of Epidemiology and Public Health, Miller School of Medicine. He holds an undergraduate degree from the University of Miami and a graduate degree from Princeton University. He teaches design, drawing and theory in the core of both undergraduate and graduate programs in the School of Architecture. In the past five years he has lectured and led tours in the Graduate Rome program on Roman Villas and Gardens, with primary interest in Renaissance & Baroque Architecture and Urban Design, as well as the summer traveling course: The Grand Tour.

Professor Martinez is a member of the Built Environment and Health Research Group, an interdisciplinary research team led by José Szapocznik, chair of Epidemiology and Public Health at UM's Miller School of Medicine, and is co-author of numerous articles on the impact of the built environment on health. The team, investigates the impact of the built environment on Hispanic elders' health (funded by the National Institute on Aging, National Institutes of Health), children's conduct and Hispanic immigrants' risk for metabolic syndrome, The first results of this work were published in the September 2006 issue of the American Journal of Community Psychology with subsequent publications in journals in public health and architecture, most recently, the 2009 Journal of Gerontology: Social Sciences. Professor Martinez is also is a founder and design partner in Martinez & Alvarez Architecture, Inc. in which he works collaboratively with his partner and wife, Ana Alvarez. The work has focused primarily on architectural and urban projects that contribute to the art of making cities. Underlying the teaching and research is an exploration of drawing as a method for acquiring and developing architectural knowledge.

McLaughlin, Megan

Megan joined Dover Kohl in 2007, bringing her diverse background in planning and architecture to create realistic urban design strategies for rural areas, cities, and regions. Megan is trained in the principles of traditional town planning and architecture, and she has extensive experience with walkable urban design, historic preservation, and form-based code implementation. Megan is both a town planner and a project director at Dover Kohl. Her hands-on experience with both the public and private sectors of planning greatly assists the creation of effective plans and codes.

Megan received her Bachelor of Arts from the College of William and Mary in Williamsburg, Virginia, and studied the history of architecture and urban development at St. Andrews University in Scotland. She received her Master of Architecture from the University of Miami. Prior to joining Dover-Kohl, Megan worked for municipal planning agencies in Florida and Virginia. As an urban designer for the City of Miami, she was involved in development review and Miami 21, the City's comprehensive zoning code rewrite to a form-based code. Megan is a member of the Congress for the New Urbanism.

Middlebrooks, Joseph

I established a city planning and design firm in 1970. Since that time I have executed scores of city/urban plans and designs. I have executed a variety of building types, to include: city halls, police stations, airport facilities, hospitals and healthcare facilities, secondary schools, university facilities, housing of various types, industrial facilities, defense department facilities, office buildings, historic buildings, etc. I have also provided services to national corporations. The mix of various building types has provided me with an in depth knowledge of the technical aspects of architecture.

Relative to city planning and urban design, I have prepared comprehensive city plans and/or large scale area plans for the cities of Riviera Beach, North Lauderdale, Bay Harbor Islands, Opa-locka, Hallandale, Deerfield Beach, City of Miami, and the Dade County Grand Jury. This broad span of city planning and urban design has allowed me to better understand the process of making public policy.

As an illustration as to how these experiences can enhance the educational experience, my firm was contracted to upgrade an historic building. Initially, I helped with the programming and identification of possible funding sources. I helped the client to understand how the design process worked when infused with public policy input and funds. The client obtained funds from more than one public source, and I helped with the various conflicts relative to the use of the construction dollars and the reporting differences required by each source. All this having to be done with a very uncooperative general contractor.

Millas, Aristides

Aristides James Millas is an Associate Professor Emeritus at the School of Architecture teaching Design, Drawing and History since 1974. He holds degrees in Architecture and Urban Design from Carnegie Mellon (1958) and Harvard Graduate School of Design (1964). His professional career spans service in both the public and private sectors with projects directed to the inner city revitalization, historic districts, new towns, public expositions, university master plans and facilities, a sports stadium and Eastern Orthodox churches located in many States and in Athens, Greece. His academic career includes research and coursework in gerontology resulting in funded publications and research on South Florida history and development issues resulting in coursework, seminars, tours and numerous essays and publications. These include *70 Years of Miami Architecture* (Bass Museum), *Old Miami Beach: A Case Study in Historic Preservation*, (MDLP), and *Coral Gables Miami Riviera: An Architectural Guide* (DHT).

Montero, Armando

Armando Montero is a part-time faculty member teaching in the undergraduate core studios. He received his B. Arch. degree for University of Miami in 1979. Mr. Montero is President of Armando M. Montero & Associates since 1984.

Morcate, Alex

Alex Morcate is a special instructor teaching in the Master of Real Estate Development and Urbanism (MRED+U) Program. He received his M.S.F., and his M.S.I.R.E both from Florida International University in 2008. He is a senior financial analyst for Colliers Abood-Fay of Coral Gables.

Mouzon, Steve

Recognized scholar in research on traditional and sustainable construction, and planning, New-Urbanist town architect for Huntsville and Hoover, Alabama, Co-founder of the New Urban Guild.

Mullerat, Juan

Juan Mullerat is an architect and urban designer with over twelve years of experience with several highly respected design firms. A native of Spain, he has received awards and published works in both urban design and photography.

A Part-Time Professor at the University of Miami's Master of Urban Design (MUD), Mullerat thrives from the synergy between academia and his professional work.

Mullerat has worked on numerous projects around the world including North and South America, Europe, Asia and the Middle East. He has lead both private and public workshops that have resulted in award winning projects at a variety of scales. Mullerat's work strives to create and capture the essence of places that transcend trends and value culture.

Murai, Luisa

Senior Architect and project manager for Rodriguez and Quiroga, Coral Gables, FL; teaching focuses on connecting students with practice through on-site study of projects currently under construction.

Nedev, Nikolay

Nikolay Nedev, is a part-time faculty teaching design and drawing. He received his Bachelor of Architecture from University of Miami, and his Master of Architecture from Harvard University. After working for Machado/Silvetti Inc. in Boston he started NC-office in 2005. NC- office has garnered international recognition for its built design work and winning competition entries. There work has been published in Azure Magazine, Florida InsideOut, Casadecor'07 and the Boston Globe.

Nostrand, Stephen

Executive VP and Colliers manager for Colliers International, specializes in real estate development.

Patricios, Nicholas

Research in traditional architecture of Greece, recent publication includes: "The Re-Emergence of Traditional Architecture in Kefalonia and Ithaki."

Penabad, Carie

Carie Penabad received a Bachelor of Architecture from the University of Miami and a Masters of Architecture in Urban Design degree from Harvard University. Upon graduation she went to work for the office of Machado & Silvetti in Boston, and in 2001 she established her own practice in Miami with partner Adib Cure. The work of CURE & PENABAD Architects has received numerous awards including American Institute of Architects awards, state and local preservation awards, a National Congress for New Urbanism Award, and a Silver Medal prize at the 2010 Miami Biennale. Most recently, the firm was nominated as a finalist for the prestigious Marcus Cooperation Architectural Prize for emerging architectural talent.

Her research on Women in Architecture has received various awards including a Graham Foundation Grant for advanced studies in the Fine Arts. She recently completed a book entitled Marion Manley: Miami's First Woman Architect with respected historian and author Catherine Lynn, published by the University of Georgia Press in March 2010. She has taught at Northeastern University and the Boston Architectural Center, and has participated in juries at Harvard University Graduate School of Design, Notre dame, and Florida International University.

Perez, Joachim

Joachim Perez is a part time lecturer at the School of Architecture teaching within the undergraduate and graduate drawing curriculums. He holds a bachelor's degree in psychology and masters degrees in architecture & urban design. For the duration of his graduate studies, Mr. Perez served as a graduate assistant in both hand drawing and computer aided drafting courses. He has produced a series of travel sketches from his semester abroad and other travels that have since been displayed at the university's exhibition on Rome and in publication materials. Professionally, Mr. Perez has worked for a local Miami architects and at Cooper Robertson & Partners in New York City. At the later, he was trained in various elements of project development ranging from high-end residential, multifamily, interiors, academic, and urban design. Since 2009, he serves as an urban designer for the Miami Downtown Development Authority, and has finished the final portion of the intern development program. Mr. Perez is a member of the Congress for the New Urbanism, and Architecture for Humanity. He has since won the Brian Canin Research Scholarship to purse study on the emerging field of agricultural urbanism.

Plater-Zyberk, Elizabeth

Elizabeth Plater-Zyberk is Dean of the School of Architecture and Distinguished Professor. She teaches the upper level and graduate housing studio, and is developing a new course on urban design for non-designers. Plater-Zyberk joined the faculty in 1979 with a B.A. in Architecture and Urban Planning from Princeton University (1972) and the M. Arch. from Yale University (1974). She founded the School's first graduate program in 1988, and directed the Center for Urban and Community Design from 1993 to 1995, initiating the School's outreach to communities throughout South Florida. She is a founder and board member emerita of the Congress for the New Urbanism, board member emerita of Princeton University, and currently board member of the Institute of Classical Architecture/Classical America. She is a partner in the firm Duany Plater-Zyberk & Company, Architects and Town Planners, international recognized for its work. With partner Andres Duany she has co-authored *Suburban Nation: The Rise of Sprawl And The Decline of the American Dream*, and *The New Civic Art*. Plater-Zyberk was recognized in Architect magazine's 2009 Architecture School Guide as one of the 10 best educators.

Ramirez, Carlos

Practicing architect and Principal of Ramirez Studio Architecture Inc. since (2007).

Reeves, Mark

Attorney with law firms Steel Hector & Davis LLP, Miami and Hogan Lovells LLP, Miami, trained as an architect, Lawyer, and Priest an Adjunct Professor teaching professional practice.

Riley, Terry

Curator of the Department of Architecture and Design for the Museum of Modern Art, New York 1991-2005, Director of the Miami Art Museum (206-2009) and nationally recognized architect and designer.

Roche, Sam

Mr. Roche has taught and lectured on various subjects in art history, architecture, and urbanism, including the evolution of ornament in architecture and the evolving character of the American city. He has written on contemporary and historical issues in architecture and has worked in architecture and real-estate development. He is an author of Plans of Chicago, published in 2009, which proposes a planning approach to Chicago and other American cities based on analysis of historical urban-improvement plans.

Rodriguez, Albert

Albert Rodriguez is a part-time instruction teaching construction documents for the first time in the fall of 2010. After receiving his Bachelor of Architecture from University of Miami in 1993 he went on to work for a series of offices most notably Zyscovich Architects, Miami from 1994-1998. He now has his own firm Dalima Studio in Coral Gables that in addition to its own work provides construction document services for a number of local offices.

Santana, Victor

Architect, contractor and principal of his own firm.

Sarli, Edgar

Intern architect for Rafael Moneo designing institutional and civic buildings for Rhode Island School of Design: Chace Center; Nartis Laboratories, Basel, Switzerland: and the Congress Hall "El Miradero in Toledo Spain.

Scully, Vincent

Internationally recognized historian, scholar, teacher of American Architectural History, published nineteen books and countless articles, recipient of the U.S. government's highest honor: National Endowment for the Humanities Jefferson Lecture in 1995.

Shulman, Allan

Allan T. Shulman, FAIA, LEED AP is Assistant Professor of Architecture and teaches design studios in both undergraduate and graduate programs as well as seminars on housing and the tropical home. Shulman received a Bachelor of Architecture from Cornell University (1985) and a Master of Architecture in Suburb & Town Design from the University of Miami (1992). He was elevated to Fellowship in the American Institute of Architects in 2007. Using Miami as a laboratory, Shulman's academic and professional work explores the interrelationship of urban design and architecture through the lens of 20th century urban history, building typology, regionalism and historic preservation. Recent publications include Miami Modern Metropolis: Paradise and Paradox in Midcentury Architecture and Planning (2009) and Miami Architecture: An AIA Guide (2010) co-authored with Randall Robinson and James Donnelly; Shulman also co-authored The Making of Miami Beach 1933-42: The Architecture of Lawrence Murray Dixon (2000) with Jean-Francois Lejeune, and AULA 3: Miami Tropical (2002) with Greg Castillo, and has organized several exhibitions and conferences. He is author of 20+ journal essays and writes for professional publications such as Architectural Record. Shulman founded Shulman + Associates (S+A) in 1996.This work of this nationally recognized practice has received 39 design awards and been widely published. Shulman is a co-founding Board Member of DoCoMoMo Florida and the Miami Architecture Project, and has served as a Scholar Advisor to the Florida Humanities Council.

Sotelo, Fernanda

Fernanda Sotelo is a past part-time instructor in design. She received her Bachelor of Arts in Urban Studies from New York University in 1999 and her Master of Architecture from the University of Miami in 2003. After working for Arquitectonica International (2005-2008) on Icon Brickell, a 2.5 million square foot multi-use development, she formed her own firm Sotelo, Vasconez & Byckovas in 2008.

Spain, Thomas

Professor Spain has been a member of the architecture faculty of the University of Miami for more than thirty-five years. His primary academic areas are architecture design and visual studies. In addition to teaching and coordinating all levels of Design and Graphics, he served as the Bachelor of Architecture Program Director from 1981 to 1987. A typical academic year currently includes a Design Course in the core, a Visual Studies Professional Elective, and an Upper Level Design Studio in Rome, Italy which includes extensive drawing throughout the city.

A Bachelor Degree in Architecture from North Carolina State University, a Master Degree in Painting from the University of Miami, and a Master of Design Studies from Harvard University describe an architect with a major interest in the ways that we simulate the world in order to make decisions about it. The products of this preoccupation have included a book of Rome drawings as well as fine art and architectural illustration exhibitions. He is currently completing a series of drawings and paintings of Coral Gables for publication. Architecture design credentials include Florida Registration as well as nine local and state AIA Design Awards as either primary or consulting design architect.

Tapanes, Rafael

Owner of The Realization Group, Inc. a firm that specializes in digital 3-D modeling.

Touzet, Carlos

Carlos Prio-Touzet, AIA, teaches courses in Design and Building Technology. He has a Bachelor of Arts from Princeton University and a Bachelor of Architecture from the University of Miami. His professional experience includes work as senior designer and vice-president in national and international firms on projects throughout the United States, Western Europe, Asia, and the Americas. His experience includes architectural design, interior design, and master planning for projects that range from hospitality, entertainment, retail, office, and institutional to multi-family and single-family residential. He has lectured in the United States, Western Europe and Latin America, and has served as a critic and adjunct professor on occasion.

He is a Principal in the firm Touzet Studio which he established in 2004 with Jacqueline Gonzalez. The work of the Studio has won numerous local and state awards for design.

Trautman, David

South Miami, FL native and current resident with 20 years of teaching and practical experience. Master of Architecture from The Ohio State University 1989. Registered Architect, FL 1994. LEED A.P. 2008.

Trelles, Jorge

Jorge Trelles received a Bachelor of Architecture from the University of Miami and a Master of Architecture in Urban Design from Cornell University, where he studied under the renown Professor Colin Rowe.

Along with his wife, Mari Tere Cabarrocas and his brother Luis, he established a practice in Miami in 1987. The firm has been building dream homes, urban housing in communities, schools with campus planning, and places of worship. The work of the firm is featured in a book published in 2008 titled Trelles Cabarrocas Architects, as well as, many other well known national and international publications, and media documentaries. The firm received the Merit Award of Excellence for the design of Carrollton School of the Sacred Heart's Junior High building by the American Institute of Architects, Florida Chapter. He is currently a registered Architect in the state of Florida.

He has taught as a visiting Professor at Cornell University and will be teaching at the University of Notre Dame in the fall of 2010. Since 1990, he has been a lecturer at the University of Miami School of Architecture teaching with the focus of Building Design, Drawing, and Urban Design. Along with colleagues from the University, he has traveled around the world teaching in the Open City Studio, a summer traveling design course centered in great cities. He also teaches the Palladian Journey, a winter session program that studies the architecture of Andrea Palladio in Venice, Italy.

Trelles, Luis

Designs residential and commercial architecture known for high level of craft and connection to the Caribbean, work featured in monograph Trelles Cabarrocas Architects, ACAM Editions.

Valbrun, Rachel

After graduating from the University of Miami's School of Architecture, I continued my studies at the graduate level in Environmental and Urban Planning at the University of Virginia in an effort to understand the relationship of architecture and its larger geographical and social context. Graduate school provided the opportunity to engage in interdisciplinary studies that further prepared me to gain professional experience as an Urban Designer and Architect. Academic and professional experiences have defined my interest in the civic responsibility of architecture and the understanding that the study and practice of design requires a diligent scope of effort beyond the immediate tangible results.

Vasconez, Veruska

Recent research into adding to historic fabric resulted in studies for Flagler Street, Miami.

Velez, Justine Kwiatkowski

Justine came to the field of landscape architecture because of a desire to give back to the world, whether through the restoration of environmentally-degraded sites, or the beautification of space. She is committed to creating landscapes that enrich life.

In 2009, she co-founded the architectural and landscape design firm Urban Robot Associates, which focuses on the mechanization and efficient production of romance and spontaneity in place-creation.

Prior to founding Urban Robot, Justine spent two years at James corner field operations LLC, where she managed Freshkills Park, an award-winning project that is transforming a landfill into a world-class park. She later worked at Raymond Jungles, Inc.

She was educated at Harvard University, where she earned a Master in Landscape Architecture and a Master in Urban Planning with distinction. While there, she received the Rappaport Public Policy Fellowship, funding research into Smart Growth. Before attending Harvard, Justine was an editor for the academic journal, The Wilson Quarterly. She received her BA from Middlebury College.

Venegas, Jose

Design consultant for local firms recent publication "sustainable Civic Art," published at the *Sixth Annual Hawaii International conference on Arts and Humanities* (September 2007).

Veziroglu, Sibel

Sibel Veziroglu is a past part-time instructor for us in design and drawing. Educated here at the University of Miami she received her B.Arch. in 2002 and her M. Arch. in Architectural Research in 2008. Currently a Doctoral candidate at the Universita La Sapienza in Rome her thesis: "Byzantine Aqueducts of Istanbul, restoration and project for an Archeological Park" explores issues manifested by the meeting of architecture and archaeology in Urban settings.

Victoria, Teofilo

Teófilo Victoria holds a Masters of Architecture and Urban Design Degree from Columbia University, a Bachelors of Fine Arts and a Bachelors of Architecture from The Rhode Island School of Design. He has been visiting professor at Harvard University and Cornell University and has lectured and participated in juries at the University of Maryland, Notre Dame University and the Instituto Universitario di Architettura in Venice. At the University of Miami he was Undergraduate Program Director from 1995 to 1998 and from 1999 to 2009, Graduate Program Director. He has exhibited at the University of Pennsylvania and at the Institute of Classical Architecture in New York. In 1992 he co-edited Between Two Towers, the Drawings of the School of Miami, with Vincent Scully, Catherine Lynn and Jorge Hernandez and was the guest editor of Archivos de Arquitectura Antillana in 2009. He is a member of The Congress for The New Urbanism and of The Institute of Classical Architecture and Classical America. He is a principal in delaGuardiaVictoria Architects and Urbanists and was the recipient, together with his partner Maria de la Guardia, of the 2008 Palladio Award for Excellence in Classical and Traditional Design, A Charter Award from The Congress for The New Urbanism in 2009 and The Philip Trammell Schutze Award in 2010.

Wall, Alex

Visiting Professor from Karlsruhe Institute of Technology (KIT), Germany, research into sustainable development and urban design.

Wheeler, Katherine

Katherine J. Wheeler, Ph.D., Assistant Professor of Architectural History, teaches seminars in the history of architectural drawing, architecture and utopia, writings by architects, and thesis preparation; the survey of the history of architecture 1650-the present; and architectural studio. She received her Ph.D. in Architectural History, Theory and Criticism from the Massachusetts Institute of Technology in February 2007. From 1997-99 she taught at the University of Michigan, prior to which she completed her Masters in Architectural History at the University of Virginia School of Architecture. Ms. Wheeler also practiced architecture in Washington, D.C., Providence, RI, and Knoxville, TN after completing her Bachelor's of Architecture at the University of Tennessee in 1987. She has received several major fellowships to support her research, including the Huntington Library, the University of Miami; the Institute for Historical Research, University of London; the Paul Mellon Centre for the Study of British Art; and the Renaissance Society of America.

PART ONE: SECTION 4 – POLICY REVEW

I.4 Policy Review

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

All items listed in appendix 3 of the 2009 Conditions for Accreditation will be provided in the Visiting Team Room

PART TWO: SECTION 1 - STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria

The APR must include:

- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
  - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
  - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

[NOTE: Elective courses are not to be included on the matrix.]

Overview of the Program Curricular Goals and Content

The undergraduate and the graduate programs are structured in a similar manner. In both programs the initial core semesters provide a foundation of skills and knowledge, followed by the final semesters that provide opportunities for exploration and specialization through elective studios and courses.

Both programs are structured to encourage the integration of knowledge and practice. During the initial core semesters the design studios coordinate with required lecture/seminar courses. The focus topic of each core semester provides the parameters for the correlated studio project. During the final semesters students explore and solidify individual interest and expertise through a variety of studio options and elective courses, including those from other departments in the university.

Bachelor of Architecture

The ten semester curriculum is structured into a six semester/three year initial core followed by four semesters/two years of elective studies. The core semesters cover general studies and address the fundamental skills of making a building. Each semester is focused on a specific area of knowledge fundamental to the design of buildings: culture, society, natural environment, construction, building services, and legal and economic aspects of buildings. The four elective semesters provide the opportunity for students to explore the focus areas in greater depth, as well as to expand their studies to other topics.

The professional required and elective course curriculum is structured into seven course sequences: design, communications, theory, technology including structures, construction, and building services, history, and practice. The design sequence is composed of ten required studio courses, one per semester, the previously explained six core studios and the four elective ones. Communications includes two required drawing courses during the freshman year, ARC 111 and ARC 112, followed by ARC 213, the fundamental computer course. Three theory courses, ARC 121, 122, and 223, support the corresponding core studios. Three technology courses, ARC 261, 362, 363, and three structure courses, ARC 231, CAE 213, 313, are required in the third to the sixth semesters. Two architectural history survey courses, ARC 267 and 268, are required during the second year; three additional architectural history electives are mandatory before graduation. In addition to the professional practice course, ARC 452, a professional practice elective is required.

Master of Architecture

The seven semester graduate curriculum is structured into an initial three semester core followed by four semesters of elective work. The theory focus of the first semester is the cultural, human, and environmental aspects of architecture. Building construction is also part of the first semester in preparation for the second semester's introduction to structures, the first of three required structure courses. The third semester continues the structures sequence while introducing the first of two building systems courses. The fourth semester offers the first optional studio, as well as most of the remaining lecture courses which complete the student core education. The fifth semester studio topic is housing, while the sixth semester is devoted to a comprehensive studio. The last semester includes a degree project jointly selected by the students and faculty. During the final four semesters students are given the opportunity to

explore and obtain expertise in different topics in accordance with their own interest by completing seven required professional architecture electives.

Master of Urban Design, Computing in Design, Research in Rome

The courses which serve the School's post-professional degree programs are open with qualifications to both undergraduate and graduate students.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

• Being broadly educated.
• Valuing lifelong inquisitiveness.
• Communicating graphically in a range of media.
• Recognizing the assessment of evidence.
• Comprehending people, place, and context.
• Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 500
ARC 305	ARC 568

A. 2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 502
ARC 204	ARC 610

A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

Bachelor of Architecture	Master of Architecture
ARC 204	ARC 503
ARC 305	ARC 610

A.4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Bachelor of Architecture	Master of Architecture
ARC 306	ARC 504
ARC 261	ARC 561

A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 610
ARC 305	ARC 599

A. 6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

Bachelor of Architecture	Master of Architecture
ARC 101	ARC 501
ARC 102	ARC 502

A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Bachelor of Architecture	Master of Architecture
ARC 101	ARC 501
ARC 121	ARC 500

A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Bachelor of Architecture	Master of Architecture
ARC 101	ARC 502
ARC 203	

A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Bachelor of Architecture	Master of Architecture
ARC 267	ARC 567
ARC 268	ARC 568

A. 10. Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Bachelor of Architecture	Master of Architecture
ARC 101	ARC 599
ARC 121	ARC 568
ARC 122	

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Bachelor of Architecture	Master of Architecture
ARC 122	ARC 500
ARC 223	ARC 599

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 503
ARC 305	ARC 599

B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 502
ARC 204	ARC 504

B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 502
ARC 223	ARC 561

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 501
ARC 223	ARC 504

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 502
ARC 305	ARC 503

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	*B.2. Accessibility*
A.4. Technical Documentation	*B.3. Sustainability*
A.5. Investigative Skills	*B.4. Site Design*
A.8. Ordering Systems	*B.5. Life Safety*
A.9. Historical Traditions and Global Culture	*B.8. Environmental Systems*
	B.9. Structural Systems

Bachelor of Architecture	Master of Architecture
ARC 306	ARC 504

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Bachelor of Architecture	Master of Architecture
ARC 231	ARC 561
ARC 261	ARC 652

B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Bachelor of Architecture	Master of Architecture
ARC 362	ARC 562
ARC 363	ARC 563

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Bachelor of Architecture	Master of Architecture
ARC 204	ARC 503
ARC 231	ARC 531

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Bachelor of Architecture	Master of Architecture
ARC 231	ARC 561
ARC 261	ARC 531

B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Bachelor of Architecture	Master of Architecture
ARC 305	ARC 503
ARC 362	ARC 562

B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Bachelor of Architecture	Master of Architecture
ARC 204	ARC 502
ARC 261	ARC 561

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 501
ARC 204	ARC 504

C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 501
ARC 122	ARC 500

C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652

PART TWO: SECTION 2 - CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation

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

The University of Miami has been accredited by the Southern Association of Colleges and Schools since 1926. The university is reviewed every ten years and was reaccredited in 2009. Below is a copy of the latest accreditation letter. our regional accreditation can also be verified on line by clicking on the following URL link.
http://sacscoc.org/details.asp?instid=47920

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 9, 2009

Dr. Donna E. Shalala
President
University of Miami
P. O. Box 248006
1252 Memorial Drive
230 Ashe Building
Coral Gables, FL 33124-4600

Dear Dr. Shalala:

The following action regarding your institution was taken at the December 2008 meeting of the Commission on Colleges:

The Commission on Colleges reaffirmed accreditation and requested a Monitoring Report due **September 8, 2009**, addressing the visiting committee's recommendations applicable to the following referenced standards of the *Principles*:

CS 3.2.2.3 (Governing Board Control), Recommendation 4
The institution has not yet demonstrated compliance because at the time of the visiting committee's report, the University's Board of Trustees had not met to approve general policies addressing authority and operating control of affiliated corporate entities and all auxiliary services. A further report is requested and should document that the Board did, in fact, adopt the proposed resolution.

CS 3.3.1 (Institutional Effectiveness), Recommendation 5
Although a process for assessment has been developed, the University has not provided evidence of effectiveness. A further report is requested and should document implementation of the assessment process and use of results in all five sub-parts of this standard.

CS 3.5.1 (College-Level Competencies), Recommendation 6
The institution has not provided evidence concerning to what extent graduates of the University, in particular the College of Arts & Sciences, have attained general education competencies. A further report is requested and should address and document to what extent graduates have attained general education competencies.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due February 13, 2009, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding

its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

Guidelines for the additional report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If they have questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **four copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution does not comply with all the standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. *(See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")*

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:sap

Enclosures

cc: Dr. Gerald D. Lord

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 12, 2010

Dr. Donna E. Shalala
President
University of Miami
P. O. Box 248006
1252 Memorial Drive, 230 Ashe Build
Coral Gables, FL 33124-4600

Dear Dr. Shalala:

The following action regarding your institution was taken at the December 2009 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reviewed the institution's First Monitoring Report following reaffirmation. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:atn

cc: Dr. Gerald D. Lord

II.2.2 Professional Degree and Curriculum

The APR must include the following:

- *Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*
- *An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.*
- *Examples, for each accredited degree offered or track for completing the NAAB accredited degree, of the minors or concentrations students may elect to pursue.*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*
- *A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

Professional Degrees and Curriculum

The School of Architecture offers a five-year professional program, leading to the Bachelor of Architecture degree (accredited), a professional Master of Architecture degree program (accredited), and three post-professional Master of Architecture programs in the following areas of study: Urban Design, Real Estate Development and Urbanism, and Research.

Bachelor of Architecture (171 credits)

The School of Architecture offers a five-year accredited professional program which fulfills the educational requirements for professional registration. It provides for the study of liberal arts through the elective sequence, including the required completion of a non-architectural minor, and offers the opportunity for obtaining specialized architectural knowledge and ability through architecture electives and upper-level studios.

Curriculum Structure – by area of study

Courses for the Bachelor of Architecture degree are organized within the following areas of study; General Studies, Professional Studies, and Electives.

General Studies		**(39 credits)**
ENG 105	English Composition I	3
ENG 106	English Composition II	3
MTH 109	Introductory Calculus	3
(MTH 130 effective Fall 2010)		
PHY 103	General Physics	3
Elective *1	Natural Science Elective	3*1
Elective	History Elective (1 of 2)	3
Elective	History Elective (2 of 2)	3
Elective *5	Non-Arch Elect. (1 of 2)	3
Elective *5	Non-Arch Elect. (2 of 2)	3
Minor	Minor	12
Professional Studies		**(111 credits)**
Design (60 credits)		
ARC 101	Architecture Design I	6
ARC 102	Architecture Design II	6
ARC 203	Architecture Design III	6
ARC 204	Architecture Design IV	6
ARC 305	Architecture Design V	6
ARC 306	Architecture Design VI	6
ARC 407	Architecture Design VII	6
ARC 408	Architecture Design VIII	6
ARC 509	Architecture Design IX	6
ARC 510	Architecture Design X	6

Theory (9 credits)

ARC 121	Architecture and Culture	3
ARC 122	Architecture and Behavior	3
ARC 223	Architecture and the Environment	3

Drawing (9 credits)

ARC 111	Drawing I	3
ARC 112	Drawing II	3
ARC 213	Computing I	3

Structures (9 credits)

ARC 231	Building Structures	3
CAE 213	Structural Systems I	3
CAE 313	Structural Systems II	3

Construction (9 credits)

ARC 261	Building Construction	3
ARC 362	Environmental Systems I	3
ARC 363	Environmental Systems II	3

History (9 credits)

ARC 267	History of Architecture I	3
ARC 268	History of Architecture II	3
ARC *3	Architecture History Elective	3

Practice (6 credits)

ARC 452	Management of Professional Practice	3
ARC *2	Professional Practice Elective	3

Electives **(21 Credits)**

Architectural Electives (21 credits)

ARC *4	Arch Elect. (1 of 7)	3
ARC *4	Arch Elect. (2 of 7)	3
ARC *4	Arch Elect. (3 of 7)	3
ARC *4	Arch Elect. (4 of 7)	3
ARC *4	Arch Elect. (5 of 7)	3
ARC *4	Arch Elect. (6 of 7)	3
ARC *4	Arch Elect. (7 of 7)	3

*1 Choice of six fields: Biology, Chemistry, Geological Science, Marine Science, Physics, Physical Science
*2 Choice of ARC 351, 517, 550
*3 Choice of ARC 371, 372, 373, 374, 390, 475, 47, 554, 570
*4 Wide range of choices of architectural electives within the areas of studies. See the list of courses at the end of this section.
*5 Wide range of choices in the arts, sciences, humanities, engineering , and business to include a minor of no less than 12 credits – 4 course minimum

Semester Credit Hour Load

Courses for the Bachelor of Architecture degree are listed to illustrate the minimum number of credit hours for each semester.

Semester I: Fall		***Semester II: Spring***	
ARC 101 Architecture Design I	6	ARC 102 Architecture Design II	6
ARC 111 Architecture Drawing I	3	ARC 112 Architecture Drawing II	3
ARC 121 Architecture and Culture	3	ARC 122 Architecture and Behavior	3
MTH 109 Introductory Calculus (MTH 130 effective Fall 2010)	3	PHY 103 General Physics	3
ENG 105 English Composition I	3	ENG 106 English Composition II	3
Semester Credits	18	Semester Credits	18

Semester III: Fall		***Semester IV: Spring***	
ARC 203 Architecture Design III	6	ARC 204 Architecture Design IV	6
ARC 223 Arch. & the Environment	3	ARC 213 Computing I	3
ARC 230 Building Construction (Formerly ARC 261)	3	ARC 231 Building Structures	3
ARC 267 History o f Architecture I	3	ARC 268 History of Architecture II	3
Natural Science Elective	3	History Elective	3
Semester Credits	18	Semester Credits	18

Semester V: Fall		***Semester VI: Spring***	
ARC 305 Architecture Design V	6	ARC 306 Architecture Design VI	6
ARC 362 Building Systems I	3	ARC 363 Building Systems II	3
CAE 213 Structural Systems I	3	CAE 313 Structural Systems II	3
Non Architecture Elective	3	Professional Architecture Elective	3
History Elective	3	Non Architecture Elective	3
Semester Credits	18	Semester Credits	18

Fourth and Fifth Years

ARC 407 Architecture Design VII	6
ARC 408 Architecture Design VIII	6
ARC History Elective	3
(Choose from: ARC 371, 372, 373, 374, 390, 475, 476)	
ARC 509 Architecture Design IX	6
ARC 510 Architecture Design X	6
ARC 452 Management of Prof. Practice	3
Minor	12
Architecture Electives	21
Semester Credits	63
TOTAL CREDITS FOR DEGREE	171

Non-Architectural Minor Requirements

The architecture curriculum requires a minimum of 18 credits of non-architectural electives and the completion of a non-architectural minor outside the School of Architecture or its equivalent. The credits completed for the minor will account for the minimum 18 credits required of non-architectural electives. Many programs at the University award minors for twelve or more credits of study. Students are advised to consult the Bulletin and the Chair of the appropriate department for details. All of the academic departments offering minors require a grade of "C-" or higher as passing with an overall GPA of 2.0 in the minor area. Among the most popular minors completed by Architecture students are the following:

American Studies	15 credits
Art and Art History	15 credits
Business Administration	12 credits
Computer Information Systems	15 credits
Finance	12 credits
Psychology	15 credits

Examples:

American Studies

AMS 101, Introduction to American Studies *1	3 credits
HIS 101, History of the United States *2	3 credits
HIS 102, History of the United States II *2	3 credits
AMS 301, Topics in American Studies I *3	3 credits
Elective	3 credits
Total	15 credits

*1 or AMH 101
*2 or two courses in American Literature, ENG 213, ENG 214
*3 or AMS 401, Seminar in American Studies 3 credits

Business Administration

ACC 211, Principles of Financial Accounting	3 credits
MAS 304, Organizational Behavior	3 credits
FIN 300, Finance for Non-Business Majors	3 credits
MKT 301, Marketing Foundation	3 credits
Total	12 credits

Master of Architecture
(non architecture baccalaureate degree and 105 credits)

3 Year Track (for students holding undergraduate degrees in non-architecture fields)

The Master of Architecture professional degree is designed for college graduates seeking a first degree in architecture. It consists of two tracks: a first track for students holding undergraduate degrees in non-design fields (3 year/7 semester track, 105 credit hours required) and an Advanced Standing track for students holding a previous non-professional degree in architecture or a closely related field (advanced standing – 2 year/4-5 semester track, 60 credit hours minimum required).

M. Arch - Curriculum Structure – by area of study

Courses for the Master of Architecture – (3 year track) degree are organized within the following areas of study; General Studies, Professional Studies, and Electives.

General Studies*[1]		**(0 credits)**
Professional Studies		**(84 credits)**
Design (42 credits)		
ARC 501	Architecture Design I	6
ARC 502	Architecture Design II	6
ARC 503	Architecture Design III	6 (new course effective Summer 2010
ARC 504	Architecture Design IV (Comprehensive Studio)	6 (previously ARC 503)
ARC 608	Architecture Design V	6
ARC 609	Architecture Design VI	6
ARC 610	Architecture Design VII (Architectural Thesis)	6
Theory (6 credits)		
ARC 500	Theory of Architecture and the Environment	3 (new course effective Fall 2010)
ARC 699	Architectural Thesis Preparation	3
Drawing (6 credits)		
ARC 511	Media I	3
ARC 513	Media II	3
Structures (6 credits)		
ARC 532	Building Structures I	3
ARC 533	Building Structures II	3
Construction & Technology (12 credits)		
ARC 561	Building Construction	3
(ARC 530)	(Building Technology I: Materials & Methods)	(New number and title effective Fall 2010)
ARC 531	Building Structures (Building Technology II: Structural Systems)	3 (New name and syllabus effective Fall 2010)
ARC 562	Environmental Systems I	3
ARC 563	Environmental Systems II	3

History		
(9 credits)		
ARC 567	History of Architecture I	3
ARC 568	History of Architecture II	3
ARC *3	Architecture History Elective	3
Practice		
(3 credits)		
ARC 652	Management of Professional Practice	3

Electives [3] **(21 credits**)

Architectural Electives		
(18 credits)		
ARC *3	Arch Elective (1 of 7)	3
ARC *3	Arch Elective (2 of 7)	3
ARC *3	Arch Elective (3 of 7)	3
ARC *3	Arch Elective (4 of 7)	3
ARC *3	Arch Elective (5 of 7)	3
ARC *3	Arch Elective (6 of 7)	3
ARC *3	Arch Elective (7 of 7)	3

*1 This program assumes the student has completed college-level mathematics and physics. See the Bachelor of Architecture General Studies Requirements.
*2 Choice of ARC 571, 572, 573, 574, 575, 576, 577, 578, 590, or Rome History Elective
*3 Wide range choices of architectural electives. See the list of courses at the end of this section.

M. Arch - Curriculum Structure – by Semester Credit Hour Load

Courses for the Master of Architecture degree are listed to illustrate the minimum number of credit hours for each semester.

Semester I: Fall		***Semester II: Spring***	
ARC 501 Design I	6 credits	ARC 502 Design II	6 credits
ARC 511 Media I: Drawing	3 credits	ARC 513 Media II: Computing	3 credits
ARC 530 Building Tech.: Materials & Methods	3 credits	ARC 531 Building Tech.: Structural Systems	3 credits
ARC 567 History of Architecture I	3 credits	ARC 568 History of Architecture II	3 credits
Semester Credits	15 credits	Semester Credits	15 credits

Semester III: Summer	
ARC 503 Design III	6 credits
ARC 532 Building Structures I	3 credits
ARC 562 Environmental Systems I	3 credits
Semester Credits	12 credits

Semester IV: Fall		***Semester V: Spring***	
ARC 504 Design IV (Comprehensive Studio)	6 credits	ARC 608 Design V (Rome or Miami)	6 credits
ARC 533 Building Structures II	3 credits	Elective	3 credits
ARC 563 Environmental Systems II	3 credits	Elective	3 credits
ARC 500 Theory Architecture/Environment	3 credits	History of Architecture Elective	3 credits
Semester Credits	15 credits	Semester Credits	15 credits

Semester VI: Fall		***Semester VII: Spring***	
ARC 609 Design VI	6 credits	ARC 610 Architectural Thesis Studio	6 credits
ARC 699 Architectural Thesis Preparation	3 credits	Elective	3 credits
ARC 652 Professional Practice	3 credits	Elective	3 credits
Elective	3 credits	Elective	3 credits
Semester Credits	15 credits	Semester Credits	15 credits
		Total Credits for Degree	105

Curriculum notes:
This program assumes that the student has fulfilled the equivalent of Calculus for the Social Sciences, and Physics for Architects.
Three elective credit courses must be taken during Intersession, Spring Break or Summer (2nd year of study).

Master of Architecture
(architecture baccalaureate degree and 60 credits)

Advanced Standing – 2 Year Track, (for students with non-professional degrees in Architecture)

Architecture and professional courses completed in a pre-professional Bachelor's degree program will be evaluated to identify courses that may be waived in the Advanced Standing Track Master of Architecture (*marked with an asterisk in the curriculum below). Course requirements for the degree are contingent on the evaluation of the student's prior work. For accepted students, three design studios (18 credits) will be waived; an additional maximum of 27 credits (with a grade of "B-" or higher) may be waived. In order to confirm advanced standing, each student must to submit a dossier (syllabus, assignments submitted and tests, if available, etc.) for each course, including studio, to be waived. Students on the advanced track are required to take an advanced drawing course as elective; an advanced history elective and an advanced structure or technology elective are also recommended.

M. Arch. Advanced Standing - Curriculum Structure – by area of study

Courses for the Master of Architecture – (2 year track) degree are organized within the following areas of study; General Studies, Professional Studies, and Electives.

General Studies*[1]		**(0 credits)**
Professional Studies*[2]		**(60 credits)**
Courses that can be waived are marked with an asterisk		
Design		
(24 credits required)		
ARC 504	Architecture Design IV (Comprehensive Studio)	6
ARC 608	Architecture Design V	6
ARC 609	Architecture Design VI	6
ARC 610	Architecture Design VII (Architectural Thesis)	6
Theory		
(6 credits required)		
ARC 500	Theory of Architecture and the Environment	3 (New course effective August 2010)
ARC 699	Architectural Thesis Preparation	3
Structures		
(0-6 credits)		
ARC 532	Building Structures I	3 *
ARC 533	Building Structures II	3 *
Construction & Technology		
(0-12 credits)		
ARC 561	Building Construction	3*
(ARC 530)	(Building Technology I: Materials & Methods)	(New number and title effective fall 2010)
ARC 531	Building Structures	3*
	(Building Technology II: Structural Systems)	(New name and syllabus effective spring 2010)
ARC 562	Environmental Systems I	3*
ARC 563	Environmental Systems II	3*
History		
(0-9 credits)		
ARC 567	History of Architecture I	3 *
ARC 568	History of Architecture II	3 *
ARC *[3]	Architecture History Elective	3 *
Practice		
(0-3 credits)		
ARC 652	Management of Professional Practice	3 *

Electives [3]

Architectural Electives
(21-30 credits)

ARC	Courses as required

*[1] This program assumes the student has completed college-level mathematics and physics. See the Bachelor of Architecture General Studies Requirements.
*2 Choice of ARC 571, 572, 573, 574, 575, 576, 577, 578, 590, or Rome History Elective
*3 A maximum of 9 architectural elective credits may be waived, contingent upon the minimum of 60 overall credits being maintained.

M. Arch. Advanced Standing - Curriculum Structure – by Semester Credit Hour Load

Courses for the Master of Architecture degree are listed to illustrate the minimum number of credit hours for each semester.

Semester I: Fall		***Semester II: Spring***	
ARC 504 Design IV	6 credits	ARC 608 Design V	6 credits
Professional Requirements or Electives		Professional Requirements or Electives	

Semester III: Summer (not required)
Professional Requirements or electives

Semester IV: Fall		***Semester V: Spring***	
ARC 609 Design VI	6 credits	ARC 610 Architectural Thesis Studio	6 credits
ARC 699 Architectural Thesis Preparation	3 credits	Electives	
ARC 500 Theory Architecture / Environment	3 credits		
Professional Requirement of Elective			
		Total Credits for Degree	60 (min)*[3]

Bachelor of Science in Architectural Engineering + Master of Architecture (baccalaureate architecture degree and 60 credits)

B.S.A.E. /M. Arch Dual Degree Track

The School of Architecture and the Department of Civil, Architectural & Environmental Engineering have developed a 6-year, dual degree program that fulfills the requirements of both the Bachelor of Science in Architectural Engineering and the Master of Architecture. The program is open to exceptional students who are admitted to the first year of the graduate architectural design courses in their junior year. Upon completion of this program, graduates are eligible for professional internship, licensure examination and registration as both an engineer and an architect.

B.S.A.E. /M. Arch - Curriculum Structure – by area of study

Courses for the Master of Architecture – (BSAE) degree are organized within the following areas of study; General Studies, Professional Studies, and Electives.

General Studies*[1]		**(0 credits)**
Professional Studies		**(84 credits)**
Design*		
(42 credits)		
ARC 501	Architecture Design I	6
ARC 502	Architecture Design II	6
ARC 503	Architecture Design III	6 (new course effective Summer 2010)
ARC 504	Architecture Design IV (Comprehensive Studio)	6 (previously ARC 503)
ARC 608	Architecture Design V	6
ARC 609	Architecture Design VI	6
ARC 610	Architecture Design VII (Architectural Thesis)	6

Theory *[2]		
(6 credits)		
ARC 500	Theory of Architecture & the Environment	3 (new course effective Fall 2010)
ARC 699	Architectural Thesis Preparation	3
Drawing		
(6 credits)		
ARC 511	Media I	3
ARC 513	Media II	3
Structures		
(6 credits)		
ARC 532	Building Structures I / substituted by CAE 532	3
ARC 533	Building Structures II / substituted by CAE 320	3
Construction		
(12 credits)		
ARC 561	Building Construction	3
(ARC 530)	(Building Technology: Materials & Methods)	(New number and title effective Fall 2010)
ARC 531	Building Structures	3
	(Building Technology II: Structural Systems)	(New name and syllabus effective spring 2010)
ARC 562	Environmental Systems I	3
ARC 563	Environmental Systems II	3
History		
(9 credits)		
ARC 567	History of Architecture I	3
ARC 568	History of Architecture II	3
ARC *[2]	Architecture History Elective	3
Practice		
(3 credits)		
ARC 652	Management of Professional Practice	3
Electives [3]		**(18 credits**)
Architectural Electives		
(18 credits)		
ARC *[4]	Arch Elective (1 of 6)	3
ARC *[4]	Arch Elective (2 of 6)	3
ARC *[4]	Arch Elective (3 of 6)	3
ARC *[4]	Arch Elective (4 of 6)	3
ARC *[4]	Arch Elective (5 of 6)	3
ARC *[4]	Arch Elective (6 of 6)	3

*1 This program assumes the student has completed college-level mathematics and physics. See the Bachelor of Architecture General Studies Requirements.
*2 Choice of ARC 571, 572, 573, 574, 575, 576, 577, 578, 590, or Rome History Elective
*3 Wide range choices of architectural electives. See the list of courses at the end of this section.

B.S.A.E. /M. Arch - Semester Credit Hour Load

Key: BSAE Curriculum, M. Arch Curriculum, & Shared BSAE/M. Arch Curriculum

Courses for the Master of Architecture degree are listed to illustrate the minimum number of credit hours for each semester.

Semester I: Fall		***Semester II: Spring***	
CAE 111 Introduction to Engineering I	3	CAE 112 Introduction to Engineering II	2
ENG 105 English Composition I	3	ENG 107 Writing about Science	3
MTH 151 Calculus I for Engineers	5	MTH 162 Calculus II	4
PHY 205 University Physics I	3	PHY 206 University Physics II	3
ARC 121 Architecture & Culture	3	PHY 208 University Physics II Lab	1
		People and Society Elective*	3
Semester Credits	**17**	**Semester Credits**	**16**

Semester III: Fall		***Semester IV: Spring***	
ARC 567 History of Architecture I (ARC 294)	3	CAE 211 Mechanics of Solids II	3
CAE 210 Mechanics of Solids I	3	CAE 212 Structural Laboratory	1
ARC 530 Building Tech I: Mat. & Methods (ARC 230)	3	ARC 531 Building Tech II: Structural Sys (ARC 231)	3
PHY 207 University Physics III	3	CHM 151 Chemistry for Engineers I	3
PHY 209 University Physics Lab	1	CHM 153 Chemistry Lab for Engineers I	1
MTH 211 Calculus III	3	IEN 311 Applied Probability & Statistics I	3
		People and Society Elective*	3
Semester Credits	**16**	**Semester Credits**	**17**

Semester V: Fall		***Semester VI: Spring***	
CAE 310 Structural Analysis	3	CAE 321 Steel Structures (ARC 532)	3
CAE 330 Fluid Mechanics	3	CAE 380 Electrical & Illumination Systems (ARC 563)	3
MAE 303 Thermodynamics I	3	CAE 381 Mechanical Systems for Buildings (ARC 562)	3
ARC 511 Drawing I	3	ARC 513 Computing I (CAE 201)	3
ARC 501 Architecture Design I (ARC 292)	6	ARC 502 Architecture Design II (ARC 293)	6
Semester Credits	**18**	**Semester Credits**	**18**

Semester VII Summer (REQUIRED 10 week semester)	
ARC 503 Architecture Design III	6
Semester Credits	**6**

Semester VIII: Fall		***Semester IX: Spring***	
MTH 311 Ordinary Differential Equations	3	CAE 370Geotechnical Engineering I	3
Technical Elective *	3	CAE 371 Geotechnical Laboratory I	1
CAE 320 Concrete Structures (ARC 533)	3	Advanced PS/HA Elective	3
ARC 500 Theory of Arch. & the Environment	3	ARC 568 Architecture History II	3
ARC 504Architecture Design IV (Comprehensive)	6	ARC 507Architecture Design	6
Semester Credits	**18**	**Semester Credits**	**16**

Semester X: Fall		***Semester XI: Spring***	
CAE 403 Senior Design Project **	3	CAE 402 Professional Engineering Practice	3
CAE 480 Design of Environment Systems for Buildings	3	CAE 460 Construction Management (Arch Elective)	3
CAE 470 Found. Eng. & Earth Retaining Sys	3	Architecture Elective	3
History of Architecture Elective (ARC 476)	3	ARC 609 Architecture Design	6
Architecture Elective	3		
Architecture Elective	3		
Semester Credits	**18**	**Semester Credits**	**15**

Semester XII: Fall		***Semester XII: Spring***	
AEN Design Elective *	3	AEN Technical Elective*	3
ARC 652 Management of Professional Practice	3	AEN Technical Elective*	3
ARC 699 Architectural Thesis Preparation	3	ARC 610Architecture Design Degree Project	6
Architecture Elective	3		
Architecture Elective	3		
Semester Credits	**15**	**Semester Credits**	**12**

* To be selected from approved lists of People and Society/Humanities and Arts, Technical and Design Electives
** Two-Semester Course

Electives, Minors and Semester in Rome

The School offers an ample range of electives within different areas of architectural studies. Students are guided through the advising process to select courses providing a wide scope of awareness in different areas and/or concentrations in accordance with their preferences and talents. The Bachelor of Architecture requires students to complete a total of 21 credits or seven courses in architectural electives. The Master of Architecture Professional Degree requires 21 credits or seven courses of architectural electives. One specific concentration track is offered in Historic Preservation. The elective courses available and the requirements for the two above named concentrations follow:

ARC 110	Introduction to Architectural Design	3 credits
ARC 141	On-Site Survey of European Architecture	3-6 credits
ARC 171	Architecture: The Natural and the Manmade (TAUGHT?)	3 credits
ARC 302	Theory of Classical Architecture & Urbanism	3 credits
ARC 323	On-Site Study of Selected Architecture and Urbanism	3-6 credits
ARC 324	On-Site Graphic Analysis of Architecture and Urbanism	3 credits
ARC 371/571	Ancient Architecture	3 credits
ARC 372/572	Selected Topics in World Architecture	3 credits
ARC 373/573	Early Christian, Byzantine, and Medieval Architecture	3 credits
ARC 374/574	Renaissance Architecture	3 credits
ARC 382	Architecture and Culture in Italy	3 credits
ARC 390/590	History of Cities	3 credits
ARC 475/575	Colonial Architecture	3 credits
ARC 476/576	19 – 20th Century Architecture	3 credits
ARC 481	Special Problems	1-3 credits
ARC 482	Special Problems	1-3 credits
ARC 583	Special Problems	1-3 credits
ARC 512	Advanced Visual Analysis	3 credits
ARC 514	Michelangelo	3 credits
ARC 515	Computer Modeling	3 credits
ARC 516	Architectural Watercolor Rendering	3 credits
ARC 517	Construction Documents	3 credits
ARC 518	Documentation of Historic Architecture	3 credits
ARC 519	Architecture and Color	3 credits
ARC 520	Computer Modeling II	3 credits
ARC 521	The Architecture of American Cities	3 credits
ARC 522	Architecture Psychology	3 credits
ARC 523	Interior Architecture Design	3 credits
ARC 524	Selected Topics in Interior Architecture Design	3 credits
ARC 525	Landscape Architecture Design I	3 credits
ARC 526	Landscape Architecture Design II	3 credits
ARC 527	Architecture Photography	3 credits
ARC 528	Historic Preservation	3 credits
ARC 529	Research in Design – Methods and Procedures	3 credits
ARC 530	Architecture Principles of Harmony	3 credits
ARC 534	The Palazzo in Italian Architecture	3 credits
ARC 535	Historic Italian Urbanism	3 credits
ARC 536	Italian Gardens	3 credits
ARC 537	Research in Rome	3 credits
ARC 545	Urban Composition	3 credits
ARC 546	Studies of Havana	3 credits
ARC547	Architecture and Urban Identity	3 credits
ARC 548	Seminar in Community Development	3 credits
ARC 550	Professional Lecture Series	3 credits
ARC 551	Contemporary Theories of Architecture	3 credits
ARC 554	Architecture of South Florida	3 credits
ARC 555	Design and Fabrication Techniques: The Lamp	3 credits
ARC 556	Design and Fabrication Techniques: The Clock	3 credits
ARC 557	Design and Fabrication Techniques: Carved Panels	3 credits
ARC 558	Theories of Landscape Architecture	3 credits

ARC 559	Computer Aided Presentation Graphics	3 credits
ARC 569	Directed Readings	3 credits
ARC 570	Modern Architecture	3 credits
ARC 577	The Architecture of Alvar Aalto	3 credits
ARC 578	Italian Rationalism	3 credits
ARC 579	History of Architecture: The Natural and the Manmade	3 credits
ARC 581	Stage Design and Architecture	3 credits
ARC 584	Special Problems	1-3 credits
ARC 585	Special Problems	1-3 credits
ARC 586	Special Problems	1-3 credits
ARC 592	Computing in Design Practice	3 credits
ARC 593	Computer Animation	3 credits
ARC 594	Geographic Information Systems in Urban Design	3 credits
ARC 595	Database Management Systems in Urban Design	3 credits
ARC 596	Interactive Multi-Media in Design	3 credits
ARC 597	Computer Visualization	3 credits
ARC 615	Visualization Techniques	1 credit
ARC 621	Seminar on Housing, Transportation and Infrastructure	3 credits
ARC 622	Theory of Urban Design	3 credits
ARC 623	Public Participation Methods	2 credits
ARC 624	Architecture Theory	3 credits
ARC 691	Seminar in Computing and Design	3 credits
ARC 695	Advanced Topics	3 credits
ARC 696	Advanced Topics	3 credits
ARC 720	Research in Residence	0 credits

Certificate in Historic Preservation (15 credits)

The Certificate in Historic Preservation program provides a unique opportunity for both undergraduate and graduate students at the School of Architecture to expand their knowledge of historic preservation while completing their professional degrees. The program builds on the School's strengths in history, urban design, community building and regionalism. The Certificate Program stresses an interdisciplinary approach, and allows specialization in areas of regional significance, such as tropical and sub-tropical architecture. Program resources include Miami's professional community with its extensive experience in preservation in practice. Students must follow a Historic Preservation Design Studio and 3 electives.

II.2.3 Curriculum Review and Development

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

Curriculum review is an ongoing process in the School of Architecture and is generated by informal faculty discussions, student interviews and focus groups, and changes in the conditions of accreditation. The curriculum committee for the professional undergraduate and graduate program as well as for the Master in Real Estate and Urbanism and the Master of Urban Design consists of all full-time faculty with the undergraduate and graduate program directors acting as chairs. Undergraduate and graduate curricula are strongly connected by virtue of shared faculty (there is no specific undergraduate and graduate faculty within the School of Architecture) and some shared courses that mix undergraduate and graduate students. (In required courses with shared enrollment, separate graduate discussion seminars are usually programmed).

Curriculum issues are placed on the agenda of regular faculty meetings for discussion by the entire faculty. If needed, the Dean appoints an ad-hoc committee of a smaller and more directly involved group of faculty. The committee reports to the curriculum committee as part of the regular faculty meeting. The faculty discusses the proposal and, if necessary, makes suggestions for further studies, discussion, or discussion with the student representatives. Focus groups may be established for more specific input from students.

Finalized curriculum proposals are voted on by all faculty in first reading and all-full-time in second reading. The Program Directors are charged to work with faculty and staff for implementation.

Changes to the curriculum since the last accreditation have focused on core course content, array and content of electives, and most recently by response to the 2009 NAAB Conditions. The professional Master of Architecture went through a substantial reorganization of the curriculum and its content during the year 2009. Some important changes were related to the organization and content of the 3+6 credit sequence of the Architectural Thesis and the addition of one core studio. Although they respond to the new Conditions, these changes were primarily the result of assessment of the capacity of graduate students to be at a level of skills equal to that of the undergraduate students when they enter in the upper-level elective studios, as well as to increase the consistency and the overall quality of Thesis products. Another change in progress is the on-going review of the sequence and content of classes related to drawing, media, and representation in both the undergraduate and graduate programs. At the time that this report is being written, a committee is still discussing a new curriculum format. A committee report can be found in appendix.

Part of the School's long-range plans is to increase curriculum enrichment opportunities for the professional programs through the School's post-professional programs. Such an effort can be seen in the establishment of the M.R.E.D.+U. Most recently, the restructuring and renaming of the curriculum of the former Master in Suburb & Town Design as the Master of Urban Design (effective Summer 2010), resulted from a wide-net survey of students, alumni and major urban designers across the country about the current and future needs of urban design education. The process, initiated in the summer of 2009 was completed during the fall of the same year, thus allowing for the marketing of the new program and acceptance of the first class in Summer 2010.

PART TWO: SECTION 3 - EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION

The APR must include the following:

- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).*
- *If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*

Applicants for *undergraduate transfer* are reviewed by the School of Architecture's Academic Standards Committee and considered for admission on the basis of an applicant's academic history (CGPA of a 3.0 or above), letters of recommendation (3), and a portfolio. When the candidate is applying for transfer from an other major, the portfolio requirement is waived as the candidate is placed in ARC 101 if admitted to the program. If the candidate is already a University of Miami student, Academic Services notifies the student and the Registrar's Office of acceptance via a Change of Major Form.

Transfer applicants with prior coursework in architecture are placed into the design level corresponding to the number of semesters of design taken at the prior institution, and the level of design ability demonstrated in the portfolio. Students may transfer up to two years of design courses; the highest level a student may transfer into is third year. The Undergraduate Advisor evaluates courses for transfer by reviewing each course, its associated credits and course descriptions. Faculty members provide assistance for analysis of specific course content to ensure that courses taken at other institutions eligible for credit here meet our requirements for the accredited degree. Any transfer student who does not meet our student performance criteria for courses taken at another institution will have to take the required course here to meet our accreditation standards. No more than half the total number of credits required for the B.Arch. degree may be transferred. Nine of the required 21 credits of architecture electives, all the liberal arts and all non-architecture electives may be transferred. Students transferring into third year must successfully complete ARC 301 summer session design with a grade no lower than a "C+", and MTH 130 and PHY 103 or their equivalents in order to continue in the program during the fall semester. The School fosters ongoing relations with faculty and administrators of the regional community colleges that are the usual source of transfer students, in order to maintain standards. Recent meetings were conducted to coordinate coursework, syllabi and portfolios from feeder schools to comply with NAAB requirements, a record of which can be seen in the Appendix.

The evaluation process for a *graduate student transfer* of credits and *advanced placement* admission is similar. The Graduate Admissions Committee considers students for admission on the basis of the applicant's academic history, Graduate Record Exam score, TOEFL score when applicable, letters of recommendation, the portfolio and a personal statement. Candidates with a four-year pre-professional degree in architecture may be eligible for advanced placement. The applicant's academic history and portfolio are evaluated by the Graduate Admissions Committee with the Director of Graduate Studies and with faculty from the curricular areas for which the candidate is seeking advance placement. Course descriptions and completed work for professional courses in the pre-professional bachelor's degree program are reviewed for similarity of course content, credit equivalency, performance, and grade achieved. A maximum of 45 credits, including 3 design studios, may be waived for advanced placement. Generally, courses with a grade of "B" or higher are eligible for advanced placement credit. A precise program of study is developed for each student after the review of all relevant coursework is complete.

The evaluation of student progress is a continuous one. The academic performance of all undergraduate and graduate students, including those in good academic standing, is reviewed by the undergraduate and graduate advisors each semester at the time of advising and registration, and at mid-term evaluations.

During advising, students have a one-on-one opportunity to review with advisors their progress towards the completion of the program academic requirements. The courses offered for the incoming semester, the meeting dates and times, sequence, pre-requisites, and content are among the topics discussed during a typical advising meeting. Students have the opportunity to create, modify or simply review their overall academic plan towards the completion of the degree requirements.

Undergraduate students are advised by the Assistant Dean and/or the Undergraduate Advisor. First year students are assigned a Peer Counselor, selected from outstanding second and third year students, to work closely with and assist in

the learning process of institutional and program policies. Graduate students are advised by the Graduate Program Director with the assistance of the Graduate Advisor.

Students requesting permission to take a course at another university are advised to complete a Course Transfer Form prior to off campus enrollment. Students are encouraged to provide complete documentation for each course request form. Certified copies of the transcript showing the completed coursework must be submitted to the Registrar's Office. Students must review transfer evaluations to be certain that all courses are correctly evaluated for credit. The proper transmission and transfer of credits is the responsibility of the individual student.

All credit overloads require written approval prior to registration. Students enrolled in the Bachelor of Architecture Program are considered full-time students when registered for 12-18 credits during a fall or spring semester. Students enrolled in the Master of Architecture Program are considered full-time students when enrolled for 9-12 credits during a Fall or Spring semester. In the Summer Sessions, 6 credits are considered full-time. A 3.0 CGPA is required for overload approval. The maximum number of overload credits allowed is three per semester.

The Academic Standards Committee reviews petitions and requests from students for waiver, substitution, and grade appeals.

The midterm evaluation is required of all courses to identify students performing below average due to academic difficulty or other reasons such as poor attendance or tardiness. This report is mailed to the student as well as to the Undergraduate Director and the Graduate Director respectively.

School of Architecture undergraduate students are placed on probation based on their CGPA and the number of credits earned. Students who have earned more than 96 credits are placed on probation if their CGPA falls below a 2.3, as well as students with 65-96 credits with a CGPA of 2.2, students with 33-64 credits with a CGPA of 2.1, and those with fewer than 33 credits with a CGPA of 2.0. Students on probation must meet with their academic advisor on a monthly basis and shall be restricted to a 12 credit load. Students receiving a letter grade of "D+" or lower in a studio class shall be restricted to a 15 credit load and shall meet with an academic advisor on a monthly basis. Students must complete all architectural design studios with a grade of C- or higher. Students receiving 2 consecutive C- grades in design studio have to repeat the latter studio. Graduate students are placed on academic probation alert any time their CGPA falls below a 3.0.

The Undergraduate Advisor checks for degree completion when undergraduate students enroll in ARC 509, Architecture Design IX. The students are notified of any discrepancies or shortfalls prior to registering for their last semester. Prior to clearance for graduation, the Undergraduate and Graduate Advisors complete a final check of the records of all students on the list generated by Enrollment Services. Requirements for graduation are as follows: completion of degree requirements with a CGPA of 2.0 minimum, successful completion of the comprehensive studio requirement, and a written approval of completion for the minor from the corresponding department.

Students with incompletes are placed on "hold" until the grades are changed. If the student completes the class prior to the beginning of the next semester, they may be posted as graduating during the same semester. Students completing the work after the beginning of the following term are posted to graduate at the end of the semester when the work is completed. Any students deleted from the graduation list are notified in writing and provided with the necessary completion criteria for graduation.

PART TWO: SECTION 4 - PUBLIC INFORMATION

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents or resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

II.4.1 Statement of NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5.

The catalogs for the University of Miami, School of Architecture include the text specified in Appendix 5 of the 2009 NAAB Conditions for Accreditation; these catalogs are included in PART FOUR: Section 4, of this Architecture Program Report. Additionally this text is included on the School's website accessible by clicking on the following hyperlink or by entering the URL into your web browser.

Bachelor of Architecture	*http://arc.miami.edu/programs/b-arch-degrees*
Master of Architecture	*http://arc.miami.edu/programs/march*

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

The website for the University of Miami, School of Architecture includes a links section with links to the documents required in this section (II.4.2). This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

School of Architecture Website	*http://arc.miami.edu/links*

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
NCARB
American Institute of Architects
American Institute of Architecture Students
Association of Collegiate Schools of Architecture

The website for the University of Miami, School of Architecture includes a links section with links to the documents required in this section (II.4.3). This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

School of Architecture Website	*http://arc.miami.edu/links*

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

The website for the University of Miami, School of Architecture includes a links section with a links to the various NAAB documents required in this section (II.4.4). This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

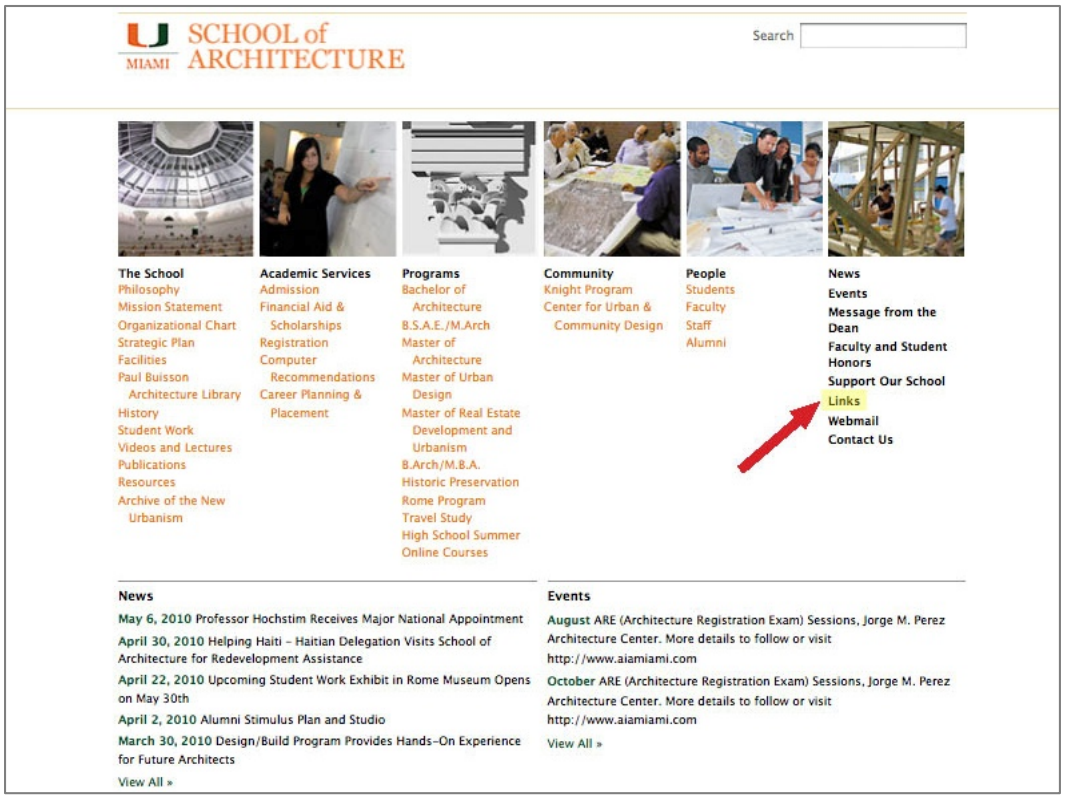
School of Architecture Website http://arc.miami.edu/links

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

The website for the University of Miami, School of Architecture includes a links section with a link to the NCARB published ARE pass rates required in this section (II.4.5). This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

School of Architecture Website http://arc.miami.edu/links



PART THREE: – PROGRESS SINCE THE LAST SITE VISIT

III.1 Summary of Responses to Team Findings (2004 Visit)

The summary of responses to the previous team finding are contained in the annual reports and NAAB responses to those reports; located in PART ONE: Section 3 – Institutional and Program Characteristics, sub-section 2 – Annual Reports beginning on page 97 of this report.

III.1.1 Responses to conditions not met:

12.30 Program Preparation

The following text is taken from the NAAB Visiting Team Report 23, February 2005, page 15: "While there was evidence that elements of programming occurred often throughout studios, the team did not find significant evidence that students were required to assemble a comprehensive program."

Response:

In the undergraduate program, the remedy for the deficiency noted in Criterion 30 Programming, now incorporated into Criterion B.1. Pre-Design, has been integrated into two required core studios: ARC 102 Design II and ARC 305 Design V. These two design studios are considered important preparatory thresholds in the required studio sequence, in which Pre-Design skills prepare students for more complex studio projects in ARC 203 Design III which focuses on architecture and the environment and ARC 306 Design VI which is the comprehensive design studio. Past NAAB Annual Reports have shown that we evidenced this criterion in ARC 122 Architecture and Behavior and ARC 306 Design VI the comprehensive design studio. The revised 2009 conditions and 2010 procedures do not list the integration of programming (now B.1. Pre-Design) under the SPC covered under B.6. Comprehensive Design. Locating the student performance criteria B.1. Pre-Design in core design studios at intervals which culminate with the comprehensive design studio has provided the students a greater opportunity to acquire Pre-Design skills including the ability to prepare a comprehensive program.

In the graduate program, Criterion 30 Programming, now incorporated into Criterion B.1. Pre-design is incorporated in two required courses: ARC 503 Design III and ARC 699 Thesis Preparation. Similarly to the undergraduate program, locating Pre-design in these two courses helps students prepare for ARC 504 which is the comprehensive design studio and for ARC610 the Design Degree Project in a cumulative and logical manner.

Although Pre-Design appears in secondary form in other curricular settings the courses listed above are the primary locations in which evidence is demonstrated.

III.1.2 Responses to causes of concern:

No causes of concern were identified by the previous visiting team.

III.2 Summary of Responses to Changes in the NAAB Condition

The School's last accreditation visit in 2005 took place under the 1998 NAAB Conditions and Procedures and the school did not receive a formal review or site visit under the 2004 Conditions and Procedures. The Program Directors and faculty have endeavored to prepare for review under the 2009 Conditions and 2010 Procedures while carrying on an intense pace of curriculum adjustment and improvements, which customarily result from the revision to the Conditions of Accreditation and an assessment of evolving conditions in the larger context for the profession. The faculty has been nimble in crafting adjustments to comply with the new approach in the short time frame allowed by the recent launch of the new conditions and procedures.

To give the Visiting Team some idea of the changes from the 1998 Conditions and Procedures, we would like to point out several items, including that there were still three levels of accomplishment, *Awareness, Understanding* and *Ability*, while under the new Criteria there are only two levels of accomplishment: *Understanding and Ability*. Also, there has been some compression and reorganization from 37 Student Performance Criteria in 1998 to 32 in 2010, with some changes in emphasis. Some Criteria have increased levels of accomplishment such as Life Safety, which went from 1998 ***Understanding*** to 2010 ***Ability,*** and other Criteria that went from ***Awareness*** to ***Understanding***: 12.33 Contracts and Documentation (1998 *Awareness*) is now C.4. Project Management (2010 *Understanding)*, 12.35 Architect's Leadership Roles (1998 *Awareness)* now C.6 Leadership (2010 *Understanding*) and finally Criterion 12.37 Ethics and Professional Judgment (1998 *Awareness*) is now C.8. Ethics and Professional Judgment (2010 *Understanding*).

In response to these changes and to the new requirement that evidence for Criteria will only be recorded in two courses (instructions regarding the matrix) we have had to reallocate criteria among some courses to better match the new Conditions. An example of such a shift is Pre-Design, as described above. We believe the School has responded appropriately to the changes in the Conditions, as we looked to the accreditation process to guide our teaching of the skills and knowledge all students are required to have before graduation.

PART FOUR: SECTION 1 – COURSE DESCRIPTIONS

IV.1 Course Descriptions:

This report was prepared according to the 2009 Conditions for Accreditation and the 2010 Procedures for Accreditation. The University of Miami School of Architecture was last reviewed in 2005 then under the 1998 Procedures for Accreditation.

PART FOUR: SECTION 2 – FACULTY RESUMES

IV.2 Faculty Resumes:

FULL-TIME FACULTY	PART-TIME FACULTY
Roberto Behar	Mujad Abbas
Chuck Bohl	Jim Adamson
Jacob Brillhart	Nelson Alvarez
Rocco Ceo	Gilbert Atick
Sonia Chao	Juan Azulay
Jaime Correa	Rene Basulto
Adib Cure	Charles M. Boggs
David Fix	Wyn Bradley
Jose Gelabert-Navia	Steven Brooke
Gary Greenan	Juan Calvo
Carmen Guerrero	Jeremy Callero Gauger
Dennis Hector	Wendy Caraballo
Jorge Hernandez	Marice Chael
Jan Hochstim	Maria Crowley
Richard John	Gerald DeMarco
Jean-Francois Lejeune	Joelle East
Joanna Lombard	Sebastian Eilert
Tomas Lopez-Gottardi	Abdel-Wahed El-Wakil
Catherine Lynn	Ted Evangelakis
Oscar Machado	Steve Fett
Frank Martinez	Rafael Fornes
Joseph Middlebrooks	Chris Groves
Aristides Millas	Sara Hayat
Nicholas Patricios	Justine Kwiatkowski Velez
Carie Penabad	Rick Lopez
Elizabeth Palter-Zyberk	Enrique Macia
R. Samuel Roche	Armando Montero
Vincent Scully	Juan Mullerat
Allan Shulman	Luisa Murai
Thomas Spain	Steve Nostrand
Jorge Trelles	Joachim Perez
Teofilo Victoria	Albert Rodriguez
Katherine Wheeler	Victor Santana
	Edgar Sarli
	Carlos Touzet
	Rachel Karen Valbrun
	Veruska Vasconez
	Jack Winston

The list above represents fall 2010 teaching faculty. The faculty resumes contained within this section represent teaching faculty from fall 2008 through summer 2010.

PART FOUR: SECTION 3 – VISITING TEAM REPORT (VTR) FROM PREVIOUS VISIT

IV.3 Visiting Team Report (VTR) from Previous Visit:

PART FOUR: SECTION 4 – CATALOGS

IV.4 Catalogs:

APPENDICES

Appendix A: University of Miami – Strategic Plan

Appendix B: Studio Culture Policy

Appendix C: School of Architecture Strategic Plan – 2007

Appendix D: School of Architecture Strategic Plan – 2010

Appendix E: Student Evaluation Form – Old Version

Appendix F: Student Evaluation Form – New Version

Appendix G: SACS Learning Outcomes Assessment

Appendix H: SOA Faculty Committees Roster

Appendix I: School of Architecture – Criteria for Promotion, Tenure & Reappointment

Appendix J: Visiting Committee members

Appendix K: Letter to Regional Community Colleges regarding Accreditation

Appendix L: M. Arch Program Focus Group Minutes