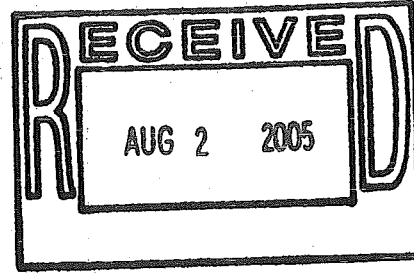


National Architectural Accrediting Board, Inc.

July 26, 2005

Dr. Donna E. Shalala, President
University of Miami
Office of the President
230 Ashe Building
Coral Gables, FL 33146



Dear President Shalala:

At the July 2005 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the University of Miami School of Architecture. As a result, the professional architecture programs:

Bachelor of Architecture (5 years)
Master of Architecture (degree + 3 years)
Master of Architecture (preprofessional + 2 years)

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

were formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2005. The program is scheduled for its next accreditation visit in 2011.

Accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are due by June 1 and **must** include a response to each condition identified as not met in the *Visiting Team Report*, a response to each of the causes of concern in the *Visiting Team Report*, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable *Annual Report* is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the *Annual Report* process can be found on pages 14-15 of the *NAAB Procedures for Accreditation, 2005 Edition*.

NAAB encourages public dissemination of information about each school contained in both the school's *Architecture Program Report* and the *Visiting Team Report*. If the *Visiting Team Report* is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

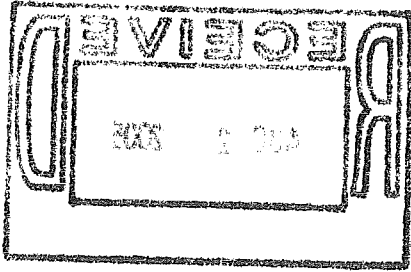
Very truly yours,

A handwritten signature in black ink, appearing to read "Robert A. Odermatt".

Robert A. Odermatt, FAIA
President

Enc. Visiting Team Report

cc: Elizabeth Plater-Zyberk, FAIA, Dean ✓
Joseph P. Giattina, Jr., FAIA, Team Chair
Visiting Team Members



**University of Miami
School of Architecture**

Visiting Team Report

**Bachelor of Architecture (5 years)
Master of Architecture (preprofessional + 2 years)
Master of Architecture (degree + 3½ years)**

The National Architectural Accrediting Board
23 February 2005

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

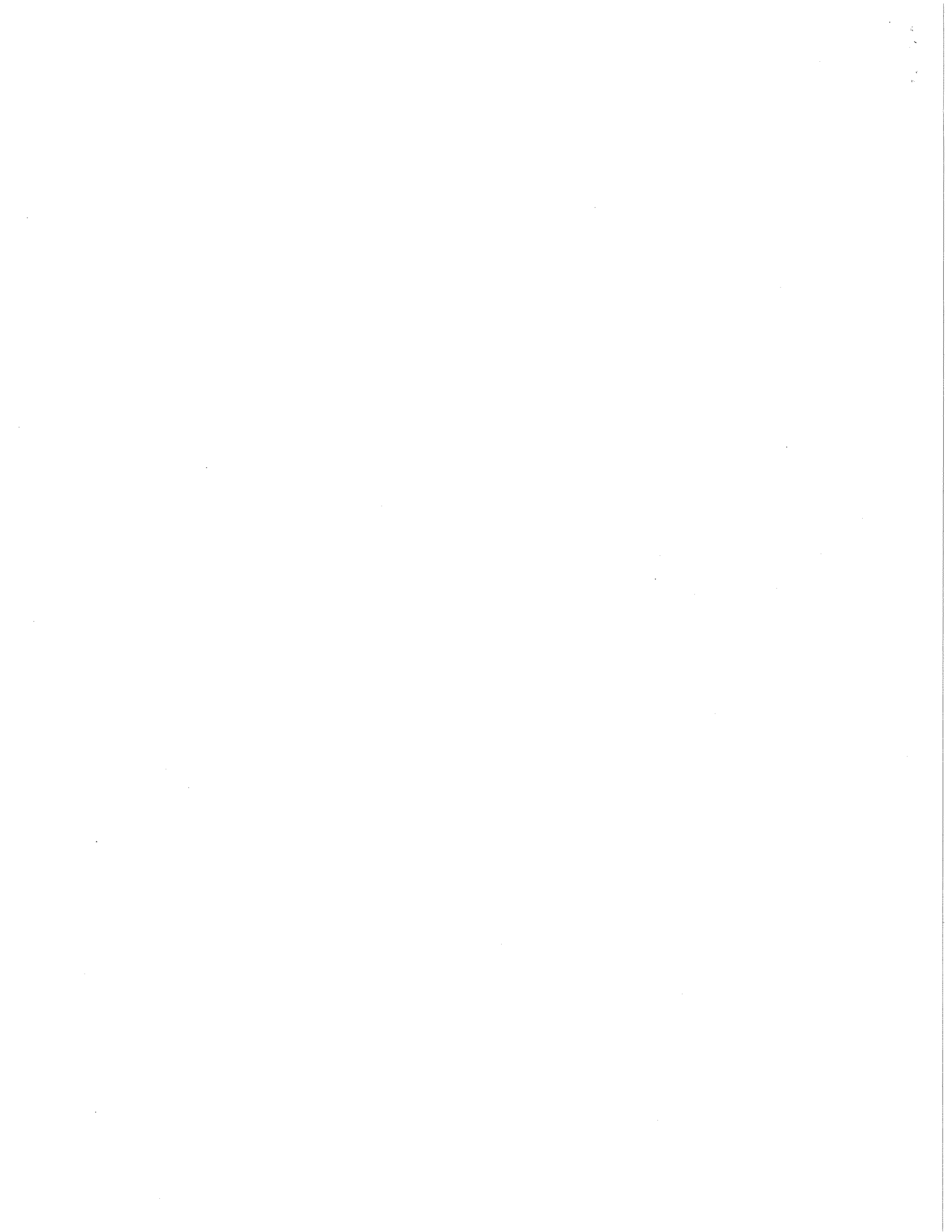


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I. **Summary of Team Findings**

1. **Team Comments**

- 1.1 There is a strong sense of collegiality and mutual respect among the students, faculty, administrators and staff. The team was impressed by the collaborative efforts of the faculty in their stewardship of the curriculum, in teaching, and in practice. The faculty is mutually supportive and leads by example in that it appears to practice what it preaches. There was a freshness and vitality evident in both attitudes and actions.
- 1.2 The faculty's creative work as evidenced by the publications of their scholarship, research, practice, and community outreach effort is commendable. The faculty exhibition was comprehensive and displayed the work of a majority of the full-time faculty.
- 1.3 The team was pleased and heartened to note that the preparation for the accreditation visit—both the APR as well as the on-site documentation of a coursework—was viewed by the School as a positive opportunity for self-assessment.

2. **Progress Since the Previous Site Visit**

Condition 3, Public Information

Previous Team Report: *The public information statement as outlined in Appendix A-2 is not in the official catalog, which was published in 1997. It is on the School's Web site, which also has a link to NAAB Web site. The Dean has given hard copies of the C&P to students and faculty for the Fall 1999 and 2000.*

The required statement is in the Bachelor of Architecture and the Master of Architecture catalogs and on the University Web site.

Condition 7, Physical Resources

Previous Team Report: *The previous two Teams reported that "the School needs space to fulfill its objectives." Five years ago, the accreditation team recognized "the continued inadequacy of space, studio equipment, lockers, toilets, security, lecture halls, photo labs, jury spaces and faculty offices, has become a deterrent to the School's progress."*

This is still a concern to our team and is still the number-one complaint of the staff and students. The existing facilities are limited in that they are two-story buildings and do not offer handicapped accessibility to the second floor. This problem is well known and will not be solved until a new building is constructed. Fundraising is under way and funding has been attained (\$3 million to date). The Provost reports that the new building will begin soon. Though the new building will solve many of the problems that currently exist, total renovation of the existing buildings will also be required to bring these buildings into compliance.

This concern is resolved. The school is in the midst of a three-phase building program. Phase I, the 8,600-ft² (2,621-m²) Perez Architecture Center is under construction and will be complete by August 2005. It will include an exhibition gallery, lecture hall, and classroom. Phase II, which is approved by the university but not yet funded will include an elevator and new bathrooms and stairs for Building 48. Phase III, the restoration of the existing buildings, is neither approved nor funded.

Criterion 11: *Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world. Previous Team Report: Although field trips to Japan,*

China, and other countries, are available, no required history courses include the Orient, Africa, or the Middle East beyond Egypt.

This deficiency has been corrected. The architectural traditions of non-Western cultures are introduced in the History of Architecture 267/567 and 268/568 courses that are required of both the Bachelor's and Master's programs. Non-Western traditions of architecture and urban design have a regular role in both required and elective courses. Recent summer travel programs have focused on Asian cultures.

Criterion 15: *Ability to respond to natural and built site characteristics in the development of a program and design of a project.*

Previous Team Report: *While progress is apparent, and some projects illustrate an awareness of site complexities, most students' work does not illustrate either the understanding or the ability to adapt a building or complex of buildings with sufficient sophistication to a complicated site.*

The team found sufficient evidence to consider the criterion met, but the program is encouraged to continue the progress made to date by including more topographic and climatic variety in studio projects.

3. Conditions Well Met

1.1 Architecture Education and the Academic Context

The school has good rapport with and support from the administration. Provost Glaser reported with evident pride that the university had just announced its development of a project based on New Urbanist concepts and Dean Plater-Zyberk's design. Further evidence of the school's role within the university is found in the sharing of grant funding with the Department of Psychiatry and the fact that the school requires every undergraduate to earn a nonarchitecture minor. The School of Architecture and the Department of Civil, Architectural, and Environmental Engineering have also developed a 6-year, dual-degree program.

The school has a familial atmosphere that extends across all lines: administration to faculty, faculty to faculty, faculty to student and student to student, which—at least during every minute of our visit—was shown by the tone, cooperation, and comments of each person we encountered.

The Vincent Scully lecture series in the spring semester is attended by students from across the university.

2. Program Self-Assessment

The school has a broad range of assessment programs that include the Graduating Student Survey, which has a 98 percent response rate and is considered a model by the university; the annual faculty retreat with its focused agenda; and an annual review of tenure track faculty by the tenured faculty. Meetings with student and professional focus groups also contribute to self-assessment. The School's strategic plan is an outgrowth of the annual faculty retreat (attended by faculty, staff, administration, and student representatives) and is a plan that is reviewed annually by the university administration and the Board of Trustees.

6. Human Resource Development

The operating policies and procedures of the school provide exemplary opportunities for faculty and students to develop their personal and professional potentials, both through the regular curricula and by other means.

Even though the school has operated without a lecture hall—a problem that will be remedied when the new building is completed—it consistently presents a lecture series of prominent speakers. Faculty and students assemble various public exhibitions, which are displayed both inside the school, in the Miami metropolitan area, and abroad. Faculty members are encouraged, and often supported, in the production of monographs on architecture and urbanism, which has resulted in multiple publications by the faculty.

Faculty sabbaticals are well funded and the policy of rotating three faculty members per semester on the Rome Program provides additional development opportunity. The Open City travel and study program introduces both faculty and students to diverse cultures and built environments.

For a relatively small program, these opportunities are exceptional.

12.2 Graphic Skills

The school has a commitment to both hand drawing and computer-aided drawing that is evident at a very high level in the studio work.

12.6 Collaborative Skills

The team was impressed, not only by the number of collaborative projects between and among the students, but by the good example set by the faculty, which showed much evidence of the same attribute.

12.8 Human Diversity

While the location in Miami might be credited with creating the opportunity for diversity, the extent to which the school has capitalized on it is exemplary. The team noted how the sharing of languages and cultures permeated the atmosphere in an open and positive way.

12.9 Use of Precedents

At first the program appeared to be rather narrowly focused on New Urbanism and Neo-Classicism but, after meeting with the faculty, students, and graduates, the team saw strong evidence that the program fostered a broad and solidly founded vision of the profession.

12.23 Legal Responsibilities

Professional Practice 452/652, which covers this criterion, is a required, 2-semester course. The syllabus, produced by Professor Lombard and Rev. Mark Reeves, is among the best ever reviewed by the team.

4. Conditions Not Met

12.30 Program Preparation

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

5. Causes of Concern

No causes of concern were identified.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

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

This criterion was well met by all the programs.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

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

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

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

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

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

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

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

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

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

This criterion was well met by all the programs.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

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

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

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

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

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

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

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

This criterion was well met by all the programs.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

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

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

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

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

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

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

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

To allow students sufficient time to develop other interests, the NAAB requires that no more than 60 percent of the curriculum be in professional studies. The team found that about 65 percent of the curriculum for the B. Arch. was in professional studies but, based on the requirement that every student hold a nonarchitecture minor, the criterion was deemed satisfied.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

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

12.2 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

	Met	Not Met
B. Arch.	[X]	[]

M. Arch. (4+2)	[X]	[]
M. Arch. (+ 3½ years)	[X]	[]

This criterion was well met by all the programs. The school has a commitment to both hand drawing and computer-aided drawing that is evident at a very high level in the studio work.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

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

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

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

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

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

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

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

This criterion was well met by all the programs.

The team was impressed, not only by the number of collaborative projects between and among the students, but by the good example set by the faculty, which showed much evidence of the same attribute.

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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

12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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

This criterion was well met by all the programs.

While the location in Miami might be credited with creating the opportunity for diversity, the extent to which the school has capitalized on it is exemplary. The team noted how the sharing of languages and cultures permeated the atmosphere in an open and very positive way.

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

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

This criterion was well met by all the programs.

At first, the program appeared to be rather narrowly focused on New Urbanism and Neo-Classicism but, after meeting with the faculty, students, and graduates, there was strong evidence that the program fostered a broad and solidly founded vision of the profession.

12.10 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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

12.12 National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

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

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

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

12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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

While there was sufficient evidence of compliance to satisfy the criterion, as a school with a mission that is a strong proponent of public space, resolving accessibility through and within such spaces could become a stronger and more evident part of the program.

12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

	Met	Not Met

B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (4+2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch. (+ 3½ years)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion was well met by all the programs.

Professional Practice 452/652, which covers this criterion, is a required, 2-semester course. The syllabus, produced by Professor Lombard and Rev. Mark Reeves, is among the best ever reviewed by the team.

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

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

12.26 Building Economics and Cost Control

Understanding of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

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

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

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

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

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

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

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

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.

12.31 The Legal Context of Architectural Practice

Understanding of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

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

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

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

12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

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

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

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

12.35 Architects' Leadership Roles

Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

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

12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

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

12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

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

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 University of Miami Architecture Program Report.

When George Merrick dreamt of a great tropical city, he dreamt of a great university. Merrick had 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 University of Miami as an institution of learning and culture where its "entire aim will be to develop original thought and the personal powers of each student." The pamphlet included images of "grand halls, noble arcades, libraries, and cloisters," and a text that exhorted the citizens of Miami to contribute to the University's \$10 million campaign, to which Merrick alone had pledged \$5 million and 160 acres of land.

The new University was to be composed of 12 schools and colleges including a College of Liberal and Applied Arts that 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 cornerstone 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 the commercial institutions he had built 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. An unknown historian in "The University of Miami: The First Twenty-Five Years," described the original vision of the campus as "a towering Spanish Renaissance Palace of education . . . on an artificial hill 200 feet high." Although construction halted on the palace, 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 2,000 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 and was responsible for a number of the new buildings including the present facilities of the School of Architecture.

The fall of 2003 opened to 15,250 students in 110 undergraduate and 100 master’s, 68 doctoral, and two professional areas of study in 12 colleges and schools: Architecture, Arts & Sciences, Business Administration, Communication, Education, Engineering, Graduate, Medicine, Rosenstiel School of Marine and Atmospheric Science, Music, Nursing, Law, along with the Division of Continuing Studies. While much has changed, the University has remained an independent, nonsectarian, nonprofit 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 additional campuses for Rosenstiel, which is on Virginia Key just north of Coconut Grove; Medicine, which is located west of downtown Miami; a south campus research center; and field stations in the Everglades, Florida Keys, and the Bahamas. Although the struggle has never been “tame and easy,” Merrick’s groves have been fruitful.

2. Institutional Mission

The following text is taken from the 2005 University of Miami Architecture Program Report.

In 2003, under the leadership of President Donna Shalala, the University produced a new document describing its mission and goals titled “Defining the Future, Our Strategic Plan,” it was produced in a campus-wide participatory process. The complete document is included in the Appendix of this report.

The University of Miami Mission Statement

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.

3. Program History

The following text is taken from the 2005 University of Miami Architecture Program Report.

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 his luxuriant 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, which fused building traditions from Central and Latin American colonial architecture. The student work of the young program was shown in the third and fourth

* The complete document is actually included in the appendix of the full *APR*.

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 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 our 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. Charlton W. Tebeau, author of *The University of Miami: A Golden Anniversary History 1926–1976*, briefly described Professor Skinner's collaboration with a group of dissident faculty who called for an independent investigation of President Ashe. Ashe prevailed and Skinner left the University; the architecture program did not re-emerge until 1950 in the new College of Engineering 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 renewal 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 percent 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 first professional M. Arch. degrees were initially awarded to the class of 1994. The Master of Architecture program has been accredited since 1995.

When President Foote arrived in 1981, he initiated consideration of three new schools, Architecture, Communication, and International Studies. By 1983, the School of Architecture achieved autonomy. Dean Elizabeth Plater-Zyberk was a new faculty member at the opening days of the school and with Adjunct Professor Andres Duany subsequently founded the school's graduate program in Suburb and Town Design. The school continues to promote the idea of architecture as a civic art central to an active citizenry.

4. Program Mission

The following text is taken from the 2005 University of Miami Architecture Program Report.

The School of Architecture's mission focuses on community building and on the city as a work of art and architecture. The school has become a forum for the work of New Urbanism, an international movement with a charter of 27 principles addressing issues ranging in scale from the region to individual buildings. New Urbanism reintegrates the act of building with environmental, economic, and social concerns, and upholds 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.

Faculty and students draw upon the body of knowledge of architecture through exploration of the history of the profession: traditional building methods, materials, form, and organization, and the nature and context of current practice. Faculty strive to develop student awareness of the present-day profession within the context of a 5,000-year legacy of building and to engender in the students an ability to call upon that history for practical application. Faculty and students study the legacy of building and seek new discoveries in the overlooked work of the past by documenting current-day buildings and landscapes which are modest, vernacular, traditional, or vulnerable.

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 our 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 affirm our responsibility to join with allied professionals in the design of the plazas, parks, bridges, and roadways 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.

5. Program Strategic Plan

The following text is taken from the 2005 University of Miami Architecture Program Report.

Mission

The School of Architecture's mission is to educate students at all levels of professional and postprofessional programs, to create new knowledge through scholarship, and to share our knowledge with the regional community. We strive to instill in every student the commitment to excellence, lifelong intellectual growth, and a sense of individual responsibility for leadership.

Values

The pursuit of truth and knowledge in architecture is based on the understanding of architecture as a civic art. Architecture is city making and city making is a social act. Urban design is the larger context for individual building design. Each design, whether a plan for an entire community or a plan for a single building, embodies regional values of environmental responsibility, social integration, and economic sustainability.

Vision

The faculty envisions a School outstanding in its commitment to professional knowledge founded on history and in its education of graduates who are committed to research and

analysis as well as being skilled designers. The School is a work in progress: there must be constant evaluation of values, evolution of method, and awareness of our current position among other schools of architecture and our role in the profession.

The University's Strategic Plan calls out five major goals:

- Advance research excellence
- Enhance educational experience and success of our students
- Serve Miami and the World
- Enhance infrastructure, technologies, and systems
- Maximize human capital.

The following are the School of Architecture's goals, in correspondence with those of the University.

Advance Research Excellence

The research of the School is scholarly work carried out in the library, in the classroom, in the studio, and in practice. A respectable record of grantsmanship, publication, and recognized design work by individual faculty provides a strong foundation for advancing excellence.

- Continue Luce Professor in Family and Community with renewed emphasis on University-wide partnership in urban studies teaching and research; seek funds to endow professorship.
- Renew funding to continue Knight Program in Community Building.
- Seek funding to maintain publications assistant.
- Catalog and expand the New Urban Archive.
- Explore potential Ph.D. program in Architecture and Urban Studies.

Enhance Educational Experience and Success of our Students

The goal of educating students with technical and professional skills that promote wise judgment drives the constant search to improve the learning experience.

- Evaluate and modify teaching methods in required computer-aided design and required technology courses.
- Enhance instruction with increased number of outside consultants: mechanical systems, computer-aided design, etc.
- Evaluate and revise upper-level elective course offerings to reflect changing needs.
- Reconstitute Visiting Critics program to broaden students' exposure to the profession and to enhance placement opportunities.
- Seek funding to endow Rome study programs.

Serve Miami and the World

The School of Architecture is committed to sharing the knowledge and expertise of its faculty in service to the regional and global community.

- Seek funding to continue Knight Program in Community Building including annual charrette in a Knight city.
- Develop new community building and real estate program to serve professional degree and mid-career students: seek funds to endow professorship.

- Continue design-build program in South Florida communities: seek funds to endow program.
- Expand interchanges with faculty and professionals in other countries.

Enhance Infrastructure, Technologies and Systems

Just as the role of the architect in society is constantly evolving, the evolution of technology in the production of design and construction is ongoing. Upgrading the infrastructure that supports the school's mission is similarly a continuous concern.

- Initiate consultant visits and reports for library and image archive holdings.
- Initiate growth of library holdings from 50,000 to 100,000 volumes: seek funding for library expansion, including Richter architecture collection.
- Digitize and catalog select image archive holdings; hire consultant for two years to guide staff.
- Improve classroom, studio, and model shop space: seek funding to restore historic buildings.

Maximize Human Capital

Owing a debt to the historic contributions of faculty, staff, and students that have made the School what it is today, we seek to encourage excellence in the ongoing and future engagement of all who participate in the mission of the School.

- Seek funding to endow chairs in historic preservation, urban studies, and community building and real estate development.
- Modify physical layout of School buildings to increase efficiency: seek funding to build new entrance building with elevator, stair, and reception hall.
- Seek funding to increase scholarship assistance to recruit and retain the best students.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, 19 February

- Team arrival Rooms reserved at the University Holiday Inn
- 6:00–7:15 p.m. Team meeting at the hotel
- 7:15–9:15 p.m. Meeting in the hotel lobby and dinner at the Red Fish Grill with Dean Elizabeth Plater-Zyberk; Professor Denis Hector, Associate Dean; Professor Teofilo Victoria, Director of Graduate Studies; and Professor Tomas Lopez-Gottardi, Director of Undergraduate Studies

Sunday, 20 February

- 8:00–9:00 a.m. Team breakfast in the hotel
- 9:00 a.m.–12:00 p.m. Team meeting and orientation in the team room
- 12:00–1:30 p.m. Lunch with the dean and program directors
- 2:00–3:00 p.m. Tour of school facilities:
- Architecture library
 - Computer lab
 - Slide library
 - Center for urban and community design
 - Model shop
 - Studios
 - New facilities under construction
- 3:00–4:00 p.m. Review of student work in the team room
- 4:00–5:00 p.m. Initial meeting with the faculty in Eaton Residential College, Room 148
- 5:30–7:00 p.m. Reception with the faculty
- 7:30–9:00 p.m. Team dinner at The Diner

Monday, 21 February

- 7:45–9:15 a.m. Breakfast with the administrative team Dean Plater-Zyberk, Associate Dean Denis Hector, Program Director Teofilo Victoria and Director of Academic Services Tomas Lopez-Gottardi, at the Ana Santana Hotel
- 9:30–10:00 a.m. Meeting with Provost Luis Glaser, escorted by Professor Lopez-Gottardi
- 10:15–11:30 a.m. Review student work in the team room
- 11:30 a.m.–12:30 p.m. Meeting with the dean in the team room
- 12:30–1:30 p.m. Lunch in the team room with studio faculty: Professors Martinez, Lombard, Behar, de la Guardia, Brillhart, Casuscelli, Fix, Trelles, Grave de Peralta, Hochstim, Penabad, Chao, Gadala-Maria, Campbell, Cure, Lopez-Gottardi,

Middlebrooks, Ceo, Shepard, Chao, Spain, Guerrero, Fornes, Machado, Correa, Victoria, and Mouzon

- 1:30–3:30 p.m. Review of student work in the team room
Studio visits
- 2:00 p.m. Team chair or his designee visited with University Librarian William Walker in the Richter Library, 2nd floor, escorted by Professor Hector
- 3:30–4:30 p.m. Meeting with undergraduate students in the team room
- 4:30–5:30 p.m. Meeting with graduate students in the team room
- 6:00–7:30 p.m. Reception with alumni/ae, faculty, and area professionals
- 7:30 p.m. Team dinner at The Diner

Tuesday, 22 February 2005


- 7:45–8:30 a.m. Team breakfast in the hotel
- 9:00–11:00 a.m. Review student work in the team room or meetings as needed with Leonor Pol, school librarian; Alejandro Fernandez-Veraud, director of model shop and facilities; Ruddy Cornielle, manager of information systems; dean; or administrative team
- 11:00–11:30 a.m. Meeting with computing faculty and staff: Professors Burnett and Danie and Ruddy Cornielle, manager of information systems, in the Computer Lab
- 11:30 a.m.–12:30 p.m. Meeting with faculty at Eaton Residential College, room 148
- 12:30–1:45 p.m. Lunch with program alumni/ae in the team room
- 2:00–6:30 p.m. Meeting alone or meetings and visits as requested by the team in the team room
- 6:30 p.m. Dinner at The Diner


Wednesday, 23 February 2005

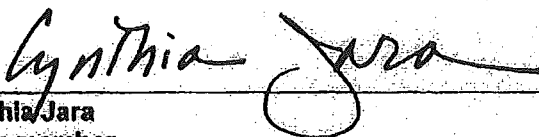
- 7:30–9:00 a.m. Breakfast and hotel check-out
- 9:30–10:30 a.m. Exit meeting with the administrative team in the team room
- 10:45–11:45 a.m. Exit meeting with Provost Luis Glaser in 230 Ashe Building escorted by Professor Denis Hector
- 12:00 – 12:30 p.m. Exit briefing with students, faculty and staff in the School of Architecture Courtyard
- 12:30–1:30 p.m. Lunch with the dean and program directors in the team room
- 1:45 p.m. (or later) Departure


IV. Report Signatures

Respectfully submitted,

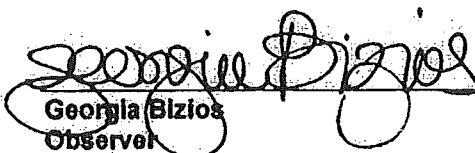

Joseph P. Giattina, Jr., FAIA
Team Chair
Representing the NCARB

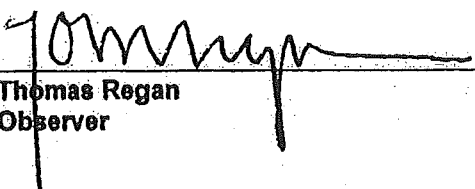

Patricia C. Kucker
Team member
Representing the ACSA


Cynthia Jara
Team member
Representing the ACSA


Ellen Weinstein, AIA
Team member
Representing the AIA


Michelle C. Ha
Team member
Representing the AIAS


Georgia Bizios
Observer
Observer


Thomas Regan
Observer
Observer

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