



Florida Atlantic University 2013-14 Academic Program Review Self-Study Report

**Program: School of Architecture
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Table of Contents:

Section I. The School of Architecture in Context	p. 4
Section II. Accreditation Report Findings and Recommendations	p.18
Section III. Instruction	p.19
Section IV. Faculty	p. 41

Section V. Collaboration: Faculty and Student Research, Scholarship and Creative Activities and Efforts with Internal and External Partners	p. 43
Section VI. Service/Community Engagement	p. 46
Section VII. Other Program Goals	p. 50
Section VIII. Strengths and Opportunities that Support Achievement of Program Goals	p. 51
Section IX. Weaknesses and Threats	p. 52
Section X. School of Architecture Resources	p. 53
Section XI. Future Direction for the School of Architecture	p. 60
Appendix	p. 61
Document A:	p. 61
Document B:	p. 62
Document C:	p. 70
Table 1:	p. 83
Table 2:	p. 84
Table 3:	p. 84
Table 4:	p. 86
Table 5:	p. 87
Table 6:	p. 88
Table 7:	p. 89
Table 8:	p. 89
Table 9:	p. 90
Table 10:	p. 91
Table 11:	p. 92
Table 12:	p. 92
Table 13:	p. 92
Table 14:	p. 94
Table 15:	p. 95
Table 16:	p. 96
Table 17:	p. 96
Table 18:	p. 97

Table 19:	p. 98
Table 20:	p. 99

Section I. The School of Architecture in Context

Introduction

Florida Atlantic University values an academic environment that facilitates intellectual growth through open and honest expression. The University is committed to excellence at all levels of the educational and creative experience, to success for all students, and to development of the capacity to make reasoned and discriminating judgments with respect for differences and diversity in ideas. The University values the vital role it plays in the life of the surrounding community, in society, and as an engine for economic development. More specifically, the University is committed to:

- Preparing students to fulfill productive destinies in the workplace and in society;

- Promoting life-long learn;
- Promoting academic freedom and an atmosphere of free and open inquiry;
- Recognizing and rewarding superior performance, innovation, and creativity in all facets of University activity;
- Supporting all those who rely on the University, such as families, employers of students and graduates, and community partners;
- Accounting for the sound use and careful stewardship of its resources, ensuring responsibility for its mission;
- Providing equal access and equal rights and justice for all persons and encouraging mutual regard for the rights and liberties of all persons;
- Respecting all persons and displaying civility in all interactions;
- Providing a secure environment for the pursuit of learning;
- Fostering community service and social responsibility;
- Promoting honesty in all spheres, social and moral development, and ethical standards in all areas of human activity; and
- Assuring clear and open communication and sharing of information.

University Mission Statement

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, as well as public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

Since the development of the Strategic Plan 2000-2010, there have been significant changes in the FAU leadership team and in the internal and external environments of the university. The higher education system of the State of Florida has been reorganized, and there is demand for increased accountability to FAU's funding sources. In addition, the Board of Governor's Strategic Planning Committee formally adopted its Strategic Goals for Florida's public universities in September 2009:

- Goal 1: Access to and Production of Degrees/Diversity.
- Goal 2: Meeting statewide professional and workforce needs.
- Goal 3: Building world-class academic programs and research capacity.
- Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

Accommodating these changes, the FAU Board of Trustees reviewed and adopted the following goals:

- Goal 1: Providing Increased Access to Higher Education.
- Goal 2: Meeting Statewide Professional and Workforce Needs.
- Goal 3: Building World-Class Academic Programs and Research Capacity.
- Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities.
- Goal 5: Building a State-of-the-Art Informational Technology Environment.
- Goal 6: Enhancing the Physical Environment.
- Goal 7: Increasing the University's Visibility.

In 2012, FAU further revised its strategic plan. The revision of FAU's strategic plan takes as its starting point four strategic goals and numerous objectives to meet each goal. It incorporates within its framework annual budget allocations, the Legislative Budget Requests, the Capital Improvement Plan, and the Enrollment Growth Funding necessary to meet enrollment projections. The goals are the following:

1. Enrich the Educational Experience
2. Inspire Research, Scholarship and Creative Activity
3. Increase FAU's Community Engagement
4. Leverage momentum towards achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources.

The work done in the School of Architecture addresses the above goals. The self-study that follows highlights from where we have come in relation to past goals, and the substance of the current trajectory that is inherently responsive to the 2012-2017 strategic plan. Refinement, further development and implementation will require the work and consensus of faculty, staff, students, and Trustees.

Mission and Purpose of the School of Architecture in the Context of FAU

The School of Architecture prepares students for the profession and practice of architecture. By developing an understanding of the design process as it embraces the interrelated and interdependent processes of planning, design, construction, and governance, the students develop the capability to recognize their ethical and societal responsibilities for improving the quality of our physical environment, and with it, our quality of life, for we respect our environment, resources, and fellow beings.

Intersections of University and School Goals

The information below outlines the parallels between University and School goals. The school continues to address goals outlined in 2010. Other goals, objectives and concerns have been identified since that time. In 2011, the NAAB (National Architecture Accreditation Board), submitted its report on the school. (See Section II). In 2012, the school focused on meeting the SAC accreditation criteria in the University. In 2013, the faculty identified strengths and weaknesses, and new opportunities for development of the program. These are addressed in Sections VIII and IX. The status of each goal since 2010, where appropriate, has been updated and additional comments are included for each section of the school's 2004 and 2010 goals. These comments are rendered in blue font and labeled as "Update" or "Current Status" following each school goal.

University Goal 1: Providing Increased Access to Higher Education.

Florida Atlantic University will continue to provide access to higher education for residents of the region, the state and the nation and will respond to the competitive economic environment by increasing the number of degrees granted to students at all levels.

- Develop and implement Learning Compacts.
- Foster commitment to student satisfaction and success.

- Promote academic success and improve retention among First-Time-In-College (FTIC) students.
- Promote timely completion of degrees and increase graduation rate of FTIC students.
- Promote timely completion of degrees and increase graduation rate of Associate in Arts (AA) transfer students.
- Adopt strategies that assure racial and ethnic diversity within the student body.
- Award degrees consistent with the Board of Trustees (BOT) approved Board of Governors (BOG) accountability targets.
- Develop mission driven academic enrollment and program plans for each campus.
- Improve and expand amenities on the Boca Raton campus that contribute to a traditional university experience.

2004 School of Architecture Goals:

- (2004.1.a.) Develop and implement a plan for recruitment of academically stronger and more diverse student body. (Status: Limited access program approved, portfolio and writing sample review criteria implemented.) [Update: The writing sample will be substituted with the SAT writing portion of exam. In 2013, the school's web site was retooled to 1\) simplify access to information, and 2\) better the aesthetic image of the school. We plan to formalize a recruitment program to local high schools that offer magnet programs in architecture and the arts.](#)
- (2004.1.b.) Define and develop new faculty, support staff, and facilities to meet the increase in demand for degrees in architecture and to provide enhanced educational and research opportunities for an academically stronger more diverse student body. (Status: Faculty and staff expanded, however Digital Design/Technology, Sustainable Design, and Historic Preservation needs to be expanded.) [Update: The school now has a faculty technology committee. Technology has been expanded. See Section VIII Resources.](#)
- (2004.2.b.) Expand the seamless articulation opportunity for students at regional community colleges seeking the highest quality education in architecture. (Status: The Director of the School meets annually with the chairs of AA architecture programs from Community Colleges within the service area. Instructors and students from area Community College programs area invited to 3rd year design reviews on a regular basis.)
- (2004.2.d.) Develop proposed new academic offerings in the lower division responsive to student demand. (Status: General Education course, ARC 2208 Culture and Architecture: The Master Builder, implemented successfully on the main campus.)
- (2004.3.a.) Develop and implement goals and measures of achievement in student learning and intellectual discovery within the School of Architecture. (Status: Implemented.)

School of Architecture Goals:

- (2010.1.a.) Develop a student to student mentoring program. [Current Status: Partially implemented in the lower division with the addition of upper division student teacher assistants into lower division design studios. The full expansion of a student mentoring program is expected for Fall, 2014.](#)
- (2010.1.b.) Establish an annual seminar for faculty in AA programs with a review of lower division curricula and learning objectives and to demonstrate the quality of the program to area Community Colleges. (Summer 2012) [Current Status: Annual seminars have not been implemented. More faculty involvement is needed.](#)
- (2010.1.c.) Develop tracking systems for attracting and keeping the best students to our lower

division, upper division and master's programs. (Fall 2011) **Current Status: Unfulfilled at this time.**

- (2010.1.d.) Create a permanent summer career camp for high school students interested in architecture or allied fields. (Summer 2012) **Current Status: The school ran its third annual summer design camp for high school students in 2013.**
- (2010.1.e.) Improve our rankings to attract more high-ability students. (Fall 2012) **Current Status: Unfulfilled at this time.**
- Increase sponsored funding for student travel. **Current Status: Three to six travel scholarships of \$1,000-\$1,500 are currently available. In fall 2013, we began working closely with the Development and Outreach Officer recently assigned to Broward Campuses to build funding opportunities.**

Additional Comments:

2004.1.b Status: Digital technology has been greatly expanded. See Section X: Resources. Sustainable design ethics and principles have been integrated at all levels of the course sequence. Refinement of this pedagogical focus by faculty is ongoing. A historic preservation elective course will be offered in fall, 2014 as we now have an adjunct faculty member specialized in this field.

University Goal 2: Meeting Statewide Professional and Workforce Needs.

Florida Atlantic University will commit academic and fiscal resources to meet Florida's need for trained professionals in nursing, teaching and advanced technology. FAU will demonstrate its commitment to recruiting and preparing students in these vital professions and to identifying emerging trends in the labor force.

- Review effectiveness of academic advisement and career planning services and make recommendations for improvement and integration.
- Identify and implement financial assistance programs to increase enrollment.
- Establish ongoing evaluation of emerging workforce needs and ensure FAU's response to those needs.
- Prepare FAU students to transition competitively into the workforce through partnerships with business and industry.

2004 School of Architecture Goals:

- (2004.2.a.) Develop and implement new degree programs at the graduate and undergraduate levels, including a Master of Architecture degree and a Bachelor of Science in Architecture degree. (Status: Master of Science in Architecture degree pending approval, Lower Division Pre-Professional Program implemented.) **Update: This goal will be under review in the spring of 2014, and may be modified.**
- (2004.2.c.) Explore research opportunities and partnerships with professional, educational, and other organizations. (Status: The School of Architecture is engaged in funded research through the Broward Community Design Collaborative.)

- (2004.2.f.) Provide faculty the resources to design pedagogical strategies and curricular innovations that respond to the needs of architecture students in the 21st century. (Status: ongoing provision of simulation software and digital fabrication tools and trainings.)
- (2004.4.a.) Develop and provide continuing education (CE) in architecture responsive to community demand for continuing professional education and lifelong learning. (Status: The Institute for Design and Construction has been established as unit within the School and College to deliver continuing education.)

2010 School of Architecture Goals:

- (2010.2.a) Develop academic concentrations in the following areas to expand the breadth and depth of academic programs in: Design for Healthcare; Design for Healthy Environments; Parametric/Biometric Design for Subtropical Sustainability; Design Science and Engineering Ethics (Fall 2012. Courses adopted as of AY 2010-2011 include: ARC 6598 Sustainability and Tropical Architecture, ARC 6691 Design for Human Health, and ARC 6187 Advanced Media Applications for Architectural Design) [Current Status: An elective course in Subtropical Sustainability is now offered annually. A seed grant in the areas of health and architecture has been awarded. Research at the intersection of Health Care and Architecture will help in the development of new course offerings. Other funding awards in the areas of Design science are being pursued.](#)
- (2010.2.b.) Continue and strengthen Continuing Education programs offered to the professional community through the Institute for Design & Construction (IDAC). [Current Status: Course offerings continual and development ongoing.](#)
- (2010.2.c.) Expand the integration of our specialized in-house training (Ecotect, Computational Fluid Dynamics, CNC router, laser cutter, and other digital media) within the design process, so the students become specialists themselves, thereby raising the bar in design expectations. [Update: See Section X: Resources, and comments above.](#)
- (2010.2.d.) Expand IDP program by establishing a formal tracking network with area architectural firms. [Current Status: Files are kept on all student registrations. A formal tracking network is not being pursued at this time.](#)
- (2010.2.e.) Align academic goals to adequately address the future needs of the profession, through the development of local knowledge for smarter design solutions to global problems. [Current Status: Actions to achieve this goal have not been formalized. Many course goals do address the social and technological aspects of this broadly based goal.](#)
- Implement new degree program for Upper Division pre-Professional students. [Current Status: On-hold. This goal will be reviewed in Spring 2014.](#)

University Goal 3: Building World-Class Academic Programs and Research Capacity.

Florida Atlantic University will develop academic and research programs of the highest caliber to support Florida's strategic engagement in building an economy based on high technology and to foster a culture enriched by scholarly inquiry.

- Increase significantly the University's total research expenditures to expand and enhance national and international recognition of FAU's academic and research programs.
- Significantly increase the University's federal research expenditures to expand and enhance national and international recognition.

- Increase scholarly contributions, service and efforts to promote technology transfer, licensing agreements, and entrepreneurship by the faculty.
- Attract and retain highly qualified graduate teaching and research assistants by creating new graduate assistant positions, and by providing graduate assistants with tuition waivers and competitive salaries by discipline.
- Provide competitive faculty salaries that will assure recruitment and retention of a diverse and highly productive faculty who will contribute to building superior academic programs and research capacity.
- Adopt strategies that will institutionalize diversity among the University's faculty and staff.
- Provide appropriate base operations and maintenance (O&M) budgets, including expense and OPS, to academic and support units.

2004 School of Architecture Goals:

- (2004.3.b.) Attract and retain faculty and staff who support the pedagogical philosophy of and goals of the School of Architecture. (Status: [five new faculty hires, two faculty lines need to be filled, and additional lines needed for developing the graduate program.](#))
- (2004.3.c.) Achieve national and international recognition for the excellence of the School of Architecture's academic programs and faculty scholarship. (Status: Ongoing. Some faculty scholarship is recognized internationally.)
- (2004.3.d.) Seek research opportunities and develop new academic offerings that are cross-disciplinary in the Areas of Design and Health, Design and Neuroscience, Design and Security, Design and Digital Communications, and Design and Manufacturing Technology (CAM), Design and Transportation). (Status: Ongoing. New course offerings implemented within the professional degree program include: ARC 4057 Dynamic Design Methods, ARC 4181 Digital Fabrication, and ARC 4384 Designing Safer Communities with CPTED)
- (2004.3.e.) Enhance faculty support and establish an endowment for distinguished visiting professor(s) to support and enhance research capacity and cross-disciplinary studies. (Status: The College for Design and Social Inquiry has established the DeGrove Eminent Scholar Chair in Growth Management and Development. At present there is no development officer for the school or the college.)
- (2004.3.f.) Seek opportunities for collaboration with and adjust degree offerings for the students and faculty of the FAU Honors College. (Status: Abandoned)
- (2004.3.g.) Develop collaborative and fund raising opportunities with local, national, and international organizations. (Status: MOU with QUT to collaborate on the 3rd Subtropical Cities Conference in 2011 at FAU Downtown Campus)

2010 School of Architecture Goals:

- (2010.3.a.) Foster and implement design inquiry in disciplines and areas outside architecture and urban planning. (Ongoing. Renaming of College as of Summer 2010) [Current status: Collaborations are occurring with the following units: Engineering, Nursing, Social Work, Urban and Regional Planning, Environmental Sciences.](#)
- (2010.3.b.) Engage in local and international efforts to improve teaching and research in architecture and design. (Ongoing. MOU with Dessau Institute of Architecture at Sachsen Anhalt University for faculty and student exchange and collaboration with QUT for jointly hosting the

3rd International Subtropical Cities Conference and develop an international Cooperative Research Program to address energy efficiency research, GHG reduction, and climate change research in the areas of design, planning, and public policy. Also a proposal for faculty and student exchange with Chulalongkorn University is under review.) [Update: A formal agreement for study abroad programs with Chulalongkorn University has been reached.](#)

- (2010.3.c.) Expand research in the area of pedagogy in order to contribute to the development of the creative thinking skills. (Fall 2011) [Current Status: Ongoing integration into studio sequence. Focus on beginning design pedagogy as evidenced by pattern of conference presentations and publications by faculty.](#)
- (2010.3.d.) Build research capacity in the areas of developing the social and physical metrics of sustainable design. [Current Status: Funded research underway for study of the assessment of design criteria for outdoor comfort in a subtropical environment.](#)
- (2010.3.e.) Achieve international recognition for the quality of the program and the outcomes of our exchanges and collaborations with other institutions. (Fall 2015) [Update: The 4th ACSA International Subtropical Cities Conference took place in October 2013 at the Fort Lauderdale Campus. This conference was organized back-to back with FAU's 2nd annual Sea Level Rise Summit.](#)
- (2010.3.f.) Build an awareness of architecture as a social and political endeavor, in conjunction with the broader context of the college by strengthening the study of architecture in urban settings, including the broader regional environment. (Fall 2015) [Current Status: The fourth ACSA Subtropical Cities International Conference held in fall, 2013 has helped position the school towards becoming a regional leader in environmental design issues.](#)
- (2010.3.g.) Expand the opportunities for funded collaborative design and action research and build research collaborations with other faculty across disciplines, particularly with Planning, Social Work, Public Administration, Criminal Justice, and Civil and Environmental Engineering. (Fall 2011) [Current Status: Some collaborative research success has been achieved with the School of Social Work and Engineering. Collaborative research efforts with planning have not been pursued. Efforts to establish stronger research ties with the environmental sciences are on-going among some faculty members. However, this goal has proven to be very difficult to achieve. The reasons for this difficulty need to be identified in order for actions to be taken.](#)
- (2010.3.h.) Double the size of the University's architectural library. (Fall 2020) [Current Status: Ongoing. See current book count in Section X: Resources.](#)
- (2010.3.i.) Implement the Master of Science degree program. (Fall 2011) [Current Status: Unfulfilled. Faculty needs to be strengthened in focus areas in order to achieve this goal. The 2011 hire and the current position opening will help make achievement of a graduate program more feasible.](#)
- (2010.3.j.) Host a National, or International Conference tied to developing a cross-cutting and ongoing research collaboration. (Spring 2011) [Current Status: Achieved. The ACSA Subtropical Cities Conference was held in October, 2013.](#)

University Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities. Florida Atlantic University will be a full participant in the life of its seven-county service region. It will advance economic development, encourage regional cooperation and sustainability, build partnerships in key areas of community need and enrich lives through lifelong learning.

- Align University outreach activities with the highest priority community needs and unique institutional responsibilities in order to best utilize resources, knowledge and expertise in service to the region.
- Provide a point for community contact that will serve as a clearinghouse for University outreach initiatives that satisfy community needs and unique institutional responsibilities.
- Engage community stakeholders in continuous dialogue to identify priority needs and evaluate the University's outreach activities.
- Communicate effectively to both internal and external audiences the University's community outreach activities.
- Engage students, faculty and staff in service activities that mutually benefit the University and the community.

2004 School of Architecture Goals:

- (2004.4.b.) Enhance participation in activities that increase community awareness and understanding of the importance of design excellence in the areas of redevelopment, transportation, housing, ecology, and sustainable and equitable economic opportunity and growth. (Status: SoA is fully engaged through the BCDC in a multi-year cross-disciplinary funded research collaboration to study transportation and sustainable, equitable redevelopment. Design studios and elective offerings in the junior phase have developed projects to increase community awareness of the importance of design excellence in Colombia, Haiti, Puerto Rico, Uganda.)
- (2004.4.c.) Align the School of Architecture's strategic priorities with those of the College and University in order to benefit from University Advancement efforts.

2010 School of Architecture Goals:

- (2010.4.a.) Expand the School of Architecture's Advisory Council (comprised of local, regional and national representatives and practitioners) to guide program development and identify future needs of the profession. (Spring 2011) [Current Status: In the fall of 2013, we have implemented an educational workshop for students sponsored in part, by the local AIA in conjunction with AIAS \(the student chapter.\) We hope to reach out to local practitioners who are willing to offer "brown bag lunch" lectures to students. The above are initial steps being taken to improve professional partnerships.](#)
- (2010.4.b.) Improve communication to internal and external audiences about the School's community outreach activities. (Spring 2011) [Current Status: We are in the process of attaining email lists in the community in order to better communicate invitations to speakers, forums, receptions and other events at the School. The school's faculty is active on many community-based committees and in development projects with the city and county. The development officer for Broward Campuses, instead, has initiated several communication programs that benefit the school. Broward College, in coordination with FAU, Nova Southeastern University, and the Fort Lauderdale Museum of Art has organized an annual "Block Party" beginning in November of 2013.](#)
- (2010.4.c.) Continue to support the Broward Community Design Collaborative design and interdisciplinary research initiatives that satisfy community needs. [Current Status: Ongoing.](#)

University Goal 5: Building a State-of-the-Art Informational Technology Environment.

Florida Atlantic University's information technology will meet the requirements of the faculty, students, staff and administration, responding to growth and offering expanded, faster and more reliable services in teaching, research, service and administration.

- Provide colleges and non-academic units adequate and stable funding to maintain the information technology (IT) infrastructure necessary for instruction, research and other creative activities, and support and administrative functions.
- Assure that Information Resource Management's annual operating budget is stable and keeps pace with the expansion of services offered by the academic and non-academic units and allows for the timely systematic replacement of equipment for which IRM is responsible.
- Increase as needed University-wide IRM staff and college-based IT staff to support adequately the teaching, research and administrative missions of the University.
- Provide improved information technology infrastructure and support for University and college research and collaborative projects.
- Provide expanded facilities, infrastructure, capacity and support for distance learning activities to extend the reach of educational programs and to support cross-campus teaching.
- Increase the number of next-generation smart classrooms, videoconferencing facilities, and open and instructional computer laboratories.
- Maintain the network infrastructure and storage technology at an adequate level to meet expanding needs.
- Provide all students with the opportunity to develop and enhance their information technology proficiency.

2004 School of Architecture Goals:

- (2004.2.d.) Improve access to technology and resources in the areas of design communication research and Computer Aided Manufacturing Technology. (Status: The school currently employs a Full time Shop Technician/Instructor and IT Technician)

2010 School of Architecture Goals:

- (2010.5.a.) Continue to expand and improve the digital and environmental computational resources at the School of Architecture. [Current Status: Ongoing](#)
- (2010.5.b.) Improve design studio outcomes through the integration of specialized in-house training for computational tools within the design process. (Ongoing) [Current Status: The addition of one digital elective requirement, three digital elective courses and improved technology addresses this goal. Outcomes from the integration of computational tools into the studio sequence have not been rigorously evaluated.](#)
- (2010.5.c.) Improve our national profile in the areas of digital technology and resources to attract graduate level students and researchers. (Fall 2015) [Current Status: Progress review by the faculty technology committee due in the spring of 2014.](#)

University Goal 6: Enhancing the Physical Environment.

Florida Atlantic University will create a physical environment that fosters learning and promotes cultural and social interaction among the University's diverse communities.

- Provide functional and attractive physical facilities with technologically appropriate

infrastructure to support the University's academic and collegiate programs.

- Provide resources necessary to maintain all current and future facilities in order to manage maintenance proactively.
- Create a "sense of place" through architectural vocabulary and by developing public gathering places (both interior and exterior), open spaces and collegiate campus neighborhoods to facilitate faculty and student interaction.
- Plan and develop residential and student support areas that foster collegial communities for both undergraduate and graduate students.
- Provide and promote efficient, safe, and accessible transportation systems that improve the flow of vehicle and pedestrian traffic on all campuses.
- Maximize utilization of instructional facilities.

2010 School of Architecture Goals:

- (2010.6.a.) Provide additional design studio space for lower division and graduate programs. (Fall 2011) **Current Status:** With current space allocations and classroom agreements with Broward College, we are operating at full capacity. The addition of lower division space on the Boca campus may not be feasible at this time. The addition of a graduate studio on the Fort Lauderdale campus, if no new space is allocated, will necessitate a decrease in undergraduate student enrollment.
- (2010.6.b.) Provide space for a materials lab, digital design and computer lab, student study room, and storage. (Fall 2016) **Current Status:** With the addition of the 6th floor in the fall of 2013, students now have a digital design and computer lab, as well as a student study room. Some storage space has been added. A materials lab has not been implemented at this time.
- (2010.6.c.) Provide students with more opportunities to interact with urban density and historical context and assist the facilities department to increase connectivity to the physical, social and cultural context of the downtown campus. (Fall 2012) **Current Status:** This goal is being achieved primarily through the Architectural Design 9 and Design 10 studio coursework. These are both required courses. All design courses work on sites in the region.
- (2010.6.d.) Expand facilities to support a praxis-oriented approach for improved outreach and design build opportunities within the community. (Fall 2016) **Current Status:** Faculty members are following up on a research proposal submitted to the City of Fort Lauderdale to obtain a building and property as a site for a project on urban agriculture and sustainable technology for South Florida.
- (2010.6.e.) Seek to improve transportation options between campuses for students and faculty and improved access to cross and inter-disciplinary research, testing, and library facilities on the Boca Raton campus. (Fall 2012) **Current Status:** Unaddressed.
- **University Goal 7: Increasing the University's Visibility.**
Florida Atlantic University will increase its visibility and strengthen its image locally, regionally, nationally and internationally by enhancing communication with internal and external audiences.
- Showcase University accomplishments internally to faculty, staff and students.
- Showcase University accomplishments externally to local, regional, national and international audiences.

- Communicate the University's identity and messages to the public with one consistent voice.
- Develop the infrastructure necessary to maintain and expand the University's communications resources.
- Develop a crisis communication plan that takes into consideration the unique elements of a distributed campus model and can be applied to a wide variety of emergency scenarios.

2010 School of Architecture Goals:

- (2010.7.a.) Define and build a clear, recognizable and broadly recognized profile for the school. (Fall 2020) [Current Status: This goal should always be considered "ongoing." Recent efforts such as the retooled website showing student design projects in the community \(fall, 2013\), and the ASCA Subtropical Cities Conference \(fall 2013\), begin to address this goal.](#)
- (2010.7.b.) Enhance communications to showcase the accomplishments of the School in South Florida and in the Caribbean and Latin American region. (Fall 2020) [See 2010.7a.](#)
- (2010.7.c.) Increase the availability of exchange programs and collaboration with other institutions nationally and abroad. (Fall 2020) [Current Status: The recent agreement \(2012\), with Chulalongkorn University, Thailand gives students a study abroad opportunity to an Asian architectural program. Germany and Italy and field trips in the United States and Puerto Rico have opened other opportunities to students. The programs to Germany function annually and the architecture program in Italy is offered on a biennial basis.](#)
- (2010.7.d.) Work with University communications to raise awareness of the work and achievements of School of Architecture within our local community. (Fall 2012) [Current Status: The school is working with the Broward Campuses Development Officer.](#)
- (2010.7.e.) Encourage better networking and collaboration with other local universities through local symposia, lectures, and social events aimed at attracting students and faculty. (Fall 2015) [Current Status: Three faculty members collaborate with faculty at University of Miami and FIU through design critique exchanges and formal meetings of paper presentations \(research in progress\), for critique and discussion with peer groups.](#)
- (2010.7.f.) Develop an effective digital media tool to communicate events and achievements at the School of Architecture. (Fall 2012) [Current Status: The school's web site was reconstructed in the fall of 2013. While the process is ongoing, the new framework offers much better opportunity for showcasing the school and much easier access to school information.](#)

Reflection on Stated Goals

The goals set forth by the School of Architecture are broad and seemingly overwhelming for a faculty of twelve. While much progress has been made, the above goals need further review with the intent of building a hierarchy that allows the faculty to focus on the development of the most critical aspects of the program, and structure each goal with both one-time and routine, (monthly, biannual or annual), actions that maintain and deepen the effectiveness of the goal itself. Other goals and opportunities will be addressed in Section VII and VIII of this report.

Five Perspectives Enhancing the School of Architecture's Mission

Architectural Education and the Academic Community

The School of Architecture defines itself within an interdisciplinary college, a unique group of schools that collectively pursues research opportunities across traditional boundaries. The

faculty's research breadth has played well towards the creation of collaborative projects and grants with other schools and colleges in the University including the School of Urban Planning, the School of Social Work, the School of Criminal Justice, the College of Nursing, the College of Engineering, and the Dorothy Schmidt College of Arts and Letters. Housing, sustainable community development, elderly housing, Crime Prevention through Environment Design, (CPTED), and study abroad exemplify the kinds of projects and elective courses that attract students from multiple disciplines. The School's response to University' service requests such as the Davie Plaza Campus design, 2010 and the Ritter Art Gallery for the Dorothy Schmidt College of Arts and Letters redesign 2010, the coordination of the Consolidation Task Force Report 2012, (for the planned move of five schools to other campuses), and collaboration for the move to the HEC 6th floor, 2013, summarize how both lower and upper division faculty and students are active in the University's academic community. The above initiatives are indicative of the role the School's faculty and students play in scholarship contributions to the University. Finally, faculty participate in regional symposiums, lecture series, and design critiques that help constitute an on-going dialogue in history and design, and promote life-long learning programs with other regional academic institutions including the University of Miami and Florida International University.

Architectural education and students

The breadth of research and creative activities pursued by faculty include historical, conservational, philosophical, scientific, social, political phenomena, and visual work in areas of painting and sculpture, digital media and bio-metric design, industrial design, wood-working, architectural design competitions and building construction. The cross-pollination of faculty initiatives characterized by curriculum development, studio and classroom research and projects, and the School's faculty lectures to the student body construct a unique campus environment. The above is representative of the most direct kinds of curricular and co-curricular student resources and creates the foundation for the broader context of settings in which faculty and students learn. Students also participate with faculty involved in land-use study research, in design-build projects, local, state, and national field trips, and study abroad programs. One corollary goal of the study abroad programs is to increase sponsored funding for study abroad.

The physical resources supporting the scholastic environment have significantly increased over the past five years. For example, the growth of computational resources has tripled, and the library's architectural book collection has grown from approximately 9,000 volumes to 22,500 volumes. The specifics of faculty and student contributions can best be reviewed in faculty' abridged curriculum vitae in the appendix and Section V. and Section VI. that highlight co-curricular and extra-curricular student activities. Specific program contributions including projects and research can be reviewed in the appendix.

An advising apparatus designed across School, College and University supports the curricular, co-curricular, and extra-curricular activities. The apparatuses include:

1. Faculty advising.

2. Professors mentoring students, career development and IDP faculty representative, and the Student Advisory Council, (School).
 3. Administrative advisors, (College).
 4. Center for Learning and Success, and Career Development Center, (University).
- Each level complements one another in order to shape students of architecture into thinkers and makers, increase retention, and help students navigate the challenging five-year program.

Architectural Education and Regulatory Environment

The goal of the School of Architecture is to focus on the ethical purpose of our profession to protect the public while broadening students' understanding of the canons and mechanisms that govern it. The School of Architecture utilizes three vehicles to teach students about the regulatory environment.

The first vehicle is Materials and Methods of Construction, when faculty take advantage of construction sites on our growing Boca Raton campus and give students guided tours of these construction sites. Our architectural structures course considers our responsibility to the public to design structurally safe buildings and utilizes case studies of structural failures. While the above examples overlap with educational goals and the profession, they also set the stage to more specifically address the regulatory environment, and underscore the importance of *licensure* in relationship to an architect's *responsibility* for the public welfare.

The second vehicle, the Professional Practice and Architectural Design studio courses, aim at broadening student understanding of the architect's regulatory structure and ethics, and ability to operate creatively with the regulatory environment. The former primarily introduces students to the ethics code of the profession, statutes, and licensure structure. The latter, instead, integrates local and state planning and building codes through code searches, critique and analysis, and application to design projects. This generally occurs in steps from "Architectural Design 5" and growing in complexity through "Architectural Design 10" courses.

The third vehicle is our career development faculty representative. The faculty member visits upper division architectural design studios once per academic year and during the fall all-school meeting, and presents an overview of the licensing structure for the State of Florida and in the national context. This overview is intended to sketch the structure of the licensing process, with particular emphasis on the Intern Development Program, (IDP), and student eligibility. In 2010, Mr. Nick Serfass from NCARB, Washington D.C. also gave an in depth presentation to our students about the IDP and licensing process. With this annual overview, (and including access to the NCARB web site), the faculty expects students to understand that IDP is the next step in their education towards becoming licensed architects and to take the responsibility upon themselves to follow through with IDP and licensing procedures. In 2013, the faculty IDP representative attended a two-day national development conference.

Architectural Education and the Profession

Cultural value, leadership, and the ability to think and communicate provide three core principles towards a synthesis between education and the profession. The cultural value of architecture means architecture not simply understood as a commodity, but architecture

responsive to the conditions of the human and environmental ecology of place.

The School of Architecture has a diverse set of faculty members from five continents and licensed in seven different countries. Many faculty members pursue research, building projects, and/or public service that pertain to their distinct cultural, educational and geographical background. The research and creative activity of the faculty includes work in Florida, Georgia, South Carolina, Oregon, Texas, Venezuela, Columbia, Puerto Rico, Mexico, Mongolia, Great Britain, Sweden, Germany, Italy, Serbia, Uganda, Thailand, Japan, and Australia. The significance of the above contexts reflects upon the faculty's sensitivity towards student research and design initiatives responsive to the human and natural conditions of a locality. It also stimulates the development of pedagogical constructs that encourage dialogue and argumentation concerning the "local-global" reality.

The faculty has lead or participated in programs linking the above educational theme to the profession and the community. Grants from the National Council of Architectural Registration Boards (NCARB), the Healthy Aging Research Institute (HARI), for a health related quality of life study, from the Broward Metropolitan Planning Organization, Florida Department of Transportation, and the Broward County Cultural Division, as well as the Fort Lauderdale Chapter of the American Institute of Architects forward collaborative initiatives with a direct impact in the public domain. The faculty involves students in co-curricular and extra-curricular activities that bring the growth and experiences from these collaborations into the pedagogical fold. Some of the above programs introduce students to leadership and communicative roles; core competencies exercised through public relation and negotiating skills with community and University administrative bodies. The School's student body also experiences the above skills and responsibilities through organizations such as the Student Advisory Council; formed by a representative from each design studio class and one faculty representative, and the student chapter of the American Institute of Architecture, (AIAS); the AIAS students are active in public service projects, all school meetings, and professional development through conference participation. The above curricular, co-curricular and extra-curricular activities are considered an integral part of leadership growth.

The dynamics of diverse situations and contexts reinforce critical thinking and communication. Students are provided diverse learning environments including a multitude of local, state and interstate field trips, foreign and local visiting guest lecturers and design-build projects, "main street" and "green" initiatives, and international study abroad programs. The students, and the diverse environments in which they study, work, and serve, prepare them for the transition to the profession; to distinguish issues specific to site, climate, and cultural context, and hence, to think and communicate at local, national and international levels.

The formation of each student relies on the School's ability to instill a profound sense of public responsibility through intellectual, ethical and professional intentions so that its graduates will continue to exercise their personal and professional growth beyond the academic setting. The School of Architecture's alumni program has begun tracking graduates in order to further verify the professional paths its graduates have chosen, the partnerships they have formed, and their perceived preparedness for professional practice.

Architectural Education and the Public Good

The School of Architecture faculty considers research, learning and service as strands of a tapestry woven into pedagogical opportunities that will engage students in diverse contexts and at multiple scales. The faculty leadership role and the transmittance of the concept of social responsibility to students begin in the classroom and reach into the public domain. Courses in all phase levels of the upper division address social responsibility in the community. Projects responding to School and College initiatives through the Broward Design Collaborative; an ongoing design action grant for livability in southern Florida, the Institute for Design and Construction, as well as “smart growth” and sustainable, sub-tropical design and historical documentation projects address local cultural, regulatory, and geo-climatic conditions. Other projects occurring in Puerto Rico, Columbia, Haiti, and Uganda address international cultural contexts with diverse emergency, socio-economic and climatic conditions. The above faculty and student contributions extend to faculty committee roles in community organizations such as the Broward County Cultural Division. Finally, students and faculty exhibit visual work in the School’s MetroLAB located on the ground floor of the Askew Tower, the Dorothy Schmidt College of Arts and Letters gallery, and many other public and private venues.

Section II. Accreditation Report Findings and Recommendations**Accreditation Submittal to External Reviewers: September 2010****Accreditation Team Visit: February 2011****Final Accreditation Report: July 2012**

In 2011, the School of Architecture was formally granted a six-year term of accreditation. The team assessment was overall very positive towards all criteria. The conditions not met were limited to 1) Administrative Governance and Structure and in particular, communication about the program structure and available resources to students and 2) cause for concern was raised for the Architectural Record Exam Pass Rates. Access to the Broward County Library due to reduced hours was also criticized. Among the 33 learning criteria set forth by the national board, all were met. (See Table 1 in the appendix for the criteria matrix).

Major Changes Since Last Review**Administrative Governance: Communication**

The lower division students located on the Boca Raton campus attend a fall orientation in Boca Raton. They also present their “final review” studio work in Fort Lauderdale twice per year to orient them early on about the transition between the two campuses. We are requiring upper division students to attend all-school meetings held once per semester. Basic information about the program and available resources is reviewed during these meetings. The attendance, however, is below 50% of the student body. Attendance at other school events is also considered very low by the faculty. To address this issue, we have asked the Student Advisory Council to propose solutions to better student governance, program communications, and the school’s culture of participation in school events and the community. In order to address the student body’s low turn out at all-school meetings, we are considering sign-in sheets and a standard written communication to those students who do not attend the all-school meetings. Student information is available on the web site, including links to professional organizations

inside and outside the school. Students and faculty are also sent school wide emails announcing all school events. We are currently discussing other ways to indoctrinate students into a routine of participation in governance and at school events, and formalize methods for building stronger ties between students and faculty. We are also extending email notifications to include events in the University and community.

ARE Pass Rates:

The committee recognized in the NAAB report that the lack of statistical information of pass-rates was beyond the control of the school. The issue has been remedied and statistical information is available for 2010-2012. (See Section III). The school is proactive in speaking to upper division students once per semester about the Intern Development Program, (IDP), and licensing. The school has an NCARB faculty representative who follows changes in legislation and procedures. Basic information is presented to students during all-school meetings. However, it should be pointed out that the ethos underlying advising in this area, purposely places the burden on the student in order that they learn to take responsibility for their own career early on. The faculty is active in teaching students to take responsibility for their careers.

Library

Access to FAU books in the library is a critical issue among faculty. The library has been operating with limited hours for three years. Once construction work is finished, it is assumed that hours will be extended.

Section III. Instruction**Professional Degree and Curriculum****Degree Offered: Bachelor of Architecture Degree (B.Arch.)**

(Minimum 159 approved course credits required)

The School of Architecture offers the Bachelor of Architecture first professional degree program. The curriculum consists of 159 credits of which 99 must be taken at the Upper Division. It is these 99 credits that comprise the accredited program at FAU School of Architecture.

Establishment of Student Goals for Learning/ Educational Outcomes for Learning**Student Performance Criteria in the Curriculum**

The chart labeled "Document A" in the Appendix illustrates the allocation of the Student Performance Criteria throughout the three-year curriculum. This allocation was determined by faculty consensus, it has been communicated to the adjunct faculty and the student body. On each syllabus for required courses, the Student Performance Criteria and a web link to full descriptions is listed. During the site visit in February 2011 by the NAAB Accreditation Team, physical proof of our deliberations revealed the understanding and abilities of our students and the grading standards employed by the faculty.

The following is a breakdown of major criteria. The complete matrix for the program showing allocation of the Student Performance Criteria to the required courses is labeled "Document A," in the Appendix.

COMMUNICATION (Written Communication, Oral Communication): Students will demonstrate the ability to read, write, speak and listen effectively. (NAAB/SPC #A.1: Communication Skills).

CRITICAL THINKING (Analytical Skills): Students will demonstrate the 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 (NAAB/SPC #A.2: Design Thinking Skills).

CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate the 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 (NAAB/SPC #A.3: Visual Communication Skills).

CONTENT KNOWLEDGE (Research Skills): Students will demonstrate the ability to gather, assess, record, and apply relevant information in architectural coursework and design processes. (NAAB/SPC #A.5: Investigative skills).

CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate the ability to effectively use basic architectural and environmental principles in design. (NAAB/SPC #A.6: Fundamental Design Skills).

CRITICAL THINKING (Ordering System Skills): Students will demonstrate an understanding of fundamentals of both natural and formal ordering systems and the principles and the capacity of each to inform two- and three-dimensional design. (NAAB/SPC #A.8: Ordering Systems Skills).

Almost one-third (28 out of 99) of the upper-division credit hours for the B. Architecture are obtained in performance studios. The studio sequence concludes with a Comprehensive Design Project, in which students must demonstrate in an integrated way all components of the Academic Learning Compact.

As in all of the other studios, students must demonstrate a minimum passing grade of C or higher as a minimum passing grade. In each studio, students prepare and submit 2-dimensional and 3-dimensional representations. For the Comprehensive Design Project studio students also submit a journal of the design process that includes written and drawn components.

Almost all studios conclude with a jury composed of several members of the faculty and the instructor of the course. These juries frequently include invited professionals, the phase-coordinators, and the School's director. The course instructor assigns the grades, but s/he considers the comments made by other jury members in developing a final assessment. Academic Learning Compacts and Student Learning Outcomes are labeled Document B and located in the Appendix.

General Studies

Students entering the Upper Division must have completed a minimum of 37 credit hours of General Studies courses with other than architectural content. Students in the Upper Division are required to take a minimum of 11 credit hours of General Studies courses with other than architectural content prior to graduation.

Professional Studies: Lower-Division Pre-professional Course Sequence

In addition to the General Education requirements, the following courses are required. A minimum grade of "C" is required for each architecture (ARC-prefixed) course. A grade of "C-" or below does not meet this requirement. When a grade below a "C" is earned, the course will not

count toward any portion of the 159-credit requirement.

Lower-Division required course titles, numbers and credit hours arranged by level**Year 1 (Freshman Level)**

Architectural Design 1	ARC 1301	4 CR
Culture and Architecture	ARC 2208	3 CR
Architectural Design 2	ARC 1302	4 CR
Materials and Methods 1	ARC 2461	3 CR

Year 2 (Sophomore Level)

Architectural Design 3	ARC 2303	4 CR
Theory of Architecture	ARC 2201	3 CR
Architectural Design 4	ARC 2304	4 CR
Architectural Structures	ARC 2501	3 CR
Calculus with Analytical Geometry 1	MAC 2311	4 CR
College Physics 1	PHY 2053	4 CR

Review of Lower Level Prerequisite Courses

The lower level prerequisite courses are in compliance with the State-approved prerequisites and aligned with other State College and University programs.

Limited Access Program

The School of Architecture is a limited access program in both the lower and upper divisions. By definition, we can accommodate only part of the student applicants to the school due to space limitations. All students, including transfer applicants and students enrolled in the lower division architecture course sequence at FAU, must reapply for the upper division.

Admission to the Lower Division (years 1 and 2) Sequence

This section describes the policies and procedures that govern student admission to the School of Architecture (SoA). These policies and procedures reflect two independent processes, requiring that the application to the School of Architecture be preceded by application and acceptance to Florida Atlantic University. Undergraduate admission is the purview of the Office of Undergraduate Admissions and sets forth all policies pertaining to standards, processes and procedures that govern undergraduate admissions.

Admission to the University

Applicants to the University must complete the Undergraduate Application at <http://www.fau.edu/undergraduate> and should indicate their interest in architecture. The University Application and all required fees and documents (i.e., official-sealed transcripts from all institutions attended, ACT or SAT, or GED scores) must be received by the Office of Undergraduate Admissions no later than late January for subsequent consideration by the SoA. For applicants applying with fewer than 60 credits, ACT or SAT scores must be sent directly to the University by the testing affiliate if they are not noted on the high school transcript.

Whether first time in college (FTICs) or transfers, applicants must meet minimum admissions

requirements appropriate to their applicant status, e.g., standardized test score and grade point average. Transfers lacking the Associate of Arts degree may be admitted without having met all General Education requirements (prior to Fall Semester 2009) http://business.fau.edu/clientuploads/Undergraduate/Majors_and_Minors/GenEdvsCore.pdf or for those admitted after fall 2009, Intellectual Foundation Program (IFP) requirements http://www.fau.edu/freshmanadvising/pdf/2009_2010/2009/2010_Intellectual_Programs_Foundation.pdf are strongly urged to complete these requirements early in their tenure at the University. Any outstanding University requirements must be satisfied prior to graduation.

Applicants with any portion of their education completed abroad must have their foreign credentials evaluated by an accredited independent evaluation service. This evaluation should reflect a course-by-course evaluation with a cumulative grade point average for each institution attended. The [National Association of Credential Evaluation Services \(NACES\)](http://www.naces.org/) (<http://www.naces.org/>) has a list of agencies. In addition, applicants with international academic backgrounds must demonstrate English proficiency by earning a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). International applicants must also verify nation of citizenship with appropriate documentation.

Admissions to Upper Division (3000-5000 level Design and pre/corequisite courses) BARCH – A Limited Access Program

There are three groups of applicants for Upper Division (the professional accredited curriculum). They are based on the design phase sought. The design phases are Junior (Designs 5 & 6), Senior (Designs 6 & 7), and Thesis (Design 9 & 10).

In early February, applicants with architecture interest apply to the University via www.fau.edu/undergraduate and if admitted, are placed in the PREARC (pre-architecture) category. Admission to the University is a separate and independent process from that of the SoA and precedes the formal application to the School.

The application process for the SoA begins in early March with the submission of the portfolio, the SoA Application, and a highlighted review of each prerequisite and/or junior/senior phase courses on their unofficial transcripts. In addition, out-of-state and international applicants need to bring descriptions for each of the highlighted courses. International applicant must also provide translations of course descriptions if they are not written in English.

Applicants bring these materials to the SOA on Friday before the University closes for Spring-Break. Upon self-delivery of these materials, the applicant is given the Writing Exercise that must be completed (hand-written) on site in a proctored, time-limited context. The Exercise consists of short hand-written essays on general topics at the time of the Exercise. Faculty evaluate these essays to determine the applicant's potential for upper-division writing and analysis. Weight is given to legibility, grammar, spelling, critical thinking, coherence, and concise expression.

Applicants for whom self-delivery is particularly inconvenient, e.g., out of state and international, must notify the advisor one week in advance that they cannot self-deliver

application materials. These applicants mail the portfolio and application to the advisor. Once received, the advisor sends the Writing Exercise via e-mail. Via email or fax, the applicant has 24 hours to return the Exercise, which must be hand-written.

All faculty participate in the portfolio review process. Given the sizable number of applicants for each fall admission class, a lottery is used to distribute portfolios among faculty. Portfolio evaluations are based upon synthesis, presentation and spirit. Faculty admissions decisions are based upon the applicants' overall grade point average, the Writing Exercise, and portfolio. Applicants are not guaranteed that the design phase sought will be that which they will be ultimately placed. Faculty decisions on portfolios and thus placement are final.

To ensure the integrity of both the University and the SoA admissions processes, the advisor generates a "status list." Given the centrality of the architecture portfolio to the School's admission process, the status list is based upon the portfolios received. Next, the advisor compares the names on portfolio submission to the names of students with architecture interest who have been admitted to the University. This procedure offsets attempts by applicants to submit portfolios for review without having been admitted to the University. Once a match exists between the documents submitted to the SoA and the University Office of Undergraduate Admissions, a subsequent check is made to determine: (1) design level sought by applicant; and (2) whether prerequisites and appropriate design courses have been taken. In instances in which prerequisites are not met, the applicant has until the end of the summer to demonstrate their completion. Once complied, the status list is given to the Director of the School for portfolio and application evaluation. Therefore, the status lists indicates students whose portfolios are eligible for review.

A tandem component of the application process is the assessment of course equivalencies. The assessment proceeds in two phases, initial and final. In the initial phase, the advisor verifies course content similarities between the transferring institution and the SoA. The SoA faculty completes the final phase by reviewing and approving courses equivalencies, which become course substitutions.

For in-state applicants, a list of Director approved courses from the Common Course numbering system is available for the advisor to use in assessing equivalencies. In 2012, course equivalencies with other architecture programs in the Florida State system were reviewed and a matrix was generated in order to facilitate assessment of equivalencies. (See Table 1 in the Appendix).

Applicants who wish to transfer from out-of-state or international institutions must submit course descriptions from their institutions' catalog of each Architecture, Mathematics and Physics course earned with a grade of C or better. In addition, international applicants' transcripts have to be assessed through a course-by-course evaluation by an accredited evaluation agency. The course descriptions must be translated into English by such evaluation agency or by the institution from which the applicant is transferring:

<http://www.fau.edu/admissions/EvalAgencies.php>

The SoA seeks to make sound decisions regarding its acceptance of non-Florida courses as equivalent substitutions. To this end, it is now the policy of the School that each applicant reviews the FAU course curriculum noting the Student Performance Criteria (SPC) assigned to each course. If course substitution is desired for any course, the applicant must submit original physical proof (eg. Plans, cost allocation exercises, building sections, etc.) indicating the applicant's ability or understanding as required. Reference should be made to the NAAB.org website for official details of the SPC and level of performance. The course curriculum serves to assist the applicant in documenting that the *ability* and *understanding* associated with the various primary and supplemental performance criteria required by the National Architecture Accrediting Board have been acquired. Applicant failure to adequately demonstrate such ability and understanding relative to the SPCs will result in disqualification of the course for equivalency consideration and denial of its use as a substitution for a required SoA course. It may be used as an elective.

No course equivalencies are accepted for the Thesis phase, only for the pre-requisites, junior, and senior phases. A record of accepted courses from both out of state and international schools is kept in the Equivalency file on the computer and in a binder in the advisor's office for future reference and consistencies.

After evaluation, a decision letter is sent to the student by the SoA via US mail. If the student is accepted to the BARCH, an Acceptance Form is included with the letter. The SoA sets a deadline, (usually within a month) by which the student must return the Acceptance Form to the advisor.

Once the admissions offer of acceptance is received by the School, the advisor, creates an academic file, and then contacts the student to meet with the advisor in person. This initiates the formal advising process which focuses on additional information regarding the program, any outstanding courses, and scheduling for the fall semester. Later the student will meet the Director during the Architecture Orientation.

Application to Upper-Division Professional Degree Program

The following students are eligible to apply to the professional degree program:

1. Students who have successfully completed the lower-division preprofessional program at Florida Atlantic University or equivalent coursework at any college or university;
2. Students with an approved Associate of Arts (A.A.) degree in Architecture from Broward College, Hillsborough Community College, Indian River State College, Miami Dade College, Palm Beach State College, St. Petersburg College or Valencia Community College;
3. Transfer students from an accredited degree program in architecture;
4. Transfer students from a preprofessional degree program in architecture;
5. Transfer students with international equivalency.

Students applying to the professional degree program with an approved A.A. pre-professional degree in Architecture or transfer students from an accredited program in architecture must submit evidence of having completed the necessary prerequisite courses or course equivalents. Course equivalents for in-state colleges are determined by state guidelines. Course equivalents from other accredited programs are verified by faculty review of the corresponding published

course descriptions and syllabi. Only grades of "C" or better are accepted for all required courses. Courses for which grades of "C-" or lower are indicated in official transcripts shall not be accepted for credit toward the 159-credit requirement.

Applications to the School of Architecture are accepted only from students who have been accepted for admission to Florida Atlantic University. Admission and placement is determined by the faculty upon review of each application including the following:

1. Overall Grade Point Average (GPA);
2. TOEFL score of 550 or greater for students whose primary language is not English;
3. Official transcripts of academic records;
4. Copies of published course descriptions and syllabi for the purpose of determining conformance of courses submitted as equivalent with the required courses in the curriculum;
5. Assigned sample of writing;
6. Portfolio of student work;
7. Completed application to the School of Architecture.

Applicants must demonstrate the potential to successfully complete the professional degree program. Transfer of credits for all courses in architecture from outside institutions requires approval by the faculty of the School of Architecture. The College for Design and Social Inquiry does not translate international transcripts or course descriptions. Translation services may be found at www.NACES.org. The decision by the faculty to recommend admission and placement is final and may not be appealed.

Application Deadlines for Fall Enrollments:

University applications are due prior to the end of a business day the first Friday of February.

School of Architecture applications including portfolios are due prior to the end of the business day the first Friday of March.

Portfolio and Writing Sample Submissions:

Students applying for admission to the School of Architecture must submit a portfolio of work. Portfolios that are not submitted with the application shall not be accepted. Portfolios should emphasize the scope and quality of the applicant's academic work, including representative examples from each level of design studio course work completed for academic credit. Failure to include academic work in the portfolio will disqualify the applicant from admission.

All applicants to the School of Architecture are required to participate in a writing exercise. The assigned writing sample is completed by each applicant in person at 10:00 am on the first Friday of March, in Room 814 in the FAU-BC Higher Education Complex, 111 East Las Olas Boulevard, Fort Lauderdale, Florida 33301.

Portfolio Format:

1. 8 ½" x 11" (letter size) only. No fold out, rolled, or other formats are acceptable.
2. The cover page shall include the applicant's full name, address, telephone number(s), email address, and date of birth.
3. The cover page shall indicate which level of admission the applicant is pursuing (lower division,

- upper division, professional thesis level).
4. Only high quality reproductions of original work will be accepted for portfolio review. Do not submit originals.
 5. Portfolios shall not exceed 24 pages.
 6. Organize the presentation of projects sequentially showing progress made from earliest design course work with emphasis on the most recent work. Examples of design studio course work are required; however, the applicant may also include other creative works.
 7. Each project presented in the portfolio shall be clearly labeled to indicate the following information: course number and title, project title with a brief description, and semester completed. For all group assignments or other collaborative works indicate the work directly attributed to the applicant.
 8. Writing Samples:
Writing samples are evaluated to determine the applicant's capability for upper-division writing and analysis. All applicants are required to complete short handwritten essays on subject matters to be announced at the time of the writing exercise. Applicants are provided ample time to complete the task. The faculty will assess writing samples with equal weight on legibility, grammar, spelling, critical thinking and concise expression.

Calendar – LD and UD Applications

Month	Early	Mid	Late
November		Admissions Newsletter goes out to HS Guidance Counselors (LD)	
December	Email goes out to all PARC students who have applied to FAU (LD)	LD Supplemental Application posted on SOA website	
January		LD Supplemental Application due to SOA	
February	University Application due for UD		LD decisions sent to advisor – decision letter sent to student

March			UD Supplemental Application, portfolio and writing exercise due to SOA
April		UD decisions made, letters sent to students	
May		Student submits acceptance form to SOA.	Meet with advisor for registration

Assessment of Admission Criteria

The admission process is thorough and gives all applicants an equal chance towards acceptance. However, the process, and deadlines, could hinder out-of-state and possibly non-regional applicants from applying to the program due to the required campus visit for the writing test, and/or the production of the physical portfolio. The school is currently reviewing the application procedure, and in particular, the writing test, which requires applicants to sit for the exam in person. The University acceptance deadline in February causes a later deadline for application to the school and including preparation of the portfolio. Other ways to facilitate completion of the application process that will attract more foreign and out-of state applicants should be reviewed and considered.

Enrollment Information

Enrollment data for the pre-architecture first-time in college program illustrates a slight decrease after an upward trend for the past five years. Enrollment for first-time freshman of 42 students (fall 2013) nears the high of 44 for fall of 2009. Of those admitted, less than 50% for all years except 2009, actually followed through with enroll into the program. (See Table 2 in the Appendix.)

Enrollment data for the upper division program in Fort Lauderdale indicates an upward trend from 161 students for fall of 2009 to 175 students for fall of 2013. Future growth will depend on future physical resources, (studio space), and faculty growth. As reported in the Consolidation Report (July, 2012), growth from 175 to approximately 200-210 undergraduate students could help bolster class sizes for required lecture courses and electives. (See Table 3 in the Appendix.)

Average Class Size and Student/Faculty Ratios

The average lecture course class size has increased over a four-year trend for both undergraduate and graduate levels. The average course section size is 30 and 34,

(undergraduate and graduate). The sections shown under “Other Course Types” refer to the studio courses. The data indicates average section enrollment between 7 and 9, (undergraduate, and 5 and 9, (graduate). The data cannot be accurate unless there has been an excessive drop rate during each semester. Currently (Fall 2013), the average studio class size is fourteen students per instructor. The sections taught by full-time faculty have consistently decreased over the same period from a total of 68 (2009) to 60 (2013). The quantitative decrease for full-time faculty is reflective of faculty losses over the same period. An accurate trend and/or current “snap shot” of class sizes on the Fort Lauderdale campus needs to be analyzed in order to accurately determine the efficiency of the course offerings relative to FTE accounting. (See Table 4 in the Appendix.)

Professional Studies: Upper-Division Professional Degree Course Sequence

All students admitted to the B.Arch. program are expected to enter the professional course sequence with the ability to prepare graphic presentations utilizing normative descriptive architectural drawing techniques. All students admitted to the program are required to complete ARC 3319, Architectural Design Techniques, prior to enrolling in the design studio sequence. This introductory course is usually offered during the summer and fall semesters. Students demonstrating exceptional graphic ability may be exempt from this requirement by the faculty of the School.

A minimum grade of “C” is required for each architecture (ARC-prefixed) course. A grade of “C-” or below does not meet this requirement. When a grade below a “C” is earned, the course will not count toward any portion of the 159-credit requirement.

From 2010 to 2012 faculty assessed the effectiveness of the course sequence. A study was also conducted of peer institution course equivalencies and course pre-requisites with the intent to determine potential changes in program pre-requisites. As a result of this study, minor changes in course requirements were proposed and approved by the University. The Upper-Division Course sequence initiated the changes in the fall of 2013 on a volunteer basis only. In fall of 2014, the changes to the existing sequence could be fully implemented. Current course sequence and changes are listed in the charts located in this section. In the Appendix, current and future flow charts are listed as Table 5 and Table 6. The prerequisite requirements for some design courses were also changed, becoming more lenient. The changes responded to the needs of the student body (the majority of which do not carry a full 15 credit load), and in order to add more flexibility so that students may matriculate at a faster pace. The prerequisite in the new curriculum still impose “benchmark” requirements, prerequisite thresholds that each student must pass through before continuing the upper division sequence. With the above changes, the prerequisite requirements are still more stringent than some peer institutions, but more closely aligned with others with similar programs.

Note: For this Self-Study, only the current flow chart and curriculum will be reviewed. Data for learning outcomes for the new curriculum is not available.

Upper-Division required course titles, numbers and credit hours arranged by level:

Year 3 (Junior Level)

Architectural Design 5

ARC 3320

4 CR

Materials and Methods of Construction	ARC 3463	3 CR
Pre-Modern Architecture History and Theory	ARC 3710	3 CR
Site Planning and Engineering	ARC 3374	3 CR
Architectural Design 6	ARC 3321	4 CR or
Vertical Studio	ARC 4322	4 CR
Architectural Structures 2	ARC 3503	3 CR
Environmental Technology 1	ARC 3610	3 CR
Electives (3000, 4000 level)		10 CR
<u>Year 4 (Senior Level)</u>		
Architectural Theory	ARC 4219	3 CR
Architectural Design 7	ARC 4326	4 CR or
Vertical Studio	ARC 4322	4 CR
Professional Practice 1	ARC 4270	3 CR
Modern Arch. History and Theory	ARC 4712	3 CR
Architectural Design 8	ARC 4327	4 CR or
Vertical Studio	ARC 4322	4 CR
Environmental Technology 2	ARC 4620	3 CR
Architectural Structures 3	ARC 4504	3 CR

Note: Students may enroll once in ARC 4322, Vertical Studio, as a substitute for one of the following: ARC 3321, ARC 4326, or ARC 4327. Prerequisites and corequisites for each apply.

Year 5 (Thesis Level)

Project Research Methods	ARC 5910	3 CR
Advanced Architectural Design 1	ARC 5328	6 CR
(Note: ARC 5910 and ARC 5328 are taken concurrently).		
Professional Practice 2	ARC 5271	3 CR
Comprehensive Design Project	ARC 5352	6 CR
Professional Practice 3	ARC 5272	3 CR
Electives (3000, 4000, 5000 level)		12 CR

- Examples, for each accredited degree offered or track for completing the NAAB accredited degree, of the minors or concentrations students may elect to pursue.

Credit hours per semester

	Lower Division	Upper Division	Total
Required Architecture Credits	28	67	95
Non Architecture Credits			45

(General Education; Electives + Required)			
Free Electives			19
Total			159

General and Professional Studies credit hours distribution

Assessment of Teaching Quality in Relation to Student Learning

The NAAB report on student learning supplies faculty with essential data for measuring student performance. Reassessment of data is executed annually by the school's Director in the annual report to NAAB. In the report, deficiencies are addressed. On an annual basis, faculty reviews the Student Performance Criteria with the primary goal of bettering delivery of criteria specific content, and reinforcement of all criteria across the curriculum. However, the Student Performance Criteria is understood by the faculty as a framework; a set of comprehensive objectives necessary for student success in a professional degree program and the profession. They do not impose any particular pedagogy for achieving understanding and ability among the creative, technical and professional criteria. The development of critical thinking skills as part of design thinking, sometimes referred to as lateral thinking through creative thought processes, are considered by the faculty as fundamental towards the professional success of the student.

Assessment of Student-Professor Relationships

The design studio teaching method separates the architecture students from every other discipline. From one-on-one project critiques to jury presentations, students have a number of creative avenues for learning. The following describes common FAU School of Architecture teaching practices and learning methods.

Professors and administrators work together to provide an educational environment with the same ethically conscious mindset of the profession for which it is preparing students. In order to teach productively, professors need to bring an insightful attitude to the classroom so that students will feel confident and more willing to express their creativity. To the same extent, students must be open to new ideas, ways of thinking and doing, to make the most of every student-professor interaction.

Architectural discourse, argument and constructive criticism is always encouraged, as long as the line between respect and disrespect is not passed. The academic environment requires a clear, effective and appropriate language. Degradation, belittling, or any other form of humiliation of a student or faculty member is prohibited. Professors, jury members, and students must show respect for the work done and effort put forth in good faith regardless of quality of design or craftsmanship. Students must respect the studio teaching method by embracing constructive criticism and self-analysis. It is helpful to remember that criticism may be aimed at the project or the process in an effort to identify areas for improvement. Professors are expected to be open-minded to the possibility of new design directions that might originate from an innovative or provocative perspective of the student.

Assessment of Curriculum Review and Development

The curriculum of the program is reviewed on an annual basis and modified towards the advancement of the discipline and to ensure that students are exposed to current issues in practice. Furthermore, the development of the curriculum addresses the goals of the long-range planning as described in Section I. The entire full time faculty body and all current adjunct faculty meet at the end of each academic year for a faculty curriculum workshop.

The curriculum workshop typically takes two full days. The first day of the workshop covers presentations on all required courses offered in the program. Each faculty member presents results of each course taught, to demonstrate the class objectives including content, approach and expectations. Teaching form, assignment and learning process are explained and compared to update each other's teaching method. Analog and digital drawing techniques, model and object making, booklet production, animation etc. are compiled and updated to ensure student exposure to the wide range of current architectural design production and presentation techniques. Requirements and deliverables of each course are discussed in regard to the appropriateness of the product and extent of requirements responding to the correct workload per rewarded credit hour. Primary and secondary student performance criteria are reviewed, assigned or reassigned to courses. Appropriate methods to address the content of the SPCs are discussed together with specific modes of documentation. The presentation on each course is subject for a critical discussion among the entire faculty to enhance the quality of teaching and to test the validity of each course in regard to the School's over-all objectives.

The second day of the faculty curriculum workshop is devoted to the discussion on precise recommendations to each course. The faculty locates and describes gaps and overlaps to cover educational goals, SPCs, and to ensure a continuous flow throughout the curriculum. Possibilities for collaborations and new projects are also subject for recommendations. Based on this list, new course combinations, pre- and co-requisites and changes in the position of a course in the timeline of the curriculum are conceptualized.

Following the workshop the outcome is reviewed by each participant, integrated in the course syllabus or implementation into the curriculum is planned. Phase coordinators and the Director of the program are supervising this procedure. The outcome of this process of modifications is to be evaluated by subsequent review the following academic year.

The current changes to the curriculum should be implemented by fall of 2014. The main goal is to update the program with regard to the School's profile, also taking into account the feedback from surveys of alumni and adjunct faculty. At the last workshop, several recommendations were made including: reinforcing representational skills prior to entering the upper division; placing greater emphasis on site-specific interventions; developing research skills earlier in the curriculum, with a greater emphasis on urban issues; revising the sequence of architectural history courses in order to achieve more even geographical and chronological coverage; consolidation of the sequence of professional practice courses.

Comparison to Peer Institutions

This section has not been formally addressed in this report beyond course comparison for the

purpose of transferring credits between peer institutions.

Assessment of Student Scholarly Activity, Scholarships and Assistantships

Introduction

Learning opportunities for students range from Scholarships for travel to Europe to workshops held in our facilities such as the student run portfolio preparation and model building sessions held by the AIAS on Saturday mornings. In the past, the AIAS was also active in the Freedom by Design Program and completed six ramps that meet ADA criteria enabling homeowner's easier access. Assistant Professor Caldieron, Assistant Professor Vermisso and Associate Professor Thitisawat have led several trips to Puerto Rico, Guatemala, New York City and Chicago where the students have created project solutions to improve living conditions. Please see descriptions listed under 'Academic Field Trips' below. Locally, students in ARC 5328 are conducting research with Professor Abbate and Professor Lyn in concert with Broward County and the Metropolitan Planning Organization that introduces them to master planning and facilitating changes to the zoning and land use documents. Their interaction with neighborhood committees and local elected officials adds another dimension to their education.

Study Abroad Program

The International Study Abroad Program highlights the importance we place on multicultural experiences and how these experiences shape a student's mind through a heightened awareness of heritage, diversity, and the societal differences that emerge from experiencing a foreign culture. A variety of programs based on geographical location, cost, and duration have been executed over the past five years. They include foreign experiences that range in duration from one full academic semester, six weeks abroad, three weeks abroad, as well as one-week foreign study workshops. The different programs are designed to accommodate students' diverse financial situations on three continents. Each program is organized and/or led by a faculty member who has resided in the host country and/or whose area of research is based in the host country. Students have participated in approximately 20 programs since 2005. However, those students able to participate continue to be a small percentage of the student body. Most students are excluded due to the financial commitment necessary to participate. See the Appendix under "Study Abroad Programs" for the list of programs offered since 2005.

Student Workshops and Design-Build Projects

Other examples of curricular resources include urban and architectural design workshops. The workshops are conducted by students and professors in the School, as well as visiting professionals and educators. These initiatives have touched a broad spectrum of curricular subjects including the study of sub-tropical urban patterns, community design, ecology and sustainability, structures, analogical drawing, digital drawing, digital fabrication, furniture and design-build projects. In the Appendix is a list of initiatives from 2007 – 2013. The list can be found under "Student Workshops and Design-Build Projects."

Academic Field Trips

The School of Architecture faculty strongly believes in getting our students out into the field; to re-experience domestic environments from new perspectives, experience foreign environments often for the first time, and learn to contrast and compare, analyze and synthesize, question and imagine the practical and cultural necessities of the world that they will share throughout their careers. Most field trips are designed to be financially accessible to all students. In the Appendix, under "Academic Field Trips," a list highlights field trips (some connected with studio design projects or design competitions) over the past three years.

Student Research and Directed Independent Study, (An open resource for undergraduate student access to faculty)

Students are encouraged to choose a mentor among the faculty. Many pursue Directed Independent Study (DIS) courses for elective credits as it provides one of many opportunities for undergraduate research. Other students participate in student or professional design competitions at local, national and international levels. Currently, faculty must approve of the DIS initiative and guarantee that students fulfill the research goals and terminate the research in a timely manner. While many students have participated over the years, the faculty could encourage more students to engage in a research project. The list in the Appendix, "Directed Independent Study," highlights these initiatives (2007-2013).

Student Honor Societies, Student Grants, and Student Awards

The following lists student honors and awards offered through the University and School of Architecture.

Student Scholarships and Honor Societies (University, from the University's web page)

- Athletic Scholarships
- Freshman/Transfer/International Scholarships
- General Scholarships
- Pepsi Cola Scholarships
- Prestige Scholarships
- State of Florida Scholarships
- Community Foundation Scholarship Programs

Student Honors and Awards (School of Architecture)

- AIA Silver Medal
- Alpha Rho Chi Scholastic Award for Service
- Oscar Vagi Travel Fellowship, (awarded annually for study abroad)
- F. Louis and May Hean Wolf Foundation Scholarship
- Mizner Scholarship
- Kenneth R. Williams Leadership Award
- AIA Palm Beach Chapter Scholarship
- AIA Treasure Coast Scholarship
- AIAS Convention Scholarship Program

Recent Graduate School Admissions of our alumni

Currently, a small percentage of our undergraduates continue on to pursue graduate studies in architecture. Two to three students annually pursue a dual degree BArch/MURP with the School of Urban and Regional Planning. See the Appendix for a list of students who have been accepted to a graduate program outside of FAU, and the institution they attended, (2006-2013).

Social Equity Learning Culture

The faculty of the FAU School of Architecture reflects a commitment to diversity and multiculturalism. Together, the faculty speaks at least nine different languages. Minorities are represented from Asian, and South American continents. Altogether the diversity is unique and clearly demonstrates the distribution of the program's human and financial resources. However, we lack female faculty members, and seek qualified candidates for full-time and adjunct positions.

Studio Culture Policy (authored by the AIAS)

The studio is the core of an architecture program that allows the students, faculty and staff to work in a very unique and collaborative way to better the educational experience for everyone. At Florida Atlantic University, we believe that studio learning should be the fundamental principle of encouraging the students to evolve in both their academic and professional careers. The studio offers an environment where students can collaborate to better their designs, ask questions, initiate discussions, and make proposals, which are developed and discussed among the students, faculty and staff. The process of design inquiry and design action engages us as we explore the ritualized domains of human habitat, its cultures, programs, sites, and technologies, through history, theory, and practice. In pursuit of this aim, the School of Architecture has intellectual, ethical, and professional intentions.

The **intellectual intention** empowers students as they prepare for a life of learning and practice. In architecture, practice must be accompanied by an ability to think in order to justify action. To this end, the choices made in the design process are based on the integration of rational and intuitive principles, which determine judgment. The **ethical intention** instills individual and public values through academic achievement and community involvement. Students, faculty, and the profession strive to reach the highest standards in the creation of architecture, and in the conservation of cultural heritage.

The **professional intention** upholds the unity of design, and the shared responsibility of the allied professions and society at large in the commitment to responsible citizenship and improved quality of the built environment.

Student Profile: Demographics

The School of Architecture has an extremely diverse student demographic profile. Among the 292 students registered in the program, twenty-nine countries are represented. Ethnic minorities represent 59% of the student body. 36% of architecture majors are female and 64% male. The 36% of female students represents a downward trend of about 4% in the school over the past three years. Across the university, the female gender is much higher as 60% of registered students are female. Across all schools of architecture in the United States, there is no gender, or minority ranking data available, but the vast majority of schools indicate female

and minority enrollments ranging between the 25 and 50 percentile. See Table 3 in the Appendix for demographic breakdown.

School of Architecture Advising

There is one academic advising professional assigned to the upper division of the School of Architecture. The advisor plays a pivotal role in three key processes of the School: the application process, matriculation, and enrollment management. This advisor has the responsibility of guiding prospective and matriculated students from the point of program interest to admission through graduation.

The advisor seeks to create a one-to-one relationship with each student to facilitate their effective progression through the upper-division Bachelor of Architecture curriculum and the completion of any remaining General Education or Intellectual Foundation Program requirements. Effective management of curriculum progression occurs through a variety of advising mechanisms, beginning with the creation of an advising file. The advising file consists of the School of Architecture Program Sheet, initiated for the first advising conference and updated both physically and electronically at each subsequent conference. This Program Sheet records previous, current, and planned courses by semester with each grade earned and advisor comments, e.g., discussion notes. Students are given their Program Sheets; not the comments page. Other mechanisms include course tracking, registration approvals and registration, and any documents, such as petitions and/or waivers of SoA or University policy, that pertain to the student's matriculation.

Students have the right to submit a petition to waive a SoA policy. These petitions range from waiving a pre-requisite to being allowed to take pre-requisites concurrently with a required course. The process requires students submitting a SoA Petition form along with a personal statement of explanation and supporting documentation to the advisor. The advisor then submits it to the Director who in turn submits it to the SoA faculty Petition Committee. When a decision is made the Director returns the petition to the advisor who communicates the decision to the student. The advisor documents the decision in the student's file. Student may also petition any University regulation. The process is administered by the College, or the appropriate University office.

Semester advising conferences are mandatory. These mandatory conferences help ensure the integrity of academic progression and School policy regarding number of studios taken. For example, students may not register for core or studio courses without permission and the advisor's registration. Students may register online for any elective coursework. The School faculty developed a list of suggested electives and this list is updated annually by the advisor and made available to both pre-architecture and BARCH students.

During registration for the final semester, students who intend to graduate submit their Application for Degree form to the advisor. The advisor performs a degree audit and notifies the student of their graduation status and deficiencies. Upon completion of this semester, the advisor performs the graduation certification, reviewing term grades for degree completion. Successful degree completion closes the student's advising file.

Another aspect of the advising responsibility is that of course tracking. Course tracking is an enrollment management tool for the School to facilitate its scheduling efforts. A database consisting of each student and courses taken is updated each semester for the Director of the School. This information aids in providing the appropriate mix and number of sections on the schedule to accommodate student demand.

Graduating Student Exit Survey for the Years 2011-2013

For the academic year, 2011-2012 and fall 2013, the outcomes of the data executed during the Comprehensive Design Project Review indicate that 15% of students overall score below 3 on the 5 point scale. With some exceptions, the same students tend to be weak across the evaluating criteria. Overall, most of the graduating students score adequately, (3 or above), across the criteria. For the spring semester, 2013, however, assessments of student learning outcomes using this particular tool are inconclusive as the reviewers' assessments for each student, and for each criterion, vary greatly. For example, "Fundamental Design Skills" that involve graphic outcomes are too broadly assessed, and result in contradictory information. In the visual realm that describes architecture, the perception of each individual reviewer varies greatly, and as reviewers change over time, both individual data and year over year trends are difficult to accurately track. Project types varied from studio to studio, and this could be the cause for the discrepancy. Otherwise, the means of assessment will need to be further refined or another means of assessment will need to be adopted to allow for varying project types, or project types and/or scale, will need to be unified. Please refer to the Appendix for the data provided for in Document B.

Graduating Senior Survey, 2005-2013

Due to the limited number of respondents; 1 for 2005-06; none for 2006-07; 4 for 2007-08; 7, 2009-2010; 5, 2010-2011; 3, 2011-2012; 4, 2012-2013; there is no reliable scientific sample.

Graduate senior surveys demonstrate inconclusive data due to the small number of graduating students participating in the survey. The school's administration needs to address this issue in order to find a system for all graduating students to complete this survey before leaving FAU's academic community. One proposal for the School of Architecture is to have students complete the survey during the Architectural Design 10 studio. Most graduate immediately following the completion of Design 10 or within one semester. The questionnaire could include a question addressing status towards graduation at the time the survey is taken. (Reports from IEA for this data have not been provided in the Appendix).

Conclusions

Remembering that the accredited part of this program is of three years duration, and considering that many students attend only part-time, we can draw the following conclusions:

Out of the graduating students in 2007-08, 50% completed the degree program within the "normal time to completion" (4 years), 25% completed the program within 150% of the normal time (6 years) and 25% completed the program in more than 150% of the normal time. Out of the graduating students in 2008-09, 28% completed the degree program within the normal time to completion, 57% completed the program within 150% of the normal time and 14% completed the program in more than 150% of the normal time. The time for graduation has slightly

increased over the last two of years. This is perhaps indicative of the current situation in the market; students prefer to stay in college a little longer and take extra credits, or complete dual major degrees. It will be important to further track changes relative to market conditions.

Degrees Awarded

According to IEA, the number of degrees award has slightly fallen over the past five years. This could be interpreted as consistent with the limited access enrollment that came into effect. In fall of 2008 enrollment equaled 407, (upper and lower divisions), and degrees awarded equaled 44. In fall of 2012, enrollment equaled 287 and degrees awarded equaled 35 according to IEA. The ratios indicate an increase in matriculation of 1%. Degrees awarded per faculty member dropped 11% from 8 to 7.1. See Tables 7 & 8 in the Appendix.

Licensure Pass Rates, Architectural Record Exam (ARE)

NCARB began recording FAU graduate pass rates of the State licensing exam in 2010. For the three years, 2010, 2011, 2012, the pass rates illustrate comparisons with other schools in Florida. Exam pass rates vary from year to year and show no consistent pattern or ranking for each exam section as pass rates are similar for many schools. FAU graduates score in the middle overall. The ranking varies from exam to exam with an overall ranking of fourth out of six Florida schools. The school demonstrates strength in passing the environmental technology section. Particular weaknesses, however, occur in the areas of programming, planning and practice, and site planning. Refer to the NCARB website, under Architect Record Exam pass rates.

Employment Profile

In Florida, the job projection for architects is currently good. Architecture is considered one of the professional areas where most jobs will be available, superseded only by Health Specialties. For the Southeast Florida region, the profession foresees a 23% increase over the next six years or 251 jobs.

Occupations Gaining the Most Jobs in Southeast Florida by 2019 & FAU

Graduate Degrees 2008-09 to 2011-12 (Source: FAU Assessment Database)

SOC 2010 Title	FAU Degrees	2011 Jobs	2019 Job Projection	% Difference
Health Specialties Teachers	81	1430	1947	36.15%
Architects	195	1078	1329	23.28%
Instructional Coordinators	122	1084	1294	19.37%
Educational, Guidance, School, and Vocational Counselors	159	3412	3919	14.86%

Retention Efforts and Other Administrative, Advising and Student Oriented Services

All-School Meetings

Each semester, all-school meetings assist in the dispersion of announcements, information about the program and events. They give faculty and students the opportunity to make announcements to the student body in an atmosphere that promotes understanding about the diversity of student body and faculty, the general objectives of the program, the spirit of the school, and the beauty about the profession they have chosen to study.

Library Orientation Services The University employs a part-time library services specialist on the Fort Lauderdale campus who is available for students and faculty for the development of the library's resources and student orientations. Incoming upper division students entering Architectural Design 5 and Design 6 courses attend an orientation. A faculty representative facilitates the purchase of new books for the library's architectural books collection and coordinates periodic meetings with the library services specialist.

Individual Faculty Assigned Student Advising

Our academic mission focuses on the multiple dimensions of academic advising; exploration of course selection, professional and academic goal setting, and life goals. Students are encouraged to participate in academic related programs such as the Student Chapter of the American Institute of Architects and International Study Abroad. This section describes the advisory role that faculty hold in the School of Architecture. The School of Architecture faculty's most significant contribution to advising is best exemplified by their daily contact with the student body in the design studios, in classrooms, and on campus. The school's academic setting encourages respect, tolerance and trust. Students and professors work in a collegial atmosphere and communicate candidly: professionals guiding young professionals in education by example. Building on the studio's example as a collaborative environment, faculty members are encouraged to engage students regarding their academic and professional development. For example, students can be counseled on how to obtain job interviews, learn interviewing strategies, encouraged to begin the Intern Development Program, (IDP), and prepared and supported in pursuing professional licensing and Leadership in Energy and Environmental Design (LEED) certification. The student perceives the counseling experience as a learning experience that teaches responsibility, critical thinking and decision-making. Currently, each faculty member is assigned 1/12th of the student body as advisees. Students are encouraged to see faculty during scheduled office hours or make an appointment regarding specific areas of faculty expertise. Listening, patience and professionalism blended with an interpersonal influence of trustworthiness and understanding are the most important signs that communicate the faculty's interest in the student's well being. If these signs come to the forefront and can be identified by the student during the first encounter in the classroom, studio, or faculty office, then the encounter and follow-up in any context will serve the health and well-being of the student and the academic culture of the University as a whole.

Student Advisory Council

Building dialogue between students and faculty is one of the primary objectives of the School of Architecture. A faculty liaison is appointed to the Student Advisory Council, a faculty member

who collaborates with student representatives on issues concerning studio culture, school policy and school services. Every semester, each of the upper division design studio classes elects a student representative to the council. The council represents the student body and proposes improvements to the school environment and policy changes. The faculty liaison helps the council craft such proposals to present to the school's faculty. The council has helped the school publicize elective courses and improve printing and reproduction services in the design studio. The council has also contributed to the development of a studio culture document to be incorporated into the bylaws of the School's program. The discussion generated by this and other initiatives has helped faculty members become more sensitive to student issues and student perception of the school environment. It has helped prepare students to be more socially responsible members of their community. Collectively proposing issues with faculty promotes dialogue and transparency. Most importantly, students and teachers retain the perception of a 'collective awareness' of the School's advancement and evolution.

Student Professional Development

Access to NAAB Conditions and Procedures: To make the following documents available to all students, parents, faculty, and interested persons, a website link has been provided on the School of Architecture website, and published in the Student Handbook. Also, a website link was created for NAAB, NCARB, AIA, ACSA, AIAS, 2009 NAAB Conditions for Accreditation and the NAAB Procedures for Accreditation 2013.

(Information herein has been adapted from the University's website: <http://www.fau.edu/CLASS/>) The purpose of the Center for Learning And Student Success (CLASS) is to promote academic and personal achievement by engaging students, forming partnerships and creating programs and services to foster student success and the retention of undergraduate students. This is done by: coordinating retention activities between academic and student affairs divisions; supporting and monitoring students' academic progress; coordinating with academic advisement units; providing collaborative learning opportunities; providing referrals to campus resources and support services; instilling a sense of the FAU community in our students and coordinating programs that foster the academic success of FAU students. Programs such as student learning communities, supplemental instruction, and tutoring programs are all provided through this office. In addition, the Office of Students with Disabilities coordinates student to student support organized within individual classroom settings. Other University and College Resources include the following: Career Development Center, (Career counseling, assistance in choosing a major, resume writing, and internships. Counseling Center, (FREE personal counseling for issues such as time management, stress management, etc.) Dean of Students, (Open to any student needing assistance in matters of general welfare, counseling, and/or FAU information.) Multicultural Affairs, (Mentoring, book loan program, Student Advocacy Program, success counseling, multicultural programming, etc.) Financial Aid, (Assists students in meeting educational costs.) Freshman Academic Advising Services, (Academic Advising for Freshmen (with less than 30 credits) or Undecided majors up to 60 credits) Academic Advising Services for the College for Design and Social Inquiry, (Academic Advising for students majoring in the college who have a minimum of 30 credit)

The Career Development Center, School of Architecture Faculty Advisor

The Career Development Center, (CDC), holds biannual meetings for the University's College representatives, during which new counseling programs, student events and services are presented to a faculty advisory board made up of representatives from each College. The role of the faculty advisory board representative for the Career Development Center involves the dissemination of information advertising the services, seminars and programs available to students. The School of Architecture builds on the CDC initiatives in two separate ways: working with lower division students and working with upper division students. Each spring, the faculty advisor meets with freshman and sophomore students in order to introduce them to the programs and activities offered at the Center (and at the Center for Learning and Student Success, CLASS), and emphasize the importance of learning about career choices, establishing goals and projecting a path towards meeting those goals. The School of Architecture's aim is to instill in the younger students a sense of responsibility towards their academic progress. With the upper division students, the advisor holds biannual meetings prodding them to evaluate their academic experience and project (in a timely manner) their future goals. Building on the knowledge and services offered by CDC, the faculty advisor speaks with student groups about the diversity of architectural offices, work opportunities and various strategies for seeking job interviews. The School encourages dual degree enrollment with the School of Urban and Regional Planning enriching the academic experience. Other students have entered into prestigious graduate programs, or earned academic and travel scholarships. All of the above have helped the School develop an understanding about the collective ways in which we can educate students of architecture through a synthesis of University and School advising mechanisms. The interaction across University, College and School domains helps us mold a much more comprehensive faculty advising apparatus.

Intern Development Program, (IDP)

The Intern Development Program is promoted through the faculty's Career Development Representative. IDP is discussed in the Professional Practice classes and in design studios at the fourth year level when most students are eligible to register. The faculty representative introduces students once per semester to the IDP program including an overview about the licensing structure, general information regarding minimum program credit hours in order to qualify for NCARB registration, student responsibility to track and register hours through professional and service opportunities (and the effects of the six month rule), and a sense of urgency towards accessing the NCARB web site and fully review all requirements towards licensure in the IDP Guidelines. A portion of the student body already works in professional offices. The majority of these students are already registered with NCARB. Qualified students, who have not worked in a professional setting, normally are not registered with NCARB. The main reason they do not register before finding employment is due to the cost of the program.

Student Recruitment

The current studio enrollment is at maximum capacity. We have no means for expansion at this time in either the pre-architecture program in Boca Raton, or the upper division program in Fort Lauderdale. We are working instead, to better the student pool of applicants. To assist in attracting the best possible pool of applicants, the Institute of Design and Construction division of our School has organized a Summer Program for High School students as an introduction to the profession. We have recently updated the school's web site and plan to maintain the site in

a more proactive manner to include updates. School administration needs to support efforts made by the Admissions Officers from the Boca Campus to the local high schools that have magnet programs in architecture and the arts in the tri-county area. Conversely we invite interested students to visit the Program.

Section IV. Faculty

Administrative Structure

Professor Deirdre Hardy, the Director of the School of Architecture is dedicated to performing a leadership role in the academic community by generating and disseminating theoretical and applied knowledge through actively contributing traditional and innovative research and other creative activities to the faculty, staff and students. Associate Professor John Sandell is Assistant Director and shares in the leadership role of the school. The Director and Assistant Director organize the course curriculum at the School of Architecture and are in charge of all administrative procedures and necessities, supported by faculty and staff. Ms. Margaret Devine is the executive administrative assistant and the primary contact for administrative inquiries.

Faculty Profile

The School of Architecture Faculty is made up of a multi-national group composed of 8 different nationalities and have earned PhD degrees on 3 continents. They are all trained as architects and two have specialized degrees that support the architectural profession in Environmental Technology and Structures. Four are licensed in Florida and belong to the AIA, one is licensed in Germany, one in Italy, one in Greece, one in Thailand and one in Venezuela. Currently there are three minority architects and one female. They bring a wealth of global experience to this regional university and with interdisciplinary research interests they strengthen the college home. The faculty has at least one person whose major interest lies in each aspect of architectural education, so as a totality they are able to offer our students a broadly based education strengthened by global experience. They are supported by the adjuncts most of whom are Florida licensed architects or engineers.

The faculty of the FAU School of Architecture currently numbers twelve:

Two Professors: D. Hardy and A. Abbate

Four Associate Professors: P. d'Anjou, F. Lyn, J. Sandell, M. Thitisawat

Five Assistant Professors: J. Caldieron, H. Haupt, V. Kulic, K. Van de Reit, E. Vermisso

Two Visiting Assistant Professors: Christian Feneck, L. Mikael Kaul

(Professor Kulic is currently on sabbatical while he fulfills grant obligations).

Faculty Teaching Load and Method of Calculation

Workloads: Each member of the faculty teaches 9 credits, typically one design course and one lecture course with 3 credits of release time for research and scholarship. Each faculty member is expected to post and keep four hours of office time per week so that students may seek tutoring and advice during that time. Students are also offered the option of making appointments to meet with faculty at the convenience of each.

The 3 credit release time per semester for scholarship is intended as career development time

for each faculty member. That this is being taken advantage of is demonstrated by the list of publications and exhibits both in the faculty member's curriculum vitae and the list of activities listed below. Full-time tenured Professors, Associate Professors or tenure-earning Assistant Professors are periodically provided relief time from course work in order to pursue specific research projects. Faculty members receiving relief time to pursue their research agenda are typically released from teaching one course for one semester, while maintaining their full salary for said time period. Assistant Professors may be granted additional release time to pursue their scholarship and publication endeavors so that their tenure application is supported by a successful publishing record. Currently no professors have relief time.

Sabbaticals are granted to increase the faculty member's value to the University through enhanced opportunities for professional renewal, planned travel, study or formal education, research, writing, or other experience of professional value. Full-time, tenured Associate Professors and Professors who have completed at least six years of full-time service are eligible for sabbaticals. An employee who is compensated through a contract or grant may receive a sabbatical only if the terms of the contract or grant through which such an employee may be compensated allows for such sabbaticals and the employee meets all other eligibility requirements. While on sabbatical, the employee's salary shall be one half-pay for two (2) semesters (One (1) academic year) or full-pay for one semester. The employee must return to the University for at least one (1) academic year following participation in the program (<http://www.fau.edu/provost/files/sabbatical.pdf>).

Attendance and presentation of research papers at conferences is encouraged and the departmental budget allows for a travel stipend for each active participant. Full-time faculty members who have been accepted to participate in regional, national or international conferences or workshops may request financial support, in order to defer some of the costs for participation in said conference or workshop. Typically the Director of the School of Architecture will provide funds to cover the conference or workshop registration, travel, housing and per diem costs, up to \$1000.00USD per academic year. Any costs that exceed \$1000USD are assumed by the faculty member. Additional funding may be requested and is considered on a case-by-case basis. Decisions to allow additional funding are made by the Director of the School and the Dean of the College.

Summary of Faculty Research, Scholarship and Creative Productivity

Faculty activity in research, scholarship and creative productivity is active both in breadth and depth. Some examples of current in-progress productivity that demonstrate the breadth and depth of faculty work include three book manuscripts in the areas of pedagogy, architectural history, and ethics; three exhibitions, in the areas of color and space, drawing in space, and sea level rise, and journal papers in the following areas: beginning design pedagogy; space, color and visual perception; architectural history; existential design ethics; digital design theory and pedagogy; digital fabrication technology; biomorphic design; design and neuroscience; coastal challenges and design strategies; designing for outdoor comfort in a subtropical climate; research on double skin facades; design for transit oriented mobility; community engagement and pedagogy; living environments in shanty towns; cultural differences in perception of place in

shanty towns; structural challenges in the use of masonry units; architecture and bettering lives in retirement communities (Health Aged Research Initiative); climate change and visioning future built environments. Built works by faculty members are in progress in the areas of residential, hotel preservation and renovation, and urban design.

Grants, fellowships, and funding awards for the past five years amount to sum of just over \$425,000 and include National Council of Architectural Registration Boards, FAU's Scholar of the Year, Heyman Center for the Humanities at Columbia University, the European Culture Commission Program, the Ministry of Culture for the Republic of Austria, the National Concrete Masonry Institute, European Foundation Centre, the Architectural Research Centers Consortium Incentive Fund, the Creative Investment Program of Broward County, the Health Aged Research Initiative, Deutscher Akademischer Austausch Dienst, AIA Academy of Health Design, the Curtis and Edith Munson Foundation, the Graham Foundation, and the National Endowment for the Arts. (See Table 9 in the Appendix.)

Strategic Planning for New Hires

Currently the school has initiated a new tenure track search at the Assistant or Associate professor level. This position will fill a vacancy that has been open for three years. In January, discussion will begin on another new search for either a tenure track position or instructor position. Current and future positions aim to broaden the expertise of the faculty and better poise the school to pursue a graduate degree program. Efforts also need to be made to increase the adjunct pool in order that full-time faculty teaching only required courses have an opportunity to teach elective courses. Adjuncts in specialized areas of the field may also be sought for elective courses.

Abbreviated Vita for each Faculty Member

See Document C in the Appendix.

Section V. Collaboration: Faculty and Student Research, Scholarship and Creative Activities and Efforts with Internal and External Partners

Faculty Research Scholarship and Creative Activities: Departmental Dashboard: 12 Faculty Members, 2012-2013

Research, Creative & Scholarly Activities

NOTE: For Publications, count only works published during the year, not accepted or submitted.

Academic Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013											
1. Books (including monographs & compositions)					0	0	0	0	0	2	0	0	0	0	1	0
2. Other peer-reviewed publications					5	0	2	4	0	2	0	0	1	2		0
3. All other publications					1	0	0	1	0	1	0	1	0	2	1	0
4. Presentations at professional meetings or conferences					1	4	4	3	5	6	0	1	0	0	0	0
5. Productions/Performances/Exhibition					1	5	0	1	10	1	0	1	1	0	1	8

Assessment of Dashboard Indicators

Categories can be defined broadly as design-based research or research-based design. Almost all

faculty are active in publication, conferences, design research and/or exhibition of creative work. Some faculty members, working on longer-term projects show less productivity in 2012-2013 year. Dashboard Indicators do not illustrate the extensive collaborative efforts among faculty and students. For multiple year indicators, see Table 9 in the Appendix.

Collaboration with Internal Partners to Promote Faculty and Student Research, Scholarship and Creative Activity

Faculty and students are participating in the University' Quality Enhancement Plan (QEP) program as committee members, symposium committee, and advisors for student research projects. Seven students and four faculty advisors participated in the university-wide initiative promoting undergraduate research. See "Collaboration with Internal Partners to Promote Faculty and Student Research, Scholarship and Creative Activity" in the Appendix.

Assessment of Faculty Involvement in QEP and DIS and Student / Student-Faculty Exhibitions

Faculty participation is adequate but could improve by promoting more student involvement in these programs.

Collaboration with External Partners to Promote Faculty and Student Research, Scholarship and Creative Activity

Interdisciplinary Efforts

Current participation by the faculty includes the following: University QEP Committee in charge of selecting the interdisciplinary/interdepartmental programs to be funded in 2013-14; Architecture/Mechanical Engineering, the design and prototyping of a body for an open-wheel race-car; Architecture/Urban and Regional Planning, Outdoor Comfort; Architecture/BRPH Architects Performative Parametric Design; Architecture/Urban Agriculture and sustainable technology for South Florida; FAU Architecture/Georgia Institute of Technology/ Sungkyunkwan University, smart double skin façade systems; Architecture/ Ocean and Mechanical Engineering, experimental wave flume at the SeaTech campus to study the mangrove-oyster system; Architecture/ Technological University of Dresden in Germany, urban integrated forestry; Architecture/ American Centers of Mongolian Studies and the National University of Mongolia, study of informal districts in UlaanBaata; Architecture/School of Geography, UCLA, Gers in Vlanbaatar; Architecture/City of San Juan, Puerto Rico, Caracas, Alexandria, South Africa, Slum Housing Improvement Proposals; Architecture/Urban and Regional Planning/Center for Environmental Studies at FAU, Sea Level Rise and Fort Lauderdale.

Recent Community Engagement Efforts

2012-2013:

2013 ACSA/Subtropical Cities Conference - Conference Co-Chair with A. Abbate, F. Lyn and R. Kennedy; 2012 & 2103 Transportation Summit- City of Fort Lauderdale Transportation and Mobility; Undergraduate Research Exhibition, Comprehensive Architectural design students drawings and models; Urban Agriculture, 2013; Broward County Allied Artist Asst. Prof. Haupt: collaboration with artist Laurie Lundquist, the Broward County Cultural Division, architecture and engineering firm HDR, the Broward County Aviation Department, and various other consultants and specialists to design and implement a large scale permanent public art

installation at the Fort Lauderdale/Hollywood International Airport.

Exhibitions of Student and Faculty Work

On campus exhibitions of student work occurs at the end of each semester, and in particular, an exhibition of our graduating students. In addition, other student exhibitions are promoted at the former 'Second Avenue Studio' now called MetroLAB, a gallery space located in the Askev Tower. In the Appendix is a list of student exhibitions for the past five years. These are listed under "Exhibitions of Student and Faculty Work."

Assessment of Exhibition Productivity in the Public Realm of Architectural Design Research

The gallery has been an important venue for work from all levels of design. It has also been a venue for faculty work. This facility has the potential of becoming the hub for community engagement with current architectural theory and practices, architectural projects produced in the school, and the impact of such projects on the future development of the city and region. The School of Architecture will need to find a means to keep this venue open during daytime hours and bring a larger population of students and public into this venue so that they become part of the critical discourse in the School. In this context, a basic question to be addressed can be formulated in the following manner: Who is our audience and where can the work have the most impact for both short term and long term goals? Student and faculty output and contributions in disseminating work in the public realm is outstanding. Steps should be taken to exhibit the best of work at other university venues and beyond the geographic region. Funding also needs to be sought for monograph publication of faculty and student work.

Visiting Lecturers The above curricular resources are reinforced with all school lectures by visiting professors and practitioners, many of whom are directly involved in school projects or student workshops offered dependently or independently from design studio and other curricular activity. School of Architecture faculty lecture about their own research as well, giving students direct access and insight as to what they do and how they think in conjunction with teaching. In the Appendix is a list of visiting lecturers (2008-2013), and it highlights those professionals who have conducted workshops for our students.

Assessment of Lecture Series

Lack of student attendance is endemic in the school. Part of the problem stems from the fact that this is a commuter school, and a large percentage of the student population work at full or part-time jobs. Advertising, announcements, building of studio culture that supports this program needs to be reviewed and solutions found to this problem. Funding for the lecture series is also scarce. The ability of the administration to invite speakers from outside the region is almost impossible. The School needs to apply for grants and build an endowment that will fund this important resource.

Establishment of Goals for Research

Projects widely vary in scope and duration in a field that by definition is quite broad. The field is both an art and a science, and therefore contributes to identifying and understanding a range of cultural-existential questions, and to cultural-technical innovation addressing building construction, comfort and energy use. Hence, the establishment of qualitative or quantitative

goals for research and the narrowing of the scope of a research area within the subject area of architecture can be problematic. That said, each faculty member is expected to define a research agenda annually and then pursue a course of action that is appropriate to the methodological framework of the project.

Assessment of Research Goals

A key tool for the faculty member to assess individual, school and interdisciplinary goals is to establish benchmarks along a time path and look across a duration of time to identify a logical trajectory that indicates the tension between the breadth of work, (in context to the broadly defined field), and the depth of work in relation to the specific research project. Breadth and depth ultimately measure the rigor of any architectural endeavor and the collective undertaking of the faculty in the context of the College and the University.

Section VI. Service/Community Engagement

Introduction

The faculty in the School of Architecture engages actively in service at the School, College, University and community levels. For the University in the past year, faculty members have been active members on the QEP committee in charge of interdisciplinary programs, the Sea Level Rise Steering Committee, the Faculty Senate, and the Marine and Coastal Environments Committee. Committees within the School are normally comprised of 3 to 4 faculty members with one faculty member responsible for overseeing the monthly function of the committee. Other school-related services have one responsible faculty member. These positions are liaisons to resources, student organizations, and professional organizations. What follows is a list of committees, and the number of architecture faculty committed to each committee including departmental Dashboard Indicators for service. For multiple year indicators see Table 10 in the Appendix. Also included in the Appendix is a list of faculty participation in student projects and educational workshops in the School and community.

Faculty Service Dashboards: 12 Faculty Members, 2012-2013

Service Activities

Academic Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013											
1. Faculty memberships on department, college or university committees					7	1	6	5	5	4	9	4	7	3	1	4
2. Faculty memberships on community or professional committees					1	2	2	3	3	1	1	1	0	3	0	0
3. Faculty serving as editors or referees for professional publications					3	3	2	2	1	2	1	0	0	0	0	0
Count should be for the # of Faculty NOT # of publications															12	

School Standing Committees

Appeals

Awards and Scholarships

Undergraduate Curriculum
Graduate Curriculum
Digital/Web
Exhibits/MetroLAB
International Programs
Lecture Series
Plotting/Technology
Promotion and Tenure
Research

School Liaisons and Advisors

ACSA Association of Collegiate Schools of Architecture
AIAS
Intern Development Program for NCARB
Library
Student Advisory Council
Tau Sigma Delta
United States Green Building Council (USGBC)

Other

Faculty Search Committee (2010, 2011, 2013)

Curriculum Related Community Development Projects and Joint Collaborations

This section sketches the curricular projects that facilitate student contact with local community groups and governmental entities. They include a broad range of initiatives with the goal of enriched academic experiences that demonstrate faculty initiatives designed to meet course criteria within extraordinary learning environments. Below, three such initiatives are highlighted. Refer to the Appendix under “Other Projects and Joint Collaborations” for a full list.

The student experience in Design 9: Advanced Architectural Design Studio I is enhanced through faculty collaborative work as part of an ongoing research program developed by the Broward Community Design Collaborative. The Broward Community Design Collaborative engages with regional and state planning and transportation agencies along with municipal and state government agencies, and local communities, positioning the School of Architecture in a critical leading effort by informing the process for deep-seated change in the physical environment. It moves beyond disciplinary boundaries to apply design thinking to complex problems of urban regeneration and re-directive design for positive alternative futures. The studio, in its first iteration in 2008, won a Merit Award for Theoretical and Design Research from the Florida Association of the American Institute of Architects (AIA Florida) in 2009. Examples of other community development projects include the proposal for Tater Town Community in Broward County, 2011, a 2012 Visioning Study for community art for Broward County, a 2013 Visioning Study for the City of Fort Lauderdale Transportation and Mobility Department for a new Transit Station in Fort Lauderdale and collaboration with the Housing Authority of Fort Lauderdale on the affordable housing studio, (Design 9 and 10, 2011, 2013).

The Architectural Design 8 studios have recently, (Spring 2010), initiated a briefer version of student involvement and community service in the public domain. Results from this initiative include a public plaza, for the University's Davie Campus. Student dialogue and presentations with University' administrators is one example of how faculty are interweaving community projects that incorporate student-public involvement into curriculum studies. Since approval of the preliminary project, the School of Architecture has not been involved in the project development or informed about the status of the project. When possible, more effort needs to be made to allow students to follow through other design phases with such initiatives.

The Architectural Design 6 studios travel. One such initiative spurred a multidisciplinary collaboration between FAU's School of Architecture, School of Social Work, the community of La Perla and the government of San Juan, Puerto Rico. Several projects have been presented to the office of the Puerto Rican Mayor and the Governor's office. The City of San Juan has chosen two projects for further study and possible construction.

Other Community and Advisory Boards

Advisor Urban Perimeter Corridor Project P.R.; Adviser of Arber Engineering group; US National Park Services, San Juan Puerto Rico; Other community services at St. Petersburg College, Broward College, St. Clements Parish and St. Thomas Social Housing; Sustainability Advisory Board member serving the City of Fort Lauderdale.

Extracurricular Student Activities, Community Development Projects and Joint Collaborations

Some of the faculty members are active in this area of service. The quantity of activities (similar to other sections of student-faculty collaborations in research and service), indicates a sense that the faculty is overwhelmed, and quality of work may be jeopardized. An extensive list of projects and collaborations for the past academic year is in the Appendix.

American Institute of Architects Student Chapter (excerpt from the school's web page <http://www.fau.edu/caupa/arch/aias.html>)

The AIAS Fort Lauderdale (FTL) Chapter is nonprofit 501(c)(3) organization run by the students at Florida Atlantic University and Broward College that invest extracurricular time in being more engaged in the world of architecture and society at large. Our members participate in various student activities where they can learn more about their specific areas of interest. AIAS members have access and opportunity to competitions and networking events. As part of a national organization we get the opportunity to participate in a regional "quad" conferences held twice a year (South Quad #1). In addition AIAS FTL members use their design skills to help out community member in need through our Freedom by Design team.

Goals:

To enhance AIAS members experience in the college of architecture.
To make the transition into the design profession easier.
Establish a stronger relationship between members throughout the college.
Establish a relationship between AIAS members and profession.
Establish a relationship between AIAS members and the faculty.

AIAS Sponsored Initiatives: AIAS Freedom by Design Projects

- Summer 2008: Frank & Rene House: Ramp Project
- Summer 2008: Unknown Location: Ramp Project
- Summer 2008: Volunteer Broward: Ramp Project
- Summer 2008: Lambert House: Ramp Project
- Summer 2010: Broward Housing Solutions: House Painting
- Summer 2010: Broward Center for Independent Living: 6 Ramps in 6 Days
- Fall 2010, Achievement & Rehabilitation Center of Broward: Therapeutic Staircase
- Fall 2010, Broward Housing Solutions: Ramp Project
- Fall 2010, Tomorrow's Rainbow: Art Pavilion

AIAS Sponsored Lectures and Activities

- 2009-2010 USGBC, Green building Council "Green Week"
- 2007, 2009 Drawing and Rendering Workshop
- 2008, 2009 Revit and CAD Workshop
- 2008, 2009 Model-making Workshop
- Spring 2009, Intern Development Program, Nick Serfass lecture

Other AIAS Community Service Projects

- Annual FAPS Waterway Clean-up event
- 2008-2009, Habitat for Humanity, Sergio Curro-Caccho

Mission Green

In the summer of 2007, the University President signed the President's Climate Commitment. As part of this commitment, FAU formally established a sustainability working committee — whose representatives include students, faculty and staff — to address issues related to FAU's global environmental footprint.

Students are encouraged to contribute towards FAU's Climate Commitment. Some things that we are encouraging all students to do in the studio include:

- Recycling of all plastics, cans, bottles and paper
- Re-use of materials and paper for various iterations of a project
- Utilizing the plotter and printers as minimally as possible and use digital/electronic files in order to save paper and ink
- Avoid using excessive amounts of ink when plotting, such as using a white background for sheets and boards instead of a printed color
- Use ecological fonts to save ink
- Hand sketch, draw, and edit BEFORE digitizing rather than digitizing and printing before editing.

Establishment of Goals for Service

The establishment of goals for service is embedded in the School of Architecture's mission statement, the curriculum and the cultural, health and safety needs of the community.

Assessment of Service Goals

Almost all faculty members are active at every level of the service spectrum. 50% of faculty members serve in more than one community organization. Their commitment is especially noted when one looks across the number of workshops and projects that the faculty has pursued with students. These projects take an extraordinary quantity of time for programming, organization and execution. Faculty commit to other activities in relation to school or campus-wide events with students. For example, faculty members are present at exhibitions and student

graduation receptions. Other academic and service oriented commitments by all faculty members include portfolio reviews for incoming applicants, midterm (commitment varies), final reviews (16 to 20 hour commitment per semester), and academic advising. As a faculty, there is a need to assess the effectiveness of our service endeavors at all levels. In order to strengthen service commitments for the School, College, University, and in the community, faculty will need to look for involvement in organizations at regional and national levels. Participation at these levels can widen notoriety of the program and the University, and help in the development of academic and research goals through organizational liaisons and agreements.

Section VII. Other Program Goals

Pedagogical Development

The faculty should initiate a review of peer programs in order to reflect on, and improve the current pedagogical goals of the School. That said, an improvement in student design work has been noted by the faculty. Critical assessment of the work may also have strengthened. This is based on review of thesis level boards that each student is required to submit. Faculty juries also complete surveys for the Architectural Design 10 thesis level and compare results on an annual basis. Biannually, at each studio level, it is the Phase Coordinators responsibility to work with colleagues to identify strengths and deficiencies in relation to the specific goals and objectives of the studio. They are also asked to review new and innovative ways to deliver course material. Design is unique in the sense that it works with multiple research methods and can emphasize different approaches to a paradigmatic situation. Changes in the design sequence ultimately occur slowly, and require ongoing research and innovation on the part of professors. On a separate, but related front, students lack writing skills and critical thinking ability. To address this issue, a required research methods and analysis course will be implemented in the near future. This course is a "Writing Across the Curriculum" or WAC approved course.

Marketing as part of Recruitment Efforts

The recent website update and direct contact with student candidates for the program are the two most important ways we can improve recruitment. We have begun to address both. The School needs to produce a marketing brochure that communicates the core values of the program including the creativity of the students. Other actions that can be taken include annual visits to local state colleges including Broward, Palm Beach, Miami Dade and Indian River.

Similar actions need to be taken for local high schools with magnet programs in architecture or related fields. A PowerPoint presentation aimed at marketing to college and high school student groups needs to be produced. PowerPoint presentations should have a clear message about the School's philosophy, mission, advising mechanisms and services, and visual work that supports the mission and philosophy of the School. Three of our key assets that are underutilized in marketing are 1) student-professor contact, 2) the creative student work, and 3) successful graduates in practice and academics. The research of faculty members also needs to be better publicized at a regional level as well as nationally. Finding public venues outside of peer reviewed academic journals to disseminate research of faculty can be valuable to the notoriety of the school's merits. Student competition projects are another means to gain national attention to the program.

Student to Student Mentoring Program

The opportunity for the upper division students to mentor lower division students needs to be developed. The program will be finalized in the spring of 2014 with trial implementation in the fall of 2014. Currently, two students earn 1 D.I.S. credit to mentor the lower division classes. One faculty member monitors their work.

Section VIII. Strengths and Opportunities that Support Achievement of Program Goals

The faculty was requested to take an active part in providing input to this assessment by specifically answering the questions about our strengths, opportunities and challenges. The College for Design and Social Inquiry, the School's home, is the only one of its kind in the country in its collection of departments and the School of Architecture faculty takes full advantage of interacting with planners, social workers, public administrators and criminal justice specialists. So our university home is an ideal incubator for interdisciplinary research efforts while simultaneously, those efforts are intended for the public's benefit in a very practical manner, thus fulfilling the University's own mission.

The diversity of the faculty and student body in an urban location enables rich cross-cultural interactions for learning. There is faculty consensus that we need to better capitalize on this uniqueness as FAU's School of Architecture is the only tangible urban outpost teaching establishment that nearly all South Florida schools of architecture (and elsewhere) is emulating. The combination of various areas of expertise can complement each other well, and the faculty's international perspective that does not restrict application of scholarship to the South Florida region is another asset. The faculty also recognizes the importance of engaging and integrating curricular and non curricular activities in local art and design, both on a grass-roots level (artists groups, professional workshops), and at an institutional level. Institutional examples of where the school is active include the Cultural Division of Broward County, Art Serve and volunteer work on local committees such as Public Art and Design. Through the Broward Community Design Collaborative and MetroLAB, outreach and community engagement efforts will accelerate in the near future. An advisory board of community members and stakeholders has been established and will meet before the new year to discuss community needs and potential project proposals.

The architectural work done by faculty and students could focus more broadly on urban inquiry in a world becoming more and more urbanized. There is also consensus that the program should maintain the limited enrollment due to current space allocations and the technological support that is critical to student progress and exposure to state of the art facilities. The student body benefits immensely from increased interaction with the faculty, an opportunity to build depth into the student learning experience.

During the 2010 NAAB reaccreditation, the program review demonstrated that the faculty is able to meet all NAAB curriculum criteria satisfactorily. However, the faculty recognizes that improvement in both ability and understanding of student outcomes can be made through the cross-pollination of NAAB criteria throughout the curriculum.

Assessment

A discussion about all faculty activities needs to be implemented. This concerns faculty obligations and the development of a broad perspective within the structure of the School, College and University. Finding a balance between pedagogical development and student outcomes, and faculty research that feeds the process can be a major challenge due to all of the responsibilities and projects the faculty is currently involved with. Faculty needs to review the impact of each initiative and possibly be more selective in the choice of commitment.

Section IX. Weaknesses and Threats

In this section the faculty recognizes weaknesses in the School. In order to address these weaknesses, further faculty discussion is necessary, new goals will need to be formulated and creative actions taken. The list that follows orders weaknesses perceived by the faculty from the more broadly based issues of pedagogy and the philosophical positioning of the program, to more specific issues dealing with the day to day activities and resources of the School that can affect quality of research, teaching and service. The faculty recognizes the importance of discussion and argument as they move forward to address the pedagogical issues of the School.

- In 2011 news was shared about the relocation of the School of Architecture. Due to unclear support from FAU, rumors escalated to the possibility that FAU would close down the school. The collapse of the AIAS student club was one directed symptom of the change of energies within the school's community.
- The indeterminacy of our position and eroding identity within the professional world – this small but very much alive institution could corner the market in innovative, progressive and articulate speculation – all it need is vision and leadership.
- Threat: succumbing to the pressures of the market and politics to lose the intellectual curiosity and breadth by reducing the program to a technical service for the profession.
- The idiosyncrasy of each faculty member's value and the encouragement of a certain "latitude" in which experimentation can grow, to help advance speculative frameworks of thought. The work of design is becoming more "open-ended" and it is our responsibility to respond to this shift.
- The indeterminacy of our occupation and eroding identity within the building, (physical, identity, presence), within the school spirit, (lack of tradition, track record, rituals and ceremonies, traction and pride), poor transmission of a chosen identity, (from logo, style of teaching, amenities and identity of School). The above jeopardizes the School as an institution for higher learning and translates in the classroom as nominal craft/nominal theory/nominal practice oriented teaching. The School risks being perceived as indeterminable and lacking identity beyond an affordable place to get a degree.
- Selection/engagement/guidance/utilization of part-time faculty – too large a group of people – too large an impact to the program to ignore – too familiar an issue to not bring to the table.
- There is a need for clarity and transparency regarding fiscal resources for the College and School, so that we can develop appropriate program, pedagogical and curricular agendas.
- There is a need as a faculty to develop more innovative pedagogical agendas within the curriculum.
- There is the need to better studio culture through more active engagement with students.
- We have a weak marketing strategy for student recruitment.

- The library and its limited access is a great concern. It has limited hours and it is underutilized as a resource. Ideally, the library should be open 24 hours a day.
- There are few student assistants for faculty teaching required courses.
- The lack of a graduate program limits support to faculty research.
- The lack of balance between required and elective course teaching assignments limits the pace of research.
- There is less support from staff due to the need to travel between campuses.
- There is a lack of a serious budget for faculty equipment (computers) and conference activities.
- There is a lack of some physical resources, primarily space allocation for photography, materials lab and research equipment, and storage for student work.
- There is a need for better support in the advertisement and public exposure of the program in the region. This means strategic planning, graphic design and promotion at the administrative level.
- There seems to be an increase in needless paperwork at all levels of the School. This hinders the ability of the faculty to conduct research, scholarly activity and to spend time improving curriculum and coursework.
- The faculty would benefit from better support in the search for grants, written applications and general procurement of funds that require complex applications.

Section X. School of Architecture Resources

Florida Atlantic University's Student Affairs

The Division of Student Affairs offers a wide range of opportunities for students to become active participants on campus and beyond. There are many activities, events, clubs (such as the American Institute of Architecture Students AIAS and the United States Green Building Council Students USGBC-Students), as well as services that are readily available for each student.

Physical Resources

The physical home of the FAU School of Architecture is the 6th, 7th and 8th floors, supplemented by classrooms shared with Broward College on the 9th floor of the Higher Education Center, (HEC), in downtown Fort Lauderdale. Classroom space is also allocated to the School by Broward College in the Askew Tower, a high rise building located across SE 2nd Ave. The architecture studios are well lit, open, contiguous and accommodate computer stations and plotters. Faculty offices surround jury spaces on each floor. The ground floor entry to the Askew Tower has recently been improved and made more welcoming as well as completely accessible, as is the walkway connecting the two buildings. It accommodates the school's MetroLAB space used for exhibitions, speakers, and other public events. Our library facilities are located in the Broward County Main Library, two blocks north of the campus.

Studios

Each semester students enrolled in the architectural design sequence in the upper division are allotted a 30" x 60" Desk, a stool and a 30" x 18" taboret to compose a 5' x 5' space. At the end of the semester students must fully clean out their area as well as their surrounding areas and any projects or materials they may have on any of the studio floors.

Students have access to the studio 24 hours/day, 7 days/week. There is guarded access to the building during the night and on weekends; but once inside the building any person may access the 6th, 7th, and 8th Floor studios.

Computing Resources

The department responsible for managing technology at FAU is Information Resource Management (IRM). The mission of IRM is to plan for and provide high quality information technology resources in support of research and teaching across all campuses, and to facilitate the efficient execution of administrative and public service functions of the University.

In addition to providing FAU vital general computing and telecommunications services, IRM serves as a consultant and coordinator for more specific information technology activities and projects carried on by the various University colleges, departments, administrative offices, and research groups. Each unit is assisted in accomplishing its own goals, and at the same time IRM ensures that overall institutional goals are being met.

Matt Canavan is the Coordinator for Computer Applications. The Coordinator facilitates computer hardware and software of the school and supports students and faculty to use these as efficiently as possible. Mr. Canavan is present on the Fort Lauderdale campus 32 hours per week. He serves the College on the Boca Raton campus for 8 hours per week. Joseph Sher, employed by FAU's Broward Technology Services, maintains the computer laboratory on the 6th floor. This facility is open to students 40 hours per week. The lab has 30 work stations, two printers and a scanner.

Computers, a printer and a scanner are also available for student use in the HEC611 student lounge. The School provides 7 Apple iMac computers in the Upper Division Studio and 4 Apple iMacs in the Lower Division Studio 24/7. The school is working to increase availability of all workstations towards a 24/7 policy.

The School maintains recent versions of all the software used in department courses. All computers are dual boot and can run both Mac OS X and Windows 7 and a full complement of design, layout, 3D and architectural software. As much as possible compatible versions are maintained between the university open labs, faculty computers and the department-specific computers.

While students are not required to own a computer at this time many students do choose to buy a computer during their degree program. Students who utilize their own computer can connect to the FAU wired and wireless network, print to School printers and plotters and connect to the School's file server.

The School provides large format plotters, color inkjet printers and black and white laserjet printers. Ink and paper are supplied during the year for all of the printers. There are several scanners, digital LCD projectors and cameras available for student, faculty and course use.

Woodshop

Peter Symons is the Coordinator for the woodshop at the School of Architecture, which includes

a wide range of tools both hand, machine or computer animated all to be used directly by the students. Students interested in utilizing the shop must sign-up for a safety instruction with Mr. Symons. The safety instruction is also a very useful introduction to tools and shop procedures and an introduction to the help available at the wood shop. Computerized machinery includes two laser cutters, one three axis CNC router and one 3D printer. These tools help students with both technical and perceptual development in architectural design.

Lecture Series

Guest lectures provide special opportunities for students and faculty to enhance learning from experienced professionals about topics in architecture and other related fields. It is also an opportunity for informal student and faculty interaction and discussion, which contribute to the quality of the studio environment. The Lecture Series Coordinator is a member of the faculty who dedicates time and effort to organize and facilitate these events. Because the lecture series is regarded as a valued asset to education attendance is highly recommended and may be required in certain courses. Lectures, all-school meetings or exhibit openings at school are scheduled in accordance with design studio classes in order to make attendance easier for students who commute long distances.

Broward County Main Library

The Main Library, at 100 South Andrews Avenue is part of the FAU library system and available to all of FAU's students from Monday thru Wednesday 10am-8pm and Thursday thru Saturday 10am-6pm. The library, designed by the renowned firm of Marcel Breuer and Associates, has an extensive collection of design and architecture books and periodicals and offers free wireless internet as well as multiple computers for public use. The book collection is on the 4th floor. Books held on reserve by faculty for student use are on the 3rd floor. A 300-seat auditorium for meetings and lectures is on the ground floor.

Facilities Space

The architecture collection is housed in the main library, a building of 222,000 net usable square feet. In close proximity to the University Tower Campus., all materials are housed in the library with no remote storage. Appropriate environmental controls exist for the storage of all library materials.

Library Collections

Context: Through a partnership with Florida Atlantic University (FAU), the Broward County Library System's Main Library (BCL) serves as the "university library." This central library is the primary source of information resources for all academic programs based at Florida Atlantic University's Ft. Lauderdale Campus, including the School of Architecture. In addition to BCL, the architecture program students and faculty have access to the resources available at the FAU Libraries located on the Boca Raton and Davie Campus sites, and to the member libraries of the Southeast Florida Library Information Network (SEFLIN).

Funding/Size/Growth: The holdings of BCL are at a level consistent with the peer institutions within the state offering the architecture program. The coordinator for FAU Broward Library Services proposes the allocations for the School of Architecture. A School of Architecture liaison

forwards order requests and offer recommendations for purchase given to them by faculty; keep abreast of the departmental allocation balances; inform their colleagues of new services or policy changes; forward the new monthly acquisitions list; and relay college concerns for library services/policies to the FAU Broward Library Services Coordinator.

Subject coverage: Initially several sources were consulted to aid in the development of the collection. Some of the sources used included:

- Books for College Libraries. 3rd ed. American Library Association, 1988.
- Nurcombe, Valerie J., Information Sources in Architecture and Construction. 2nd ed. Bowker-Saur, 1996.
- Wayne, Kathryn M., Architecture Sourcebook: a guide to resources on the practice of Architecture. Omnigraphics Inc., 2009.

Levels of coverage: Coverage is satisfactory to support the program and continues developing to support faculty research/interests. For material that is needed beyond the basic collection, interlibrary loan is provided by the BCL and is also available at the libraries at the Boca Raton and Davie Campuses.

Number of volumes: The library has 20,158 titles in the architecture core collection (Dewey 720-729) plus 7,815 titles in the related areas – in 2004-5 it had 7,921 titles in the core collection 10,372 in the related area.

Serials: The library subscribes to major architecture serial publications and many supportive journals. Back-files are held in microformat and paper. Through the FAU Libraries electronic collection, the architecture faculty and students have access to about 103 electronic architecture journal titles and over 44 electronic databases specifically targeted for art and architecture (Table B).

Table B: Architecture titles and databases in FAU Libraries

INDEX	# ARCHITECTURE JOURNALS IDENTIFIED	FAU/B CL HOLDS	PERCENT
Arts and Humanities Citation Index	39	28	72
Art Index with Full text/ Art Index Retrospective	109	59	54
Avery Index to periodicals Titles	284	144	50

The library has used the Core List of Architecture Journals, compiled by the Association of Architecture School Librarians, as a guide for the acquisition of architecture journals (Table C.)

Table C: Core and supplementary architecture titles in FAU Libraries

TYPE TITLES	# TITLES	FAU/B CL	PERCE NT
Core Titles	56	43	77%
Supplementary	43	15	35%

Visual resources and non-book resources: The visual resources collection is housed within the Audio-Visual Department, located on the second floor of the BCL and includes 17,305 videos and DVDs. The videos and DVDs are openly available for browsing. The School of Architecture stores approximately 36,363 slides. The collection is currently unavailable to students. The personal slide collections of the faculty supplement the existing resources.

Reference: The reference department is staffed by professional reference librarians with an MLS degree from an ALA accredited university. These individuals provide reference and instruction on the use of the library's materials and the many electronic reference materials available through the Broward County Library System's on line catalogue as well as the FAU Libraries 570 electronic web based databases.

Bibliographic instruction: Class instruction and individual sessions can be arranged with one of the professional librarians or by contacting the FAU Library Services Coordinator.

Access to collections: The library is barrier-free and the staff provides assistance to those needing help reading/reaching materials at difficult heights. Course reserve materials are available at the library's Reserve Desk.

Convenience: The library's hours of operation are:

Sunday	closed
Monday-Wednesday	10:00 am - 8:00 pm
Thursday-Saturday:	10:00 am - 6:00 pm

Circulation: The faculty may borrow materials for up to 6 months depending upon when the materials are checked out. The due dates are set for June 30 and December 31. The loan period for undergraduate students is 21 days for circulating material.

Current awareness: The FAU Broward Library Services Coordinator distributes a monthly list of new books to the library liaison for the School of Architecture and the college dean to be shared with the faculty. Additionally a newsletter and global e-mails are distributed to the university community to inform them of events, services, and miscellaneous information.

Equipment: There are sufficient and appropriate housing systems for all types of library materials. A sufficient number of photocopiers, microformat reader/printers, as well as computers and printers exist for use by the library's patrons.

Furnishing: There are sufficient numbers of workstations and adequate heating and ventilation. Current seating availability is 400 with room for growth.

Security: The library has emergency procedures and disaster plans. The library has a fire alarm and public address system that can be used in the event of an emergency. A sprinkler system exists throughout the building. To deter theft, a book detection system is in place.

Budget/Administration/Operations Funds: The major source of funding for the county library

system is from county government allocation with some funding coming from gifts, grants, and partnerships.

Funding for the FAU-Downtown Ft. Lauderdale partnership with BCL is provided by Florida Legislature specific appropriation to FAU. These funds are managed by the FAU Broward Library Services Coordinator with suggestions and advice from the School of Architecture's liaison. This particular funding has been generous for the programs that have been based at the Downtown Ft. Lauderdale Campus. However, due to major state cuts over the last few years, the materials budget was reduced to meet the necessary cuts. The recent move of four schools from the Downtown Fort Lauderdale campus to other FAU campuses could also have an effect on funding for the School of Architecture.

Planning: There are written goals and objectives for the library. The collection underwent a complete inventory that resulted in a weeding project to ensure the collection's relevance and usability. New shelving was installed on the fourth floor to better house the Architecture materials. The Broward County Library recently built a library classroom, used for instruction and research purposes. There are also plans to build a Hispanic Cultural Center.

Intra-institutional relationships: In addition to the services provided by BCL, students have access to the materials and services of the other branch libraries of the county library system, Wimberly Library at the FAU Boca Raton Campus, and the FAU/BC Joint Library in Davie. Access is also available to services and materials through the SEFLIN member libraries and interlibrary loan.

Efficiency: The library functions smoothly and systematically using a computerized system to monitor materials circulation.

Library Statistics: The following Tables shows statistical data of the Libraries.

Table-D: Architecture Collection (Title Count)

ARCHITECTURE	# TITLES
Dewey # 720-729	16,725

RELATED AREAS	# TITLES
Dewey # 624-625	561
Dewey # 690-698	1146
Dewey # 710-713	2040
Dewey # 745	752
Dewey # 747	988
Dewey # 749	313
Total Titles	22,525

Section XI. Future Direction for the School of Architecture

Anticipated Changes

At this time, the development of the School involves consolidation of current resources, improving the efficiency of administrative management and restarting the dialogue on pedagogy within the context of focus areas identified by the faculty for the development of the undergraduate curriculum, a graduate program, as well as other student oriented program structures. A comparison with peer schools is needed and has not been formally addressed. Funding of faculty teams to conferences with a focus on pedagogical development is another goal. A peer-mentoring program is in the structuring stages and has not been implemented.

3 to 5 Broad Questions for review team to answer with respect to the unit's current state and aspirations

1. What is the direction of the school as perceived by the visiting team?
2. How can communication better between students and faculty?
3. What kind of support does the school of Architecture require to achieve its long-term goals and what is the best place/path to pursue this? (i.e. state funding, private sponsorship, endowments, etc.)
4. At what point can we pursue development of a graduate program, and if so under what timeline?

Document A: Student Learning Outcomes

Florida Atlantic University, School of Architecture
College of Architecture, Urban and Public Affairs

SPC's targeted for collection - as 8 / 16 / 2010

[illegible]

- Black dots indicate primary SPC's: student work (C or higher) should provide adequate evidence of this criteria being met.
 - Gray dots indicate secondary SPC's: it is expected that these topics are typically engaged through coursework, but will not be used to provide SPC evidence.
 - Blue indicates ability to apply/enact... [typically evidenced by project material]
 - Yellow indicates understanding of... [typically evidenced by exam, homework, writing]
 - Green indicates an FAUSoA specific SPC as defined by the School as a supplement to the NAAB criteria
- * Items with an asterisk are cited by NAAB to describe the scope of Comprehensive Design (B.6.)

**Document B: Academic Learning Compact and Student Learning
Outcomes 2008-2012**

Assessment Plan
<p>Florida Atlantic University Super-Division: Academic Unit College/Division: Design and Social Inquiry Department: Architecture Program: B. Arch. in Architecture Plan Type: Learning Outcomes Plan Period: 2011-2012 Plan Status: Report approved (complete) Current Plan Status Set On: 2/4/2013 9:19:38 AM Current Time/Date: 11/9/2013 8:28:06 PM</p> <p>Plan developed by: Deirdre Hardy</p> <p>Current contact person(s) for plan:</p> <p>Rosalyn Carter Geoffrey Johnson Deirdre Hardy Francis Lyn</p> <div style="background-color: #ffffcc; padding: 20px; margin-top: 20px; text-align: center;"> <p>This plan currently has 3 outcomes.</p> <p>All steps in the plan have been completed.</p> <p>Move to: Outcome 1 Outcome 2 Outcome 3</p> </div>
Assessment Plan/Report Feedback
<p>Outcome: 1 (ID: 19370 Last saved: 5/7/2012 1:40:14 PM)</p> <p>Description & Methodology</p> <p>Outcome Description</p>

Students will demonstrate the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well reasoned conclusions, and test them against relevant criteria and standards (NAAB/SPC #4: Critical Thinking Skills).

Academic Learning Compact (ALC) Categories related to this outcome:

Content Knowledge

Procedural Knowledge (Research skills)

Critical Thinking

Analytical Skills

FAU Strategic Plan related goals & objectives:

Goal 1, Objective 1: Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts

Implementing Strategy

The development of critical thinking skills is an objective in all of the design courses within the professional degree program. This is taught as a fundamental aspect of the design process and students are expected to further develop this skill through their design studio sequence (ARC 1301 through ARC 5352). Critical thinking skills are given more critical emphasis in the upper division courses particularly in Materials and Methods 2 (ARC 3463) Structures 2 and 3 (ARC 3503 & 4504), and Project Research Methods (ARC 5910). Students develop critical thinking skills through the development of individual and group research projects, individual and group design projects, and ultimately through the development of their capstone design project for Comprehensive Design Project (ARC 5352).

Last year the assessment was not detailed enough, this year we will use a more detailed survey. The new survey instrument is attached as a supporting document as part of this outcome.

Assessment Method

Students will demonstrate this learning outcome through the final presentation of their capstone design studio: Comprehensive Design Project (ARC 5352). The design studios are the most comprehensive courses each semester since they require students to synthesize material from previous design studios as well as material from their previous and concurrent lecture courses: of these design studio this capstone course (ARC 5352) should exhibit a summary of their design skills and their most comprehensive design solution. The final presentation includes an oral presentation of their work accompanied by a detailed set of drawings, diagrams, illustrations, physical and/or digital models, and other presentation media as required to describe the design solution.

At least two-thirds of each design studio group (typically 9 to 12 students per course section) will be evaluated in each class section. An evaluation will include an assessment of each learning outcome (for each of six outcomes) by no less than three and no more than four evaluators per student. Each evaluator group will

include at least one full-time faculty member and up to two adjunct faculty associate with the design studio sequence or visiting design professionals involved in professional design practice.
Each learning outcome will be evaluated as per whether the student has or has not demonstrated the requisite ability or understanding, as applicable.

Criterion for success

The Architecture faculty expects at least eighty percent of the evaluated students to demonstrate the ability described in this learning outcome.

Comments about plan made by reviewers:

Comment: ()

Response: ()

Results

Data Summary

Assessment regarding CONTENT:

The average scores above indicate that our students are performing ABOVE AVERAGE according to the standards set forth in our curriculum. Scores for Fundamental Design Skills and Formal Ordering systems are slightly higher than for Comprehensive Design Skills

Assessment regarding CRITICAL THINKING SKILLS:

The average scores listed above indicate that our students are performing ABOVE AVERAGE according to the standards set forth in our curriculum.

Program Improvement

Remediation regarding CONTENT:

In order to improve the understanding of course content among our students, the faculty of the school of architecture has recently reviewed the curriculum for our program. We have updated our curriculum to streamline the delivery of related course content and to encourage synchronization of material covered in support courses with the design studio. The slightly lower score for Comprehensive Design Skills is likely due to the intensity and amount of material required to be covered in this course by NAAB. Greater focus on the various components of comprehensive design and a more limited scale for the semester project will likely help to improve students scores for this item. This will be addressed in the faculty curriculum review meeting in the Fall of 2012, and adjustments will be made to the fall semester course syllabus to reflect the decisions of the faculty.

Remediation regarding CRITICAL THINKING SKILLS:

In order to improve critical thinking skills among our students, the faculty of the school of architecture has

recently reviewed the curriculum for our program. We have updated our curriculum to include a new Research Methods and Analysis course that will address critical thinking and research skills. Students will take this course in the first semester of the upper division program.

Supporting Documents

[SLOA-CONTENT
SUMMARY 2012.docx](#)

[SLOA-Critical Thinking Skills
SUMMARY2012.docx](#)

[SLOA-Student Learning Outcomes
Assessment-SP2012.docx](#)

Comments about results made by reviewer:

Outcome: 2

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Description & Methodology

Outcome Description

Students will have the ability to write effectively on subject matter contained in the professional curriculum (NAAB/SPC #1: Verbal and Writing Skills).

Academic Learning Compact (ALC) Categories related to this outcome:

Communication

Written Communication

Oral Communication

FAU Strategic Plan related goals & objectives:

Goal 1, Objective 1: Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts

Implementing Strategy

Writing Skills

Students develop and refine their writing skills through the sequence of Pre-modern Architectural History and Theory (ARC 3710), Architectural Theory 2 (ARC 4219), Modern Architectural History (ARC 4712) and Project Research Methods (ARC 5910). All of these courses require written term papers, essays, project summaries, and written reports.

Assessment Method

Students will demonstrate this learning outcome through the final presentation of their capstone design studio: Comprehensive Design Project (ARC 5352). The design studios are the most comprehensive courses each semester since they require students to synthesize material from previous design studios as well as material from their previous and concurrent lecture courses: of these design studios this capstone course (ARC 5352) should exhibit a summary of their design skills and their most comprehensive design solution. The final presentation includes an oral presentation of their work accompanied by a detailed set of drawings, diagrams, illustrations, physical and/or digital models, and other presentation media as required to describe the design solution.

At least two-thirds of each design studio group (typically 9 to 12 students per course section) will be evaluated in each class section. An evaluation will include an assessment of each learning outcome (for each of six outcomes) by no less than three and no more than four evaluators per student. Each evaluator group will include at least one full-time faculty member and up to two adjunct faculty associated with the design studio sequence or visiting design professionals involved in professional design practice.

Each learning outcome will be evaluated as per whether the student has or has not demonstrated the requisite ability or understanding, as applicable.

Criterion for success

The Architecture faculty expects at least eighty percent of the evaluated students to demonstrate the ability described in this learning outcome.

Comments about plan made by reviewers:

Comment: ()

Response: ()

Results

Data Summary

Program Improvement

In order to improve communication skills among our students, the faculty of the school of architecture has recently reviewed the curriculum for our program. We have updated our curriculum to include a new Writing Across the Curriculum (WAC) Research Methods and Analysis course that will address writing skills. Students will take this course in the first semester of the upper division program. We are currently investigating the implementation of a communications course that will specifically address verbal presentation skills. In order to improve Graphic Skills among our students, we have also updated curriculum to include a new "Architectural Representation" course in the first semester of the Upper Division and a new "Introduction to Digital Modeling

and Documentation” course in the second semester of the Upper Division.

Supporting Documents

Comments about results made by reviewer:

Outcome: 3

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Description & Methodology

Outcome Description

Students will have the ability to verbally present their design projects effectively on subject matter contained in the professional curriculum (NAAB/SPC #1: Verbal and Writing Skills).

Academic Learning Compact (ALC) Categories related to this outcome:

Communication

Oral Communication

FAU Strategic Plan related goals & objectives:

Implementing Strategy

Oral Communication Skills

Students develop and refine their oral communication skills throughout their design studios ARC 1301, ARC 1302, ARC 2303, ARC 2304, ARC 3320, ARC 3321, ARC 4326, ARC 4327, ARC 5328, and ARC 5352) wherein students are regularly expected to describe and publicly present their design projects. This is a requisite component in each of these ten design studio courses.

Assessment Method

Students will demonstrate this learning outcome through the final presentation of their capstone design studio: Comprehensive Design Project (ARC 5352). The design studios are the most comprehensive courses each semester since they require students to synthesize material from previous design studios as well as material from their previous and concurrent lecture courses: of these design studios this capstone course (ARC 5352) should exhibit a summary of their design skills and their most comprehensive design solution. The final presentation includes an oral presentation of their work accompanied by a detailed set of drawings, diagrams,

illustrations, physical and/or digital models, and other presentation media as required to describe the design solution.

At least two-thirds of each design studio group (typically 9 to 12 students per course section) will be evaluated in each class section. An evaluation will include an assessment of each learning outcome (for each of six outcomes) by no less than three and no more than four evaluators per student. Each evaluator group will include at least one full-time faculty member and up to two adjunct faculty associated with the design studio sequence or visiting design professionals involved in professional design practice.

Each learning outcome will be evaluated as per whether the student has or has not demonstrated the requisite ability or understanding, as applicable.

Criterion for success

Comments about plan made by reviewers:

Results

Data Summary

The average scores above indicate that our students are performing ABOVE AVERAGE according to the standards set forth in our curriculum. Scores for Verbal and Writing Skills are slightly higher than for Graphic Skills.

Program Improvement

In order to improve communication skills among our students, the faculty of the school of architecture has recently reviewed the curriculum for our program. We have updated our curriculum to include a new Writing Across the Curriculum (WAC) Research Methods and Analysis course that will address writing skills. Students will take this course in the first semester of the upper division program. We are currently investigating the implementation of a communications course that will specifically address verbal presentation skills. In order to improve Graphic Skills among our students, we have also updated curriculum to include a new "Architectural Representation" course in the first semester of the Upper Division and a new "Introduction to Digital Modeling and Documentation" course in the second semester of the Upper Division.

Student Learning Outcomes Assessment
Comprehensive Design Project

Final Critique Evaluation

Studio Instructor: _____ Student: _____

Project Topic and/or Title: _____

Please evaluate the student's work on the criteria listed below using a scale of 1-5, where 1 is unacceptable and 5 is excellent. Some criteria may only be clearly assessed by the student's current instructor. If you cannot evaluate the criteria effectively, please indicate "unable to assess."

CONTENT KNOWLEDGE	1	2	3	4	5	Unable to assess
CK1 - Formal Ordering Systems Understanding of the principles and systems of order that inform two and three-dimensional design and composition						
CK2 - Fundamental Design Skills Ability to use basic architectural principles in the design of buildings, interior spaces, and sites						
CK3 - Comprehensive Design Skills Ability to produce a comprehensive architectural project illustrating his/her understanding of structural systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability						
FORMULATE QUESTIONS	1	2	3	4	5	Unable to assess
FQ1 - Research Skills Ability to gather, record, assess, and apply relevant information in architectural coursework						
FQ2 - Inquiry Skills Ability to raise clear and precise questions and test them against relevant criteria and standards						
PLAN OF ACTION	1	2	3	4	5	Unable to assess
PA1 - Plan Development Skills Ability to develop and implement a plan of inquiry to address research and inquiry questions relevant to the design proposal						
CRITICAL THINKING	1	2	3	4	5	Unable to assess
CT1 - Critical Thinking Skills Ability to use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards						
ETHICAL CONDUCT	1	2	3	4	5	Unable to assess
EC1 - Application of Ethical Standards Knowledge and ability to address through design ethical issues relevant to the discipline and profession						
COMMUNICATION	1	2	3	4	5	Unable to assess
COM1 - Verbal Skills Ability to listen and speak effectively						
COM 2 - Writing Skills Ability to write effectively						
COM3 - Graphic skills Ability to employ appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process						

Document C: Faculty Curricula Vitae

Name: Anthony Abbate, AIA, NCARB, LEED AP

Courses Taught:

ARC6305 Introduction to Urban Design
ARC5328 Advanced Architectural Design
ARC5329 Comprehensive Design Project
ARC5326 Architectural Design 10
ARC5325 Architectural Design 9
ARC4930 Subtropical Architecture
ARC4930 inFORMed City
ARC4930 The Cartagena Project

ARC4930 Experiments in Color
ARC4930 Venice and the Veneto
ARC4482 Architectural Detail Generation
ARC4327 Architectural Design 8
ARC4322 Vertical Studio
ARC3551 Architectural Structures 2
ARC3463 Materials and Methods of Construction 2
ARC3330 Architectural Design 5

Educational Credentials:

Master of Architecture, Washington University in St. Louis, 1982
Bachelor of Science in Architecture, The Catholic University of America, 1980

Teaching Experience:

Professor, Florida Atlantic University, Fort Lauderdale 2011 - present
Associate Professor, Florida Atlantic University, Fort Lauderdale 2003 - 2011
Assistant Professor, Florida Atlantic University, Fort Lauderdale 1997 - 2003
Visiting Assistant Professor, Florida Atlantic University, Fort Lauderdale, 1996 - 1997
Adjunct Instructor, Broward College, Fort Lauderdale 1995 - 1996

Professional Experience:

Principal, Anthony Abbate Architect PA, Fort Lauderdale, 2000-present
Associate, Donald Singer Architect PA, Fort Lauderdale, 1985-1999
Intern, Donald Singer Architect PA, Fort Lauderdale, 1982-1985

Licenses/Registration:

Florida New York

Selected Publications and Recent Research:

Anthony Abbate and Rosemary Kennedy, Eds., *Braving a New World: Design Interventions for Changing Climates*. Proceedings, 2013 ACSA Fall Conference (ACSA, 2013)
Anthony Abbate. "Arango Design Store: Jorge and Judith Arango." Allan Shulman, Ed., *Miami Modern Metropolis* (Balcony, 2010)
Anthony Abbate, PI; Deirdre Hardy and Carolina Weibe, Co-PIs. *Transit | Housing Oriented Redevelopment Pilot Study*. Broward County Florida. 2009 AIA Florida Merit Award for Theoretical and Research Design.
Anthony Abbate, *Subtropical Sustainable: A context sensitive design approach to redevelopment in Broward County*. (FAU, 2009)

Professional Memberships:

The American Institute of Architects (AIA)
National Council of Architectural Registration Boards (NCARB)
Association of Collegiate Schools of Architecture (ACSA)
United States Green Building Council (USGBC)
Sociedad Colombiana de Arquitectos, Seccional Florida USA

Name: Jean Martin Caldieron Ph.D.

Courses Taught:

ARC 3321 Architectural Design 6
ARC 4326 Architectural Design 7
ARC 4326 Architectural Design 9
ARC 4322 Vertical Studio

ARC 2580 Architectural Structures 1
ARC 3503 Architectural Structures 2
ARC 4930 Latin American Architecture
ARC 4930 Caribbean Architecture

Educational Credentials:

Ph.D. Engineering, Laboratory of Architectural Design, Tohoku University, Japan, 2000
(Equivalent to USA Architectural Engineering Ph.D.)
Master of Architecture, École d'Architecture de Grenoble, Grenoble, France, 1994
Architect, Simón Bolívar University, Caracas, Venezuela, 1990

Teaching Experience:

Teaching Assistant of Architectural Design, Simón Bolívar University, Caracas, Venezuela. 1987/88
Assistant Professor of Architecture, Simón Bolívar University, Caracas, Venezuela,
1992-1993; 1995-1997
Assistant Professor of Architecture, St. Petersburg College, Clearwater, Florida, 2004-2007
Visiting Assistant Professor of Architecture, Florida Atlantic University, Florida, 2007-2008
Assistant Professor of Architecture, Florida Atlantic University, Florida, 2008 - present

Professional Experience:

Assistant of Architect, Pujol y Llubes, Caracas, Venezuela, 1985-1987
Director, Je-cal Architecture Caracas, Venezuela, 1988-1993; 1995-1998
Architect and Project Architect Arber and Consulting, Caracas, Venezuela, 1988-1997
Ph.D. Researcher, Tohoku University, Sendai, Japan, 1997-2000
Project Architect, Kia Projects and Planning, Sendai, Japan, 2000-2003

Licenses/Registration:

Venezuela, 1991

Selected Publications and Recent Research:

- Caldieron, Jean. "Residential satisfaction in "La Perla" informal neighborhood, San Juan, Puerto Rico." OIDA International Journal of Sustainable Development 2, no. 11 (2011): pp. 77-84.
- Caldieron, Jean and Rick Miller. "Residential Satisfaction in the Informal Neighborhoods of Ulaanbaatar, Mongolia." Enquiry/The ARCC Journal of Architectural Research 7, no. 1 (2012): pp. 12-18.
- Caldieron, Jean M. "Land tenure and the self-improvement of two Latin American informal settlements in Puerto Rico and Venezuela." Urban Forum, vol. 24, no. 1, Springer Netherlands, (2013): pp. 49-64.
- Caldieron, Jean M. "A skyscraper Slum in Caracas, Venezuela" Macrotheme Review, 2(5) Fall (2013): pp. 138-152.
- Caldieron, Jean M. Ger districts in Ulaanbaatar, Mongolia: Housing and Living conditions Surveys. International Journal of Innovation and Applied studies, Vol. 4 N. 1. September 2013
- Caldieron, Jean M. Safety Perception and Tourism Potential in the Informal Neighborhood of "La Perla", San Juan, Puerto Rico. International Journal of Safety and Security in Tourism and Hospitality, Vol. 4, Nov. 2013.

Professional Memberships:

La Dolorita NGO Association, Caracas, Venezuela
Open Building International Association.
American Concrete Institute

Name: Philippe d'Anjou

Courses Taught:

ARC 5352 Comprehensive Design Project
ARC 4326 Architectural Design 7
ARC 4219 Architectural Theory

ARC 4202 Ethics and Architecture
ARC 4220 Contemporary Design Theories

Educational Credentials:

B.Arch., Laval University, 1991
M.Arch., Laval University, 1993

Teaching Experience:

Visiting Instructor, Superior Institute of Technology of Monterrey (Mexico), 1993
Assistant Professor, University of the Americas (Mexico), 1994-1996
Visiting Instructor, University of Costa Rica (Costa Rica), 1998

Assistant Professor, North Dakota State University, 1999-2004
Assistant Professor, Florida Atlantic University, 2004-2010
Associate Professor, Florida Atlantic University, 2010-present

Professional Experience:

Intern, Georges Lantagne & Public Works Canada, Quebec, Canada, 1991
Intern, Gerardo Corres Architect, Puebla, Mexico, 1994-1996

Licenses/Registration:

IDP completed; NCARB registered; ARE registered; licensing in progress.

Selected Publications and Recent Research:

"Authentic Architecture." (article in progress).

"Design and the Ethics of Engagement." (article in progress).

Existential Design Ethics: Beyond Virtue & Duty. New York: Princeton Architectural Press (book proposal under review).

Design in the Mist of Freedom. New York: Bloomsbury (book proposal under review).

"Design Ethics: an Existential Perspective." In *Design Research*, edited by Yanzu Li. Beijing: Tsinghua University Press (article under review).

"Existential Design Ethics for Ethical Decision-Making in Design." In *Design Studies 2014*, edited by Qichang Zou. Shanghai: Shanghai University Press (article under review).

"Designing Oneself as Designer Through Design." *China Zhuangshi Journal Agency* (article under review).

"The Existential Self as the Locus of Sustainability in Design." In *The Design Philosophy Reader*, edited by Anne-Marie Willis. New York: Bloomsbury, 2014.

"Design and the Choice of Being." *Annals of Research in Contemporary Theory & Practice* 2 (2012): 75-87.

"Beyond Duty and Virtue in Design Ethics." (Translated in Chinese by Miranda Qumin), In *Design Research: the Design Industry and Design*, edited by Li Yan Zu, 163-173. Chongqing: Chongqing University Press, 2011.

"An Ethics of Freedom for Architectural Design Practice." *Journal of Architectural Education* 64, 2 (2011): 141-147.

"An Ethics of Authenticity in the Client-Designer Relationship." *The Design Journal* 14, 1 (2011): 28-44.

"An Alternative Model for Ethical Decision-Making in Design: a Sartrean Approach." *Design Studies* 32, 1 (2011): 45-59.

"Beyond Duty and Virtue in Design Ethics." *Design Issues* 26, 1 (2010): 97-107.

"Toward an Horizon in Design Ethics." *Science and Engineering Ethics* 16, 2 (2010): 355-370.

"The Existential Self as the Locus of Sustainability in Design." In *Design Philosophy Papers: Collection Four*, edited by Anne-Marie Willis, 13-20. Ravensbourne: Team D/E/S Publications, 2008.

"The Missed Project in New Urbanism." In *Regional Architecture and Identity in the Age of Globalization*, edited by Jamal Al-Qawasmi et al., 465-474. Tunis: CSAAR Press, 2008.

"The Existential Self as the Locus of Sustainability in Design." *Design Philosophy Papers* 3-4 (2007).

"The Forgotten Project in New Urbanism." *Design Philosophy Papers* 2 (2007).

"The Ethos of the Project in Architecture." In *Proceedings of the 5th International Conference on Arts & Humanities Held in Honolulu, Hawaii 14-17 January, 2007*.

Professional Memberships & Affiliations:

AIA Associate
AHRA (Architectural Humanities Research Association)
Design Research Centre, Shanghai University, China
Editorial Board, *Journal of Design Philosophy Papers*

Name: Christian Feneck

Courses Taught:

ARC 2303 Architectural Design 3
ARC 3320 Architectural Design 5
ARC 3321 Architectural Design 6
ARC 4326 Architectural Design 7
ARC 4327 Architectural Design 8
ARC 5328 Advanced Architectural Design 1

Educational Credentials:

Bachelor of Design in Architecture, University of Florida, 1998-2002
Vicenza Institute of Architecture, Vicenza Italy, 2001
Master of Architecture, University of Florida, Gainesville FL, 2002-2004
Vicenza Institute of Architecture, Vicenza Italy, 2003

Teaching Experience:

Adjunct Instructor, Florida Atlantic University, 2006-present

Professional Experience:

Architectural Intern, Di Leonardo International, Warwick RI, 1997
Architectural Intern, Luoni Gold Design Studio, Gainesville FL, 2001
Project Architect, Hansen Associates, Ft Lauderdale FL, 2004-2006
Project Manager, Falkanger Snyder Martineau + Yates, Ft Lauderdale FL, 2006-2009

Selected Publications and Recent Research:

Visual Perception of Movement Through Space (Master's Research Project, University of Florida, 2004)
Analytical illustrations and three-dimensional modeling for *Architettura e Politica Dell' Interpretazione: il Caso Del Generalstab a Belgrado* by Vladimir Kulic (Fondazione Bruno Zevi, 2010)

Professional Memberships:

Greater Fort Lauderdale Chamber of Commerce, Leadership Fort Lauderdale class XV
DOCOMOMO US, Member

Name: Deirdre J. Hardy, AIA

Position

Tenured Professor, School of Architecture, FAU. 1997-present

Courses taught at the FAU School of Architecture

ARC 5352 Comprehensive Design Project

ARC 3710 Pre-Modern History and Theory I

ARC 5328 Advanced Architectural Design 1 (Design 9)

ARC 5910 Project Research Methods

ARC 3320 Architectural Design 5

Educational Credentials

Master of Architecture, University of Florida, 1978

Bachelor of Design with Honors, University of Florida, 1976

Bachelor of Arts, cum laude with Honors in German Literature, Tulane University, 1969

Teaching and Administrative Experience

Professor, School of Architecture, FAU, 1997 to present

Director and Professor, Division of Architecture & Interior Design, University of Texas at San Antonio, 1994-1997

Chair, Department of Architecture, The Savannah College of Art and Design, 1989-1994

Associate Professor, University of South Florida, 1987-1989

Assistant Professor, University of Oklahoma, 1978-84; Associate Professor, 1984-87; Tenured 1985

Visiting Assistant Professor, California Polytechnic State University, 1983-1984

Professional Experience:

Intern, Frankfort, Short and Bruza, Oklahoma City, OK, 1979-1982

Project Architect, Quentin Remy Assoc, Norman, Oklahoma, 1984-1987

Private practice, 1988 to present

Registration

Registered Architect, Florida # AR 0011724

Post-Disaster Safety Assessment Evaluator, CEMA, 2009

Publications

"Self Assessment's Beneficiaries" Refereed, published, MUSE (Measuring Unique Studies Effectively) Conf., Savannah, GA, 2009

"Self Assessment as Value", 1st International Conference. on Assessing Quality in Higher Education, Punjab University, Pakistan, 2006

"Two Colonial Cities - A World Apart?" Refereed, published. 5th Australian Urban History/Planning History Conference

"Perception of Space: An Exploratory Method," Refereed, published. 7th National Conference for the Beginning Design Student

"Designing a 'Best' Basic Design Project," Refereed, published, 6th National Conference for the Beginning Design Student

Professional Memberships:

American Institute of Architects, President, Fort Lauderdale Chapter, 2004-2005,

Immediate Past President, State Board of Directors

Association of Collegiate Schools of Architecture

Honors:

Vice President's Award for service to the University, Broward County, FAU, 2012

William McMinn FAIA Honor Award for Contributions to Architectural Education, AIA State of Florida, 2013

President's Award for service to the profession, AIA Ft Lauderdale Chapter, November 2013

Name: Henning Haupt, Ph.D.

Courses Taught:

ARC 1301 Architectural Design 1
ARC 1303 Architectural Design 2
ARC 2303 Architectural Design 3
ARC 2304 Architectural Design 4
ARC 3320 Architectural Design 5
ARC 3321 Architectural Design 6
ARC 5328 Advanced Architectural Design 1
ARC 3463 Material and Methods of Construction
ARC 4134 Color Material Space

Educational Credentials:

Pre-Diploma, Technical University at Braunschweig, Germany, 1987
Exchange Student, State University of New York at Buffalo, USA, 1990-1991
Diploma, Technical University Darmstadt, Germany, 1993 (equal to the US Master)
Postgraduate Studies, Cranbrook Academy of Art, Michigan, USA, 1995-1996
Dr. Ing. Technical University at Braunschweig, Germany, 2008 (equal to US Ph.D.)
Teaching Experience:
Post-Graduate Research / Assistant Professor (Wissenschaftlicher Mitarbeiter)
Technical University Braunschweig, Germany, School of Architecture, Civil Engineering
and Environmental Science, Department of Architectural Design B, Prof. G. Wager, 2001-2007
Assistant Professor at Florida Atlantic University, School of Architecture, 2008-present

Professional Experience:

Intern, Brackrock Architekten, Darmstadt, 1989-1991
Architect, Novotny & Mähner, Berlin, 1993-94
Architect, Dörr.Ludolf.Wimmer, Berlin, 1994-1996
Architect, Birgit Welter Architektin, Berlin, 1996-1997
Architect, Ringkamp & Schröder, Berlin, 1997
Project Architect, Dörr.Ludolf.Wimmer, Berlin, 1997-1998
Director, Haupt.Kleineidam.Architekten, 1998-2000
Director, V-17 Architekten, 2000-03

Professional Affiliations:

Architektenkammer Berlin, Germany
Member, registered, licensed architect, Nr. 09076, 1998-2011
College Art Association (CAA), Member 2011 – present
Art Serve Fort Lauderdale, Member 2011 – present
Third Avenue Artist District, Member 2011 – 2013

Name: J Mikael Kaul, Licensed Architect

Courses Taught:

Professional Practice, Teaching Teachers Seminar
Design 1 Design 3 Design 6 Design 9 and 10

Graduate Thesis Preparation, Graduate Thesis Design Studios, Graduate Design Studios, Graduate School Coordinator, Visiting Critic Studios, Comprehensive Design Studios, Travelling Study Programs, Coord. Coordinator of Lower Division, Coordinator of Third Year, Coordinator of Fourth Year, Theory 1, Materials & Methods, Architectural Representation Seminar, Graduate Teaching Assistant Coordinator

Educational Credentials:

CORNELL UNIVERSITY Master of Architecture, Fulbright Scholar, Ithaca, NY	1982
ROYAL INSTITUTE OF TECHNOLOGY MASTER of Architecture, Stockholm, Sweden	1982
Architectural Association School of Architecture, London UK	Scholar 1977-78
Royal Academy of Art, Stockholm, Sweden, Furniture Design	1976

Teaching Experience:

Visiting Professor Florida Atlantic University, FI	2013-14
Adjunct Graduate Faculty University of Miami, School of Architecture	1994- 1995, 2012-13
Semester Lecturer FLORIDA INTERNATIONAL UNIVERSITY, Miami, FI	Fall 2001 - Spring 2002
Visiting Professor LAHTI INSTITUTE OF ARCHITECTURE, Lahti, Finland	Summer 1994, 1993
Assistant Professor UNIVERSITY OF FLORIDA, School of Architecture Gainesville FI	1988 - 1994
Visiting Professor VICENZA INSTITUTE OF ARCHITECTURE, Vicenza Italy	Spring 1990
Adjunct Professor UNIVERSITY OF WESTERN AUSTRALIA, Perth, Australia	Summer 1989
Adjunct Professor CURTIN UNIVERSITY, School of Architecture Perth, Australia	Summer 1989
Lecturer RICE UNIVERSITY School of Architecture, Houston, Texas	Fall 1987- Spring 1988
Lecturer UNIVERSITY OF TEXAS AT AUSTIN, Austin, Texas	Fall 1984- Spring 1986
Assistant Professor CORNELL UNIVERSITY, Ithaca, NY	Fall 1982- Summer 1984

Professional Experience:

Principal, J Mikael Kaul Architect Inc., Miami,	2000 - present
Principal/CEO, Upstairs Studio Architects Inc., Miami,	1994 - 2000
Associate, SmithGroup Architects, Coral Gables	2000 - 2001
Managing Director, Swanke Hayden Connell Architect, Miami FI,	1996 - 1998
Design Consultant, Robert Altman Architect, Miami FL,	1993 - 1995
Design Consultant, Oldham Boas Ednie Brown, Perth, Australia,	1989
Project Architect, JonesKell Architects, San Antonio TX.	1985-89
Intern, Coordinator Arkitekter (White Architects) Stockholm Sweden,	1975-1980

Licenses/Registration:

Florida, Sweden and the EU

Professional Memberships:

The American Institute of Architects (AIA)
National Council of Architectural Registration Boards (NCARB)

Name: Dr. Vladimir Kulić, Assistant Professor

Courses Taught:

ARC 4712, Modern Architectural History and Theory
ARC 2201, Architectural Theory 1
ARC 4930, Architects and engineers: histories of a relationship
ARC 4712, Central European Modernism
ARC 5328, Advanced Architectural Design 1

Educational Credentials:

Graduate Engineer of Architecture, University of Belgrade, 1994
Master of Science in architecture, University of Belgrade, 2002
Ph.D., architectural history, University of Texas at Austin, 2009

Teaching Experience:

Lecturer, Faculty of Architecture, University of Belgrade, 1996-2001
Teaching Assistant, University of Texas at Austin, 2001-2003
Assistant Instructor, University of Texas at Austin, 2004-2007
Instructor, Florida Atlantic University, 2008-2009
Assistant Professor, Florida Atlantic University, 2009-

Selected Publications and Recent Research:

Sanctioning Modernism: Architecture and the Making of Post-War Identities, co-edited with Monica Penick and Timothy Parker (Austin: The University of Texas Press, forthcoming spring 2014).
Modernism in Between: The Mediatory Architectures of Socialist Yugoslavia, co-authored with Maroje Mrduljaš, photographs by Wolfgang Thaler (Berlin: Jovis, 2012).
Unfinished Modernizations—Between Utopia and Pragmatism: Architecture and Urban Planning in the Former Yugoslavia and the Successor States, co-edited with Maroje Mrduljaš (Zagreb: Croatian Architects' Association, 2012).
Architettura e politica dell'interpretazione: Il caso del Generalštab a Belgrado. Rome: Fondazione Bruno Zevi, 2010.
"National, Supranational, International: New Belgrade and the Symbolic Construction of a Socialist Capital," *Nationalities Papers: The Journal of Nationalism and Ethnicity* 41, no. 1 (January 2013): 35-63.
"An Avant-Garde Architecture for an Avant-Garde Socialism: Yugoslavia at EXPO '58," in: *Journal of Contemporary History* 46, no. 1 (January 2012): 161-184.
"Coming to Terms with Socialism: Historicizing the Architecture of the Recent Past in Former Yugoslavia," in: *Centropa* (New York) 10, no. 2 (May 2010): 176-84.
Balkanology: New Architecture and Urban Phenomena in South-Eastern Europe, co-curated with Kai Vöckler and Maroje Mrduljaš, Swiss Museum of Architecture, Basel, October-December, 2008; Architekturzentrum Wien, Vienna, October-December, 2009.
"East? West? Or Both?": Foreign Perceptions of Architecture in Socialist Yugoslavia, " in: *Journal of Architecture* (London: Routledge for the RIBA) 14, no. 1 (2009): 87-105.

Grants:

ACLS/SSRC/NEH International and Area Studies Fellowship, 2013-14, with residence at the Heyman Center for the Humanities, Columbia University, Spring 2014.
Scholar of the Year Award at assistant professor level, Florida Atlantic University, 2013 (taken as a \$5,000 research grant)
European Commission Culture Program Grant for "Unfinished Modernizations: Architecture and Urban Planning in Former Yugoslavia and its Successor States," co-authored with Maroje Mrduljaš on behalf of Belgrade Architects' Association (Serbia), Croatian Architects' Association (Croatia), Museum of Architecture and Design, Ljubljana, and Art Gallery Maribor (Slovenia) and KOR (Macedonia), 2010-12 (€170,000).
Publication Grant, Ministry of Culture, Republic of Austria, with Wolfgang Thaler and Maroje Mrduljaš, 2011 (€10,000).

Professional Memberships:

Society of Architectural Historians
DOCOMOMO-International
American Association for the Advancement of Slavic Studies

Name: Francis Lyn, Associate Professor

Courses Taught:

ARC 1301 Architectural Design 1 (Drawing)
ARC 1302 Architectural Design 2 (Studio and Drawing)
ARC 2303 Architectural Design 3
ARC 3133 Architectural Representation
ARC 3320 Architectural Design 5
ARC 4322 Vertical Design Studio

ARC 4327 Architectural Design 8
ARC 4930 Analysis of Masterworks
ARC 5328 Advanced Architectural Design 1
ARC 5352 Comprehensive Design Project
ARC 5910 Project Research Methods

Educational Credentials:

Bachelor of Architecture, University of Miami, 1990
Master of Architecture, Princeton University, 1995

Teaching Experience:

Associate Professor, Florida Atlantic University, 2010- present
Assistant Professor, Florida Atlantic University, 2004-2010
Assistant Professor, University of South Florida, 2002-2004

Professional Experience:

Jorge L. Hernandez, Architect, Coral Gables, FL, 1989-1997
Kha Le-Huu and Partners, Orlando, FL, 1994-1995
Hernandez and Lyn, Joint Venture, Miami, FL, 1995-2000
Francis Lyn Design Studio, Miami and Fort Lauderdale, Florida, 1997-present

Selected Publications, Research or Grants & Contracts:

Lyn, Francis, PI. Contract with City of Fort Lauderdale –Transportation and Mobility Department. Contract for a visioning exercise to study Transit Oriented Design in the vicinity of a new Train Station in the South Andrews Area of Fort Lauderdale. This contract was procured through the Broward Community Design Collaborative. Contract amount: Approximately \$4200. Spring 2013

Lyn, Francis, PI. Contract with Broward Cultural Division – Airport Terminal Visioning Project. Contract received to design and build a model for a terminal at the Fort Lauderdale Hollywood International Airport. This contract was procured through the Broward Community Design Collaborative. Contract amount: Approximately \$3000. Spring 2012.

Lyn, Francis. "Tradition, Color and Surface: Mediterranean Resonances in the Work of Erik Gunnar Asplund," in *Modern Architecture and the Mediterranean: Vernacular Dialogues and Contested Identities*, Jean-Francois LeJeune and Michelangelo Sabatino, eds. (London: Routledge Press, 2009), pp 224-243. Publication date: January 2010.

Dulaney, Ronald Jr. and Francis Lyn. "Representational Craft and Production: Comparing the Value of Hand Drawing and Digital Media in Architectural Academies and Practices." *Design Principles and Practices: An International Journal*, Volume 4, Spring 2010, edited by Bill Cope and Mary Kalantzis.

Lyn, Francis and Ron Dulaney, Jr. "A Case for Drawing." *Affecting Change in Architectural Education*, Architectural Research Centers Consortium (ARCC) Journal, Spring 2009, Edited by Leonard Bachman and Christine Bachman. Full paper published, 2009.

Lyn, Francis. "Learning from Travel: Mediterranean Resonances in the Work of Asplund." *Regional Architecture and Identity in the Age of Globalization*, Volume 2, Proceedings from the 2007 Center for the Study of Architecture in the Arab Region (CSAAR) Conference, Tunisia, November 13-15 2007, edited by Jamal Al-Qawasame, Abdesslem Mahmoud, Ali Djerbi, pp. 751-762. Full paper published, 2007.

Professional Affiliations:

Broward Community Design Collaborative , Director , 2011- Present
Association of Collegiate Schools of Architecture, Faculty Councilor, 2002-Present

Name: John Sandell

Courses Taught:

ARC2461 Materials and Methods of Construction
ARC4009 Fundamentals of Form-making
ARC4940 Italy: Architecture and Urbanism

ARC 4327 Architectural Design 8
ARC 4326 Architectural Design 7
ARC 4219 Architectural History and Theory

Educational Credentials:

Doctorate, equivalency to Master of Architecture,
1989
Facolta' di architettura, Milan, Italy
Master of Architecture, December, 1985

Cranbrook Academy of Art, Bloomfield Hills, Michigan
Bachelor of Science in Architecture, December, 1982
California Polytechnic State University, San Luis
Obispo, California

Teaching Experience:

Associate Professor

Florida Atlantic University School of Architecture, Fort Lauderdale, Florida. Fall 2010 to present.

Assistant Professor

Florida Atlantic University School of Architecture, Fort Lauderdale, Florida. Fall 2004 to 2010

Visiting Assistant Professor

California Polytechnic State University, Florence, Italy. Fall 2002 to Spring 2004

Adjunct Assistant Professor

Portland State University, Department of Architecture, Portland, Oregon. Spring and Summer 2002

Adjunct Assistant Professor

University of Oregon, School of Architecture, Graduate Program, Portland, Oregon. Winter 2001

Lecturer

Istituto Europeo di Design, Milan, Italy. Fall 1993-1999

Professional Experience:

Sole practitioner, Studio di architettura, John Sandell, Tirano, Italy. 1994 to present.
Design Consultant, The Pfister Partnership, Hotel Four Seasons, Milan, Italy. 1990-1991
Architectural Designer, Obrist und Partners, St. Moritz, Switzerland. 1988-89
Architectural Designer, Charles Pfister and Associates, San Francisco, California. 1986-1987
Architectural Designer, Studio di architettura, Aldo Rossi, Milan, Italy. 1985
Architectural Designer, Ettore Sottsass Associati, Milan, Italy. 1981-1982
Apprentice, Warren Thompson and Associates, Fresno, California, 1978

Professional Registration and Certification:

Registered Architect, State of Italy, registration #153, Provincia di Sondrio
Specialization Certification course in Environmental Design, Sondrio, Italy, 1997.

Selected Publications and Recent Research:

Sandell, John. "Architettura e politica: il caso del Villaggio sanatoriale Morelli come luogo di controversie." in *Villaggio Morelli, Identità paesaggistica e patrimonio monumentale*, edited by Luisa Bonesio and Davide Del Curto, p.45-46. Reggio Emilia, Italy; Diabasis, 2011. ISBN 978-88-8103-767-4.

Sandell, John. "Visoli House, Tirano, Italy." *Florida/Caribbean ARCHITECT*. Design Awards Issue 2008: 39. Print.

Sandell, John. "Luminous Sign for Piazza Duca d'Aosta, Milan, Italy." *Florida/Caribbean ARCHITECT*. Design Awards Issue 2008: 42. Print.

Sandell, John. "Alpine Retreat: Single Family Home, Sondalo, Italy." *Florida/Caribbean ARCHITECT*. Design Awards Issue 2007: 32-33. Print.

Sandell, John. "Building Meaning with Metaphor: Domain Interaction in Design Pedagogy." *But Also, We are a Discipline, Proceedings of the 25th National Conference on the Beginning Design Student, 12-14 March 2009, Baton Rouge, Louisiana*. Ed. James Sullivan. Baton Rouge: Louisiana State University Press, May 2009. Print.

Sandell, John. "Architecture, Politics and the Migration of Meaning: The Sanatorium Village of Sondalo, Italy for the treatment of tuberculosis, (1930-1940)." *Seeking the City, Visionaries on the Margins, 27-30 March 2008, Houston, Texas*. Ed. Dietmar Froehlich & Michael Pride. Washington D.C.: ACSA Press, March 2008. Print.

Professional Affiliations:

Ordine degli architetti, Provincia di Sondrio, Italia, 1993 to present
Associate member of the American Institute of Architects, 2007 to present

Name: Mate Thisisawat

Courses Taught:

ARC 3319 Architectural Design Techniques
ARC 3610 Environmental Technology 1
ARC 4322 Vertical Studio
ARC 4620 Environmental Technology 2

Educational Credentials:

B.Arch., Chulalongkorn University, 1996
M.S. (Building Technology), Georgia Institute of Technology, 1999

Teaching Experience:

Assistant Professor, Florida Atlantic University, 2005-2012
Associate Professor, Florida Atlantic University, 2012-present

Professional Experience:

Intern, Architect 88, Bangkok, Thailand 1994
HVAC system sizing, Atlanta, Georgia 2005

Licenses/Registration:

Thailand

Selected Publications and Recent Research:

- Vermisso, E., Thitisawat, M., and Feldsberg, M. (2013), An Irregular Discretization Process for Climate-Responsive Facades, Proceedings of Sustainable Intelligent Manufacturing International Conference, June 26-29, 2013, Lisbon, Portugal.
- Marroquin, H., Thitisawat, M., and Vermisso, E. (2013), Performative Parametric Design of Radiation Responsive Screens, Proceedings of Architectural Research Center Consortium 2013 Architectural Research Conference, March 27-30, 2013, Charlotte, North Carolina.
- Thitisawat, M., Polakit, K., Caldieron, J.M., and Mangone, G. (2011), Adaptive Outdoor Comfort Model Calibrations for a Semitropical Region, Proceedings of 27th International Conference on Passive and Low Energy Architecture, July 13-15, 2011, Louvain-la-Neuve, Belgium.
- Thitisawat, M., Polakit, K., Caldieron, J.M., and Mangone, G. (2011), Physical and Statistical Assessment of Outdoor Comfort for South Florida Region, Proceedings of Subtropical Cities 2011: Subtropical Urbanism beyond Climate Change, March 8-11, 2011, Fort Lauderdale, Florida.
- Thitisawat, M., Lyn, F., and Moore, S. (2007), Making Sense: A Passive Response to Modern Living in South Florida, Proceedings of the 24th Conference on Passive and Low Energy Architecture (PLEA), November 22-24, 2007, Singapore.
- Park, C.S., Augenbroe, G., Messadi, M., Thitisawat, M., and Sadegh, N. (2004), Calibration of a Lumped Simulation Model for Double Skin Façade Systems, Energy and Buildings, Vol. 36, Issue 11, November 2004, pp 1117-1130
- Park, C.S., Augenbroe, G., Sadegh, N., Thitisawat, M. and Messadi, M. (2004), Real-time Optimization of a Double-Skin Façade Based on Lumped Modeling and Occupant Preference, Building and Environment, Vol. 39, Issue 8, August 2004, pp. 939-948
- Thitisawat, M., Augenbroe, G., and Park, C.S. (2003), Model Calibration of a Double-Skin Façade: a Heuristic Approach, Proceedings of the biannual international conference of science (CISBAT 2003), October 8-9, 2003, Lausanne, Switzerland
- Park, C.S., Augenbroe, G., Sadegh, N., Thitisawat, M. and Messadi, T. (2003), Occupant Responsive Optimal Control of Smart Façade Systems, Proceedings of the 8th International Building Performance Simulation Association (IBPSA) Conference (International Building Performance Simulation Association), August 11-14, Eindhoven, Netherlands, pp. 1009-1016

Professional Membership:

Council of Thai Architects
Association of Siamese Architects

Society of Building Science Educators
Building Technology Educators' Society

Name: Keith Van de Riet, Ph.D.

Courses Taught:

ARC 4930 Architectural Design 7/8
ARC 4930 Effective Presentation
ARC3321 Architectural Design 6
ARC3185 Introduction to Digital Modeling / Documentation
ARC4057 Dynamic Design Methods 1
ARC3320 Architectural Design 5

Educational Credentials:

Ph.D. Architectural Sciences, Rensselaer Polytechnic Institute, 2012
M.S. Architectural Sciences, Rensselaer Polytechnic Institute, 2008
B.Arch. Architecture, The University of Kansas, 2004

Teaching Experience:

Assistant Professor, Florida Atlantic University, Fort Lauderdale 2012-present
Adjunct Instructor, Rensselaer Polytechnic Institute, Troy, NY, 2012-present
Guest Lecturer, Rensselaer Polytechnic Institute, Troy, NY 2008-2012

Professional Experience:

Research Assistant, Rensselaer Polytechnic Institute, Troy, NY, 2007-2010
Intern Architect, Lubrano Ciavarra Architects, PLLC, New York City, 2004-2007
Shop Supervisor, University of Kansas, Lawrence, KS, 2003-2004
Craftsman, Rockhill and Associates, Lawrence, KS, 2002-2004
Manager, Cottin's Hardware and Rental, Lawrence, KS, 2001-2004
Intern Architect, ARCO Construction (GMA Design), St. Louis, MO, 2001

Selected Publications and Recent Research:

Van de Riet, Keith. Coupling Ecological Productivity with Anthropogenic Waste Streams to Regenerate Coastlines (ACSA Subtropical Cities Proceedings, 2013)
Van de Riet, Keith. Integrated Design and Modeling of Coupled Mangrove and Urban Ecosystems (Dissertation, 2012)
Van de Riet, Keith, J.O. Vollen, A.H. Dyson. Method and Apparatus for coastline remediation, energy generation, and vegetation support (U.S. Patent No. 8511936 B2, 2013)
Van de Riet, Keith, U. Berger, A. Dyson, J. Gowdy, S. parks, E. Proffitt, M. Zeghal, J. Vollen. Multidisciplinary Modeling of Coupled Mangrove and Urban Ecosystems (Subtropical Cities Proceedings, 2011)
Vollen, J.O., A.H. Dyson, K. Van de Riet. Investigation of mangrove compliant structural systems in association with human coastal development (ACSA Proceedings, 2010)

Name: Emmanouil Vermisso B.Sc Dipl.Arch M.Arch II TCG

Education:

Master of Architecture II (research) - 2005

Syracuse University, NY, USA

Diploma of Architecture - 2001

University of Westminster, London, UK (RIBA Part 2)

B.Sc (Hons) Architecture - 2000

Robert Gordon University, Aberdeen, UK

Professional Registration

Registered Architect, Technical Chambers of Greece, Athens 2008

Teaching Experience:

Tenure-track Assistant Professor (2008 - present) Florida Atlantic University, School of Architecture

Teaching: ARC2304 Architectural Design 4; ARC3321 Architectural Design 6; ARC4326 Architectural Design 7; ARC4327 Architectural Design 8; ARC5328 Advanced Architectural Design 1; ARC5352

Comprehensive Design Project; ARC4507 Dynamic Design Methods; ARC4181 Digital Fabrication; ARC4930 Bio-prototypes; ARC4930 Biomorphic Design; ARC4907 Directed Independent Study

2012 **Invited Guest Critic** - Bartlett School of Architecture, UCL, London

2011 **Body Design & Prototyping consultant** - FAU Owls Racing Team - Formula SAE Michigan 2011

2007 **Invited Guest Critic** - Syracuse University, London program

2004 **Design Teaching Assistant** - Syracuse University, NY, USA

Professional Experience:

2007-08 **Allford Hall Monaghan Morris, London:** Assistant Architect (Part 2)

- *Jumeirah Garden City, Dubai; London Olympic Masterplan; Skanska Modernhus Housing*

2006-07 **Foster + Partners, London:** Assistant Architect (Part 2)

- *Al Raha Beach, Dubai; Botanical Gardens, Singapore; Harry's Island Masterplan, Singapore*

Selected Publications: Peer-reviewed Journals and Proceedings

2012 'The Fabrication of Fabrication: a second order design process', *International Journal of Architectural Computing*, Special Issue: Architectural Robotics

2011 'Design Economies of Surface: can Architects learn from the manufacturing process of industry-driven projects like auto-cross racing?', *International Journal of Architectural Computing*, Special Issue: Design Economies - The Collaborative Impact

2012 'Conditioning Elegance: A Design Experiment on Intuition and Analysis', ACADIA 2012 Proceedings (San Francisco, CA)

2011 'Cross-Disciplinary Prototyping: Pedagogical Frameworks for integrating biological analogies into design courses', ACADIA 2011 Proceedings (Calgary, Canada)

Table 1: Equivalencies Across the Florida State University System

Approved Equivalency Chart		UF		FIU	
FAU	FAU Course Title	UF	USF	FIU	FAMU
Course Prefix		Approved Substitution	Approved Substitution	Approved Substitution	Approved Substitution
ARC1301	Architectural Design 1	ARC1301	ARC5361	ARC 1301	ARC1301
ARC1302	Architectural Design 2	ARC1302	ARC5361	ARC1302	ARC1302
ARC2201	Architectural Theory 1	ARC2201		ARC2210	ARC2201
ARC2208	Culture and Architecture	ARC1701/ARC1720	ARC5362		
ARC2303	Architectural Design 3	ARC2303		ARC2303	ARC2303
ARC2304	Architectural Design 4	ARC2304	ARC5362	ARC2304	ARC2304
ARC2461	Materials and Methods 1	ARC2461	NONE	ARC1461	ARC2470
ARC2580	Architectural Structures 1	BCN2400C / 2401C/2405C	NONE	ARC2580/BCN2402	ARC2501
ARC3133	Architectural Representation	ARC4110			
ARC3091	Architectural Research Methods and Analysis	NONE		ARC3919	NONE
ARC3185C	Intro. To Digital Modeling and Documentation	ARC3181		ARC3057/ARC4173/RC4174	ARC3058
ARC3319	Architectural Design Techniques	ARC4110		ARC3119	NONE
ARC3320	Architectural Design 5	ARC3320	ARC5363	ARC4320	ARC3324
ARC3321	Architectural Design 6	ARC3321	ARC5364	ARC4321	ARC3325
ARC3374	Site Planning and Engineering	NONE	NONE	NONE	NONE
ARC3463	Materials and Methods of Construction 2	ARC3463	ARC5467	ARC3463	ARC3463
ARC 3503	Architectural Structures 2	ARC3503	ARC5587	ARC4553	ARC3551
ARC 3610	Environmental Technology 1	ARC4620			ARC4683
ARC3710	Pre-Modern Architectural History and Theory	1701/1702 combined	ARC5731	ARC2701/2702	ARC3207/ARC2701
ARC4326	Architectural Design 7	ARC4322	ARC5365	ARC4322	ARC4341
ARC4219	Architectural Theory	ARC4220		ARC3243/ARC5205	ARC4319
ARC4620	Environmental Technology 2	ARC3610	ARC5689	BCN4561	ARC3682
ARC4504	Architectural Structures 3	NONE	ARC5588		ARC4562
ARC4327	Architectural Design 8	ARC4323		ARC4323	ARC4342
ARC4270	Professional Practice 1	cancelled	cancelled	cancelled	cancelled
ARC4712	Modern Architectural History & Theory	ARC3743	ARC5732/ARC5789	ARC4783	ARC3703
ARC5328	Architectural Design 9	NONE			
ARC5271	Professional Practice A	NONE		ARC4270C	ARC5285
ARC5910	Project Research Methods	NONE		ARC4910	ARC5910
ARC5329	Architectural Design 10	NONE			
ARC5272	Professional Practice B	NONE			ARC5288

Table 2: Pre-Architecture Program Admissions

Student Type: First-Time In College (FTIC) Students
FALL terms: Fall, 2009 to Fall, 2013
College: Design and Social Inquiry
Department: Architecture
Major: All Majors

			Semester				
			Fall, 2009	Fall, 2010	Fall, 2011	Fall, 2012	Fall, 2013
All	Applied	#	209	162	232	355	307
	Admitted	#	104	88	80	119	129
		% of Applied	49.8	54.3	34.5	33.5	42
	Denied	#	61	38	46	67	50
		% of Applied	29.2	23.5	19.8	18.9	16.3
	Registered	#	44	31	25	38	42
		% of Admitted	42.3	35.2	31.3	31.9	32.6

Table 3: Upper Division Program Enrollment Data

Preliminary Semester Headcount Trend For Most Recent Five Years
Student Level: All Levels – Campus: Ft Lauderdale (All Students Enrolled at Campus)
All Enrolled Students

College = Design and Social Inquiry
Department = Architecture
Major = Architecture (ARCH)

		Semester				
		Fall, 2009	Fall, 2010	Fall, 2011	Fall, 2012	Fall, 2013
		#	#	#	#	#
Ethnicity (2010 and beyond)	Gender					
	Female	64				
	Male	97				
	Total	161				
Asian	Gender					
	Female		2	1	2	2
	Male		8	6	4	3
	Total		10	7	6	5
Black or African American	Gender					
	Female		3	3	1	4
	Male		8	8	11	12
	Total		11	11	12	16
Hispanic or Latino	Gender					
	Female		37	44	46	45
	Male		49	54	54	48
	Total		86	98	100	93
Two or more races	Gender					
	Female			1	1	2
	Male			1		
	Total			2	1	2
Nonresident alien	Gender					
	Female		1	3	4	6

White	Male	5	5	8	7
	Total	6	8	12	13
	Gender				
	Female	19	20	15	18
Race and ethnicity unknown	Male	33	22	28	28
	Total	52	42	43	46
	Gender				
	Female		1		
Total	Male			1	
	Total		1	1	
	Gender				
	Female	64	62	73	69
	Male	97	103	96	106
	Total	161	165	169	175

The unduplicated headcount is based on student's most current enrollment status.

**B 4 Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Architecture (Program CIP: 040201)**

			Architecture				
			2008---2009	2009---2010	2010---2011	2011---2012	% Change
Undergraduate	American Indian/Alaskan Native	Female					-
		Male				1	-
		Total				1	-
	Asian or Pacific Islander	Female	3	3	2	5	67%
		Male	13	13	9	7	---46%
		Total	16	16	11	12	---25%
	Black (Not of Hispanic Origin)	Female	10	12	9	8	---20%
		Male	22	20	17	18	---18%
		Total	32	32	26	26	---19%
	Hispanic	Female	66	54	58	62	---6%
		Male	93	82	68	70	---25%
		Total	159	136	126	132	---17%
	White (Not of Hispanic Origin)	Female	53	44	41	36	---32%
		Male	120	88	65	61	---49%
		Total	173	132	106	97	---44%
	Non-Resident Alien	Female	8	5	6	9	13%
		Male	18	14	12	10	---44%
		Total	26	19	18	19	---27%
	Not Reported	Female	1				---100%
		Male					-
		Total	1			0	---100%
	Total	Female	141	118	116	120	---15%
		Male	266	217	171	267	0%
		Total	407	335	287	287	---29%

Table 4: Average Course Section Size

**B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Architecture**

				Architecture				
Course Level	Type			2008---2009	2009---2010	2010---2011	2011---2012	% Change
Undergraduate	Lecture/Seminar	Sections Offered	#	40	43	42	42	5%
		# Enrolled		1,084	1,135	1,159	1,256	
		Avg Section Enrollment		27.1	26.4	27.6	29.9	16%
		Sections Faculty-Taught	#	31	32	27	25	---19%
			%	77.5	74.4	64.3	59.5	
	Lab	Sections Offered	#					
		# Enrolled						
		Avg Section Enrollment						
		Sections Faculty-Taught	#					
	Discussion	Sections Offered	#					
		# Enrolled						
		Avg Section Enrollment						
		Sections Faculty-Taught	#					
	Other Course Types	Sections Offered	#	38	37	35	37	---3%
		# Enrolled		310	283	261	329	
		Avg Section Enrollment		8.2	7.6	7.5	8.9	9%
		Sections Faculty-Taught	#	32	31	29	26	
			%	84.2	83.8	82.9	70.3	---17%
Graduate	Lecture/Seminar	Sections Offered	#	3	3	4	2	
		# Enrolled		100	97	87	68	---32%
		Avg Section Enrollment		33.3	32.3	21.8	34	
		Sections Faculty-Taught	#		0	0	0	
	Lab	Sections Offered	#					
		# Enrolled						
		Avg Section Enrollment						
		Sections Faculty-Taught	#					
	Other Course Types	Sections Offered	#	16	13	13	12	
		# Enrolled		201	135	140	132	---34%
		Avg Section Enrollment		12.6	10.4	10.8	11	
		Sections Faculty-Taught	#	5	5	7	9	
			%	31.3	38.5	53.8	75	80%

Table 5: Upper Division Current Course Sequence

Florida Atlantic University School of Architecture Bachelor of Architecture professional degree sequence					
Junior Phase		Senior Phase		Thesis Phase	
ARC3320 Design 5 (4) <i>pre-req: all lower division</i>	ARC3321 Design 6** (4) <i>pre-req: ARC3503, ARC3610</i>	ARC4326 Design 7*** (4) <i>pre-req: ARC3461, ARC 3710</i>	ARC4327 Design 8*** (4) <i>pre-req: ARC3374, ARC4620</i> <i>co-req: ARC 4712</i>	ARC5328 Adv. Arch. Design 1 (6) <i>pre-req: ARC 4504</i>	ARC5362 Comp. Design Project (6) <i>pre-req: ARC5910</i>
ARC3503 Structures 2 (3)	ARC3374 Site Planning (3)	ARC4620 Env Tech 2 (3)	ARC4270 Pro Prac 1*** (3)	ARC5910 Research Meth (3)	ARC5272 Pro Prac 3 (3)
ARC3710 Pre-Mod Hist (3)	ARC3610 Env Tech 1 (3)	ARC4604 Structures 3 (3)	ARC4712 Mod Arch Hist (3) <i>co-req: ARC 4307</i>	ARC5271 Pro Prac 2*** (3)	Upper Division Elective (3)
ARC3463 Mat'l & Meth 2 (3)	Upper Division Elective (3)	ARC4219 Arch Theory 2 (3)	Upper Division Elective (3)	Upper Division Elective (3)	Upper Division Elective (3)
ARC3019 Design Techniques† or Upper Division Elective (3)	Upper Division Elective (3)	Upper Division Elective (4)	Upper Division Elective (4)	Upper Division Elective (3)	
Total Credits: 16	Total Credits: 16	Total Credits: 17	Total Credits: 17	Total Credits: 18	Total Credits: 15
Upper Division - students must complete lower division before taking Design 5					
† required for all incoming students unless waived					
** requirement may be fulfilled by Vertical Studio or Vertical Studio Abroad					
*** may be waived by faculty for appropriate professional experience					

Table 6: Upper Division Course Sequence for Fall, 2014

Junior Phase		Senior Phase		Thesis Phase	
Fall (15 Credits)	Spring (16 Credits)	Fall (16 credits)	Spring (16 credits)	Fall (18 credits)	Spring (18 credits)
Architectural Design 5 (4 Cr) ARC 3320 Pre-req: • all lower division	Architectural Design 6 (4 Cr) ARC 3321 Pre-req: • ARC 3320: D5 • ARC 3091: RMA Co-req: • ARC 3503: Struct.2 • ARC 3610: ET4	Architectural Design 7 (4 Cr) ARC 4326 Pre-req: • ARC 3321: D6 • ARC 3610: ET4 • ARC 3710: PMH6 • ARC 3463: M&M2	Architectural Design 8 (4 Cr) ARC 4327 Pre-req: • ARC 4326: D7 • ARC 3374: SitePl. • ARC 4620: ET2 • ARC 4742: ModHic Co-req: • ARC 4210: ArcThey2	Advanced Architectural Design 1 (6 Cr) ARC 5328 Pre-req: • ARC 4327: D8 • ARC 4504: Struct.3 • ARC 3463: M&M2 Co-req: • ARC 6305: Intro UD	Comprehensive Design Project (6 Cr) ARC 5352 Pre-req: • ARC 5328: AAD1
Architectural Representation (2 Cr) ARC 3133	Intro to Digital Modeling & Documentation (3 Cr) ARC 3185C				
Site Planning (3 Cr) ARC 3374	Environmental Technology 1 (3 Cr) ARC 3610	Environmental Technology 2 (3 Cr) ARC 4620			
Materials & Methods 2 (3 Cr) ARC 3463	Structures 2 (3 Cr) ARC 3503	Structures 3 (3 Cr) ARC 4504			
Research Methods & Analysis (3 Cr) ARC 3091	Pre-Modern Architectural History (3 Cr) ARC 3710	Modern Architectural History (3 Cr) ARC 4712	Architectural Theory 2 (3 Cr) ARC 4219	Introduction to Urban Design (3 Cr) ARC ARC 6305 / ARC4930	
				Professional Practice A (3 Cr) ARC 5271	Professional Practice B (3 Cr) ARC 5272
		Digital Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)
			Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)
			Elective (3 Cr)		Elective (3 Cr)

NOTE--12 OF THE ELECTIVE CREDITS LISTED ABOVE MUST BE NON-ARCHITECTURE COURSES
(Revised 03-01-2013)

Table 7: Degrees Awarded per Faculty Member

**D 2 Degrees Awarded Per FACULTY Instructional Person Year
Architecture (Program CIP: 040201)**

	Architecture				
	2008---2009	2009---2010	2010---2011	2011---2012	% Change
Associates	0	0	0	0	---
Bachelors	8	7.3	7.6	7.1	---11%
Masters	0	0	0	0	---
Specialist	0	0	0	0	---
Doctorate	0	0	0	0	---
Total	8	7.3	7.6	7.1	---11%

Table 8: Degrees Awarded: Fall, Spring, Summer

Degrees Awarded
Academic years: 2001-2002 to 201301
Campus: All Campuses
College: Design and Social Inquiry
Department: Architecture
Major: Architecture
Degree Level(s): Bachelors

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Degree Level	Year Degree Granted												All
	2001---	2002---	2003---	2004---	2005---	2006---	2007---	2008---	2009---	2010---	2011---	2012---	
Bachelors	33	41	31	45	43	75	59	56	51.5	46	40	41	561.5
All	33	41	31	45	43	75	59	56	51.5	46	40	41	561.5

**C 3 Degrees Awarded
Architecture (Program CIP: 040201)**

		Architecture				
		2008---2009	2009---2010	2010---2011	2011---2012	% Change
Associates	Degrees awarded with a:					
	Single major					
	All					
Bachelors	Degrees awarded with a:					
	Single major	56	51	46	40	---29%
	Double or triple major		0.5			
	All	56	51.5	46	40	---29%
Masters	Degrees awarded with a:					
	Single major					

	Double or triple major					
	All					
Specialist	Degrees awarded with a:					
	Single major					
	All					
Doctorate	Degrees awarded with a:					
	Single major					
	All					
Total	Degrees awarded with a:					
	Single major	56	51	46	40	---29%
	Double or triple major		0.5			
	All	56	51.5	46	40	---29%

Table 9: Faculty Research and Creative Activities, Multiple Years Dashboard Indicators

**Research/Scholarly Productivity
Architecture**

		Architecture				
		2008---	2009---	2010---	2011---	% Change
1. Books (including monographs & compositions)	#	3	2	0	2	---33%
2. Other peer-reviewed publications	#	12	14	19	15	25%
3. All other publications	#	3	3	7	15	400%
4. Presentations at professional meetings or conferences	#	11	15	13	14	27%
5. Productions/Performances/Exhibitions	#	5	16	11	14	180%
6. Grant Proposals Submitted	#	2	2	8	5	150%
Sponsored Research & Program Expenditures						
7. Organized Research	#	\$0	\$2,400	\$152,482	\$5,875	
8. Sponsored Instruction	#	\$0	\$0	\$0	\$1,395	
9. Other Sponsored Activities	#	\$93,493	\$131,209	\$47,031	\$0	---100%

**Efficiency Data
Architecture**

		Architecture				
		2008---	2009---	2010---	2011---	% Change
1. Books (including monographs & compositions) per faculty member		0.3	0.2	0	0.2	---33%
2. Other peer-review publications per faculty member		1.2	1.2	1.6	1.4	17%
3. All other publications per faculty member		0.3	0.3	0.6	1.4	367%
4. Presentations at professional meetings or conferences per faculty member		1.1	1.3	1.1	1.3	18%
5. Productions/Performances/Exhibitions per faculty member		0.5	1.3	0.9	1.3	160%
6. Grant proposals submitted per faculty member		0.2	0.2	0.7	0.5	150%

Sponsored Research & Program Expenditures						
7. Organized research expenditures per faculty member		\$0	\$200	\$12,707	\$534	
8. Sponsored instruction expenditures per faculty member		\$0	\$0	\$0	\$127	
9. Other sponsored activity expenditures per faculty member		\$9,349	\$10,934	\$3,919	\$0	---100%

Table 10: Faculty Service, Multiple Years Dashboard Indicators

Service Productivity

		Architecture				
		2008---	2009---	2010---	2011---	% Change
1. Faculty memberships on department, college or university committees	#	32	35	34	22	---31%
2. Faculty memberships on community or professional committees	#	26	19	14	13	---50%
3. Faculty serving as editors or referees for professional publications	#	11	3	8	4	---64%

Architecture

Efficiency Data

		Architecture				
		2008---	2009---	2010---	2011---	% Change
1. Faculty memberships on department, college or university committees per faculty member		3.2	2.9	2.8	2	---38%
2. Faculty memberships on community or professional committees per faculty member		2.6	1.6	1.2	1.2	---54%
3. Faculty serving as editors or referees for professional publications per faculty member		1.1	0.3	0.7	0.4	---64%

Architecture

Table 11: Study Abroad Programs

- Summer 2010-2013, Sachsen Anhalt University, Dessau, Germany, student and faculty exchange program.
- Summer 2005-2010, Universidad de los Andes Summer Studio, Cartagena, Columbia, (Prof. Abbate)
- Summer 2005, Italy: Architecture and Urbanism, (Assoc. Prof. Sandell, Assoc. Prof. Lyn)
- Spring 2005, Colombia, Community Design Process in the Cienaga de la Virgen slum of Cartagena with local, departmental and international planning offices and the organizing committee for the Pan American Games (Prof. Abbate)
- Summer 2007, Italy: Architecture and Urbanism, (Assoc. Prof. Sandell)
- Spring 2008, Mexico, Colour Theory Study Abroad at studio of Luis Barragan, Casa Luis Barragan Foundation, (Assoc. Prof. Abbate, Adjunct Prof. Janet Siegal Rogers)
- Summer 2008, London, England, (Assoc. Prof. Lyn, Prof. Hardy)
- Summer 2009, Italy: Architecture and Urbanism; Venice, (Assoc. Prof. Sandell)
- Summer 2010, Guatemala-Honduras, Latin American Architecture, (Assist. Prof. Caldieron)
- Summer 2010, Thailand Study Abroad, (Assist. Prof. Thitisawat), cancelled due to State Department travel ban.
- Summer 2010, Mexico, Colour Theory Study Abroad at the studio of Luis Barragan, (Prof. Abbate), cancelled due to State Department travel ban.
- Summer 2011, Italy: Architecture and Urbanism; Venice, (Assoc. Prof. Sandell)
- Summer 2013, Italy: Architecture and Urbanism; Venice, (Assoc. Prof. Sandell)
- Summer 2013 University of Chulucorn, Thailand; (Assoc. Prof. Thitisawat)
- Summer, 2012-2013 Beuth Hochschule Berlin, Germany
- Summer 2013, 2014 University of Applied Sciences Rosenheim, Germany

Table 12: Student Workshops and Design-Build Projects

- Fall 2006, Graphic Rendering Workshop with Mike Lin (author and graphic artist)
- Fall 2007, Boat building workshop, Design 6, (Adjunct Prof. Hansen)
- Fall 2008, Digital Drawing Workshop, (Assoc. Prof. Nancy Yen-Wen Cheng, University of Oregon)
- Spring 2008, Mobile shelters workshop donated to Cooperative Feeding Program, Design 6, (Assist. Prof. Caldieron and Assist. Prof. Thitisawat)
- Spring 2008, Simón Vélez and Marcelo Villegas, (Columbia), Bamboo bridge project, (Assist. Prof. Thitisawat, Luke Jenkins, and Landscape Architect Hitesh Mehta)
- Fall 2009, Health Care Design 2009 Student Charette, Orlando, Florida, Upper Division Student Group, (Assist. Prof. Caldieron)
- Fall 2009, Alex Cohen, Visualizing Urban Futures, a toolkit for collaborative urban design workshop, (Assoc. Prof. Abbate)
- Fall 2010, Alain Cousseran and Sibila Jaksic, “signes_paysages” workshop, (Prof. Abbate)

Table 13: Directed Independent Study

- Student: Rainer Oberndorfinger
Scholastic Research: Prison Architecture, Spring, 2007, (Assoc. Prof. Sandell)
- Student: Mitchell Howell
Humanitarian design competition, Spring 2007, (Assoc. Prof. d’Anjou)
- Student: Sergio Barbarena

- ACSA Steel Building Design Competition, Spring, 2008, (Assoc. Prof. Sandell)
- Student: Sterling Moore
Conference paper co-author: Thitisawat, M., et al. Making Sense: A Passive Response to Modern Living in South Florida, (paper presented at the 24th Conference on Passive and Low Energy Architecture, Singapore, November 22-24, 2007).
- Student: Carly Trudeau
Miami Beach Hotel Student Competition 2007, Sponsored by Modular Building Institute, AIAS, Fall 2007, (Assist. Prof. Caldieron)
- Student: Lester Machado
Conference paper co-author, - Thitisawat, M. et al., Revealing Skin: Visualization Informed Façade Design for the Tropics, (paper presented at ACSA Annual Meeting, Houston, Texas, March 27-30, 2008).
- Students: Jose Barrera and Tung Chui
Dubai Tower Competition, Fall 2008, (Assist. Prof. Caldieron)
- Student: Sergio Lozano
Design for the children design competition, Spring 2008, (Assoc. Prof. d'Anjou)
- Student: Jained Torres
Rehabilitation of Self-Built Shelters, (Cartagena), Spring 2008, (Assist. Prof. Caldieron)
- Student: Ramon Sacristan
Casitas in New York, Spring 2009, (Prof. Caldieron)
- Student: Alberto Gonzalez
Livable Communities, Spring, 2009, (Assoc. Prof. Sandell)
- Student: Jessica Posteraro
Watercolors-Vernacular Architecture Explored, Fall 2009, (Assist. Prof. Kulic, Assist. Prof. Haupt)
- Students: Sergio Barbarena
Urban re:Vision Dallas, Fall 2009, (Assist. Prof. Thitisawat)
- Student: Bruce Davis
Renovation of healthcare facility for disabled children towards goal of LEED's gold certification, in collaboration with FAU mechanical engineering students, Fall 2009, (Assist. Prof. Thitisawat)
- Student: Sterling Moore
Daylight quality investigations in Design Studio, Fall 2009, (Assist. Prof. Thitisawat & Assoc. Prof. Abbate)
- Student: Xavier Salas
Sartrean concepts in architecture, Spring 2009, (Assoc. Prof. d'Anjou)
- Student: Jessica Posteraro
Watercolors – Vernacular Architecture Explored, 2009, (Asst. Prof. Kulic & Asst. Prof. Haupt)
- Student: Jose Torres
Rehabilitation of Self-Built Shelters, 2009, (Assist. Prof. Caldieron)
- Student: Ramon Sacristan
Puerto Rican casitas in New York City, 2010, (Assist. Prof. Caldieron)
- Student: Camillo Espisita, Jained Torres
Informal settlements in Cartagena, 2010, (Assist. Prof. Caldieron)
- Student: Michael Goodwin and Patrick Konziola
Bamboo Building Information Modeling, 2010, (Asst. Prof. Thitisawat)
- Student: Lester Machada
Water Table Construction, 2010, (Assist. Prof. Thitisawat)

- Student: Lawrence Basha
- Outdoor Comfort Project, 2010, (Assist. Prof. Thitisawat)
- Student: Camillo Tamayo
- Historic Documentation Project, Fort Lauderdale, Florida, 2010, (Prof. Johnson)
- Student: Joel Atangan
- Weidling House, Historic Documentation Project, Fort Lauderdale, Florida, 2010, (Prof. Johnson)

- Student: Eric Chancellor
International Style: Form, Space, Politics, (Assist. Prof. Kulic)
- Student: Mark Gefman
Sustainable Restaurant, (Assist. Prof. Caldieron)
- Student: Jose Barrera
Urban Form in Europe, 2010, (Assist. Prof. Kulic)
- Student: Erica Ando (Ph.D. student)
History of Architectural Engineering, 2010, (Assist. Prof. Kulic)
- Students: Mathius Irribarren, Alexander Celestina
Ritter Gallery Remodeling, 2011, (Asst. Prof. Haupt)
- Student: Annie Lanciano
Human Figure, Color and Space, , 2012, (Asst. Prof. Haupt)
- Student: Mike Rega
The design of kinetic devices for the fabrication of complex shapes using biological precedents, 2012, (Asst. Prof. Vermisso)
- Students: Brandon Conley, Emanuel Ferro, Kyle Benhart
Teaching and Curricular Issues, 2013, (Prof. Kaul)
- Students: Tina Stadler, Katerina Lennig
Coral Springs museum of Art Remodeling, Fall 2013, (Asst. Prof. Haupt, Asst. Prof. Van de Reit)
- Student: Dain Giannattasio
Painting Color Space – The Tunnel Project, 2013, (Asst. Prof. Haupt) (Broward Undergraduate Student Research Award)
- Students: Natasha Dagmer, Paula Rojas, Rita Sosa
Sea Level Rise and Fort Lauderdale, 2013, (Assoc. Prof. Sandell)
- Student: Blanca Martinez, Jose Beltran
Net Zero Design Competition, 2013, (Assoc. Prof. Thitisawat)

Table 14: Recent Graduate School Admissions

- | | |
|--------------------------------|---|
| • Student: Nicholas Mantis | Institution: Sci-Arc, UCLA 2006 |
| • Student: David Gonzalez | Institution: Columbia University, 2007 |
| • Student: Diego Camargo | Institution: Polytechnic University of Catelloña, Spain, 2008 |
| • Student: Romina Mozaffarin | Institution: University of Florida, 2008 |
| • Student: Alejandra Viana | Institution: UCLA, Columbia University, 2009 |
| • Student: Tabitha Ponte | Institution: Illinois Institute of Technology, 2010 |
| • Student: Sergio Curro-Caccho | Institution: Illinois Institute of Technology, 2010 |
| • Student: Jonathon Styles | Institution: University Westminster, 2010 |
| • Student: Catalina Cabarello | Institution: Georgia Institute of Technology, 2010 |

- Student: Iona Chinan Institution: UC Berkeley, 2010
- Student: Matt Celmer Institution: Columbia University, 2010
- Student: Arrua Abraham Institution: University of Florida, 2010
- Student: Eric Chancellor Institution: University of Sheffield, 2011
- Student: Nathon Hoofnagle Institution: Columbia University, 2011
- Student: David Cobiella Institution: University of Dessau, 2011
- Student: Natalia Ramirez Institution: University of Arizona, 2011
- Student: Polly Dougherty Institution: Boston Architectural College, 2013
- Carlos Mena Institution: Technical University of Munich

Table 15: Academic Field Trips

- Summer 2005, Venice and the Veneto, Study of Carlo Scarpa & Palladio (Prof. Abbate)
- Fall, Spring 2005-2013, Shark Valley Visitor Center (The Everglades National Park), Design 5, (Prof. Hardy, Adjunct Prof. Feneck)
- Spring 2007, San Juan and Ponce, Puerto Rico, Design 6, (Assist. Prof. Jean-Martin Caldieron and Assist. Prof. Mate Thitisawat)
- Spring 2008, San Juan, Puerto Rico, Design 6, (Assist. Prof. Jean-Martin Caldieron and Assist. Prof. Mate Thitisawat)
- Summer 2008, University of Miami Luigi Moretti Exhibition, (Assoc. Prof. Sandell)
- Summer 2008, New York City, NY, Design 9, (Assist. Prof. Caldieron)
- Summer 2008, Chicago, Chicago South Side Design Competition, Design 8, (Prof. Hardy)
- Fall 2008, New York City, NY, Design 6, (Assist. Prof. Caldieron)
- Spring 2009, San Juan Puerto Rico, Design 6, (Assist. Prof. Caldieron)
- Spring 2009, One Thousand Islands, Florida, Design 5, (Prof. Hardy)
- Summer 2009, Chicago, Vertical Studio, (Assist. Prof. Caldeiron, Assist. Prof. Mate Thitisawat)
- Summer 2009, San Diego, Vertical Studio, (Assist. Prof. Caldieron)
- Summer 2009, Charleston, SC, Vertical Studio, (Assist. Prof. Caldieron)
- Summer 2009, Norton Museum of Art and Ann Norton Sculpture Garden, West Palm Beach, Vertical Studio, (Assist. Prof. Thitisawat)
- Fall 2009, Bicentennial Park, Miami, Design 6, (Assist. Prof. Thitisawat)
- Fall 2009, Puerto Rico, Design 7, (3 days), (Assist. Prof. Caldieron)
- Summer 2009, Chicago's Top Design Firms, Vertical, Assist. Prof. Caldieron and Assist. Prof. Thitisawat
- Spring 2010, Key Largo, Florida, Design 5, (Prof. Hardy)
- Spring 2010, New York City's Top Design Firms, Design 6, (Assist. Prof. Thitisawat)
- Spring 2010, New York City's Top Design Firms Design 6, NY. Design 6 Studio, (Assist. Prof. Caldieron)
- Spring 2010, New York City, Boston, Upper Division Student Group, (1 week), (Assist. Prof. Caldieron)

Support Course Projects

- Spring 2008, wind tunnel investigation, Environmental Technology 1, (Assist. Prof. Mate Thitisawat)
- Summer 2008, Puerto Rico Colonial Field Trip, Latin American Architecture, (Assist. Prof. Caldieron)
- Fall 2009, Fire Station, Environmental Technology 2, (Assist. Prof. Mate Thitisawat)
- Summer 2009, Milan, Italy: Italian Rationalism; For Dessau Study Abroad group and Venice Study Abroad group, (Assoc. Prof. Sandell)

Table 16: Collaboration with Internal Partners to Promote Faculty and Student Research,

Scholarship and Creative Activity

Term	Student Name	Faculty Advisor
Fall 2012	Angelica Brodeur	Asst. Prof. Kulic
Fall 2012	Emelia Fischer	Asst. Prof. Kulic
Fall 2012	Maurizio Feldsberg	Assoc. Prof. Thititsawat & Asst. Prof. Vermisso
Spring 2013	Iulia Fomina	Assoc. Prof. Sandell
Spring 2013	Jose Bernal	Assoc. Prof. Sandell
Spring 2013	Brewer, R. and Sipahi, S.,	Assoc. Prof. Thititsawat & Asst. Prof. Vermisso

Table 17: Exhibitions of Student and Faculty Work

Fall 2007 "Jason Chandler EDGE Studio" New Location: FAU Gallery 'Second Avenue Studio' Askew Tower, first floor, Las Olas Boulevard at Second Avenue, Fort Lauderdale August /September 2008 "Student Work, 2007 – 2008" The show presented the best work of our students, covering the full range from the first year design techniques up to thesis projects. The two dimensional presentations as well as models and furniture presented a variety of strong ideas and a high level of architectural skills. Curator: Assist. Prof. Jean-Martin Caldieron, Assist. Prof. Mate Thitisawat August /September 2009 "THE MODEL" Student Work 2008 - 2009 The 2008 - 2009 student work exhibit focused on the presentation of architectural models. The making of physical models is one core tool in the architectural design process. Conceptual ideas, site conditions, first compositional attempts, implementation of ideas, spatial configurations and their elaboration in conjunction with construction, material and space are explored in models. The model provides a platform for reflection within the design process to have an impact on almost every layer of a project and becomes in the end an effective means of presentation. Curator: Assist. Prof. Vladimir Kulic, Assist. Prof. Henning Haupt. January 2010 "DESIGN FOUNDATIONS" Lower Division Student Work 2009 Design foundation is taught in the first and second year of study in the FAU School of Architecture. During these four design studios skills are developed by students via hands-on experimentation and practice in drawing, modeling, and form making. This exhibit features recent student work from these foundation levels. The installation includes architectural artifacts, working models, presentation models and a range of architectural drawings. Curator: Assist. Assoc. Prof. Francis Lyn, Assist. Prof. Henning Haupt. September 2010 "DIGITAL DESIGN" Student Work 2009 - 2010 Curator: Assist. Prof. Emmanouil Vermisso January 2011 "MAKING SPACE" Lower Division Student Work 2010 Curator: Assist. Prof. Henning Haupt, Adjunct Prof. Christian Feneck

Faculty Exhibitions: The student body is encouraged to attend local art and architecture exhibitions including the exhibition of faculty work through both university as well as private venues in southern Florida. The following is a list of public exhibitions where faculty members have exhibited their work, (2008-2010) 2008, Color Space, Faculty Exhibit, Second Avenue Gallery, FAU, Fort Lauderdale, Assist. Prof. Henning Haupt 2009, AIA Florida Awards Exhibition, Assoc. Prof. John Sandell 2009 FAU Faculty Biennale Exhibition, Assoc. Prof. Aron Temkin 2009, FAU Faculty Biennale Exhibition, Assist. Prof. Emmanouil Vermisso 2009, FAU Faculty Biennale Exhibition, Assoc. Prof. John Sandell 2009, FAU Faculty Biennale Exhibition, Assist. Prof. Henning Haupt 2009, AIA Florida Awards Exhibition, Assoc. Prof. Anthony Abbate 2009, Rabbit Gallery Installations, Peter Symons 2009, Search for Spaces - Paintings 2009, Ellen Charapko Gallery, Fort Lauderdale, Assist. Prof. Henning Haupt 2009, Open Studio at NE 20th Avenue, Fort Lauderdale, Assist. Prof. Henning Haupt 2009, aqua Miami (artfair), artformz united, Miami,

Assist. Prof. Henning Haupt 2009, Money makes Art, artformz united, Miami, Assist. Prof. Henning Haupt 2009, Select Work, Ellen Charapko Gallery, Fort Lauderdale, Assist. Prof. Henning Haupt 2010, "Small Wonders", artformz united, Miami, Adjunct Prof. Christian Feneck 2010, "Small Wonders", artformz united, Miami, Assist. Prof. Henning Haupt 2010, "Small Wonders", artformz united, Miami, Assoc. Prof. John Sandell 2010, "Small Wonders", artformz united, Miami, Peter Symons 2010, "Rabbit Gallery Installation", Fort Lauderdale, Peter Symons 2010, "Rapture", Henning Haupt and Natasha Duwin, artformz united, Miami, Assist. Prof. Henning Haupt 2010, Summer Selections 2010, Ellen Charapko Gallery, Fort Lauderdale, Assist. Prof. Henning Haupt. Third Avenue Artist District, Member 2011 – 2013; TaterTown Community in Broward County and exhibition of the final projects at the community Cultural Center, 2011, Studio Artist in Residence: Art Walk 2012: Invitation and web design; Island City Art Walk, 2012; Nocturnes, 2012; BIG Art Show, 2012; The SMART Ride Art Exhibition, Initiator, Coordinator, Participant, 2011; A collaboration of FAU faculty, artist of the Third Avenue Art District and Broward House: Art Exhibit and Fundraiser for the SMART Ride 2012, to support local agencies, such as Broward House that services those who are living with HIV/AIDS; Flagler Art and Technology District (FAT village) 2012-present; artBravo, 2013; red Eye Art Show, 2013; The Return of the Magenta 2012, The Unmade Room, 2013; Who am I to you? – South Florida Cultural Consortium Award exhibit 2013, Museum of Art | Fort Lauderdale; The Return of the Magenta, Painting, drawings and installation at The Projects, Fort Lauderdale, 2013; Faculty Exhibit, 2nd Street Gallery, 2013; Advanced Architectural Design 1 Exhibit, 2013; FAU Faculty Biennale Exhibition, Asst. Prof. Henning Haupt and Asst. Prof. Emmanuele Vermisso, 2013; Sea Level Rise and Fort Lauderdale, in conjunction with the ACSA Subtropical Cites Conference 2013.

Table 18: School of Architecture Faculty Lecture Series 2008-2013

With the theme 'Introspection' focusing on design processes Florida Atlantic University School of Architecture in Fort Lauderdale presented a series of bi-weekly lectures featuring its international group of faculty. A broad range of backgrounds and expertise marks the diversity between the members of this group. Their shared position is; that a critical evaluation of the influences on design through the mindset of the maker is responsible for the result of the architectural project. The 2008-09 'introspection series' focus on the design processes, which are employed in the work of these scholars, reflecting on the outcome of their research and teaching methods. **Fall 2008** Associate Prof. Anthony Abbate "The sustainable subtropical city: from conversation to conservation" Assistant Prof. Henning Haupt "Color in Architectural Design" Assistant Prof. Emmanouil Vermisso "Nature within Architecture" **Spring 2009** Associate Prof., Director Aron Temkin "Boiling Water" Assistant Prof. Vladimir Kulic "Made in Yugoslavia" Prof. Ralph Johnson "Preserving Architectural and Cultural Heritage" Assistant Prof. Mate Thitisawat "Form follows performance(s)" Assistant Prof. Jean Martin Caldieron "Architecture without Architects: Shanty Towns Dynamics" Prof. Deirdre Hardy "Two Colonial Cities – A World Apart?" Assistant Prof. Francis Lyn "A Case for Drawing" Assistant Prof. John Sandell "Domain Interaction and the Permeability of Boundaries" Assistant Prof. Philippe d'Anjou "The PROJECT of the Project in Architecture" **Summer 2009** Visiting Fullbright Scholar Romeo Santos, University of the Philippines, Manila. "Design and Development – a Results-based Search for Meaning in Architecture" Marcela Casas, Architect, Bogota, Colombia. "4 Degrees North" Mikyoung Kim, Environmental Artist, Rhode Island School of Design, Prof. of Landscape and Urbanism "Urbanism in Process" **Fall 2009** Michael Willis, FAIA, Architect (San Francisco) "Reflections on Community: Redirecting Practices of Social Work and Architecture" Alex Cohn, Architect, Fortitude Valley, Queensland, Australia. "Visualizing urban futures: a toolkit for collaborative community design" Kevin Klinger, Architect. "Manufacturing Material Effects: Rethinking

Design and Making in Architecture" Visiting Fulbright scholar Dr.Yongtanit Pimonsathean, King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand. "The Conservation of Phuket Old Town - The Inside Story of Locally Based Preservation" **Spring 2010:** Felipe Van Cotthem, Architect and Urban Designer, Bogota, Colombia " Bogotá: some new perspectives on the city" Francois Lejeune, Michelangelo Sabatino, Francis Lyn Authors in Conversation: "Modern Architecture and the Mediterranean: Vernacular Dialogues and Contested Identities" Olaf Kobiella, Architect, Berlin Germany "Digital – Analog Strategies" Rodolfo Ulloa, Architect and Heritage Conservatinist, Cartagena, Colombia "Design climate: a process of adaption in Colombia" **Fall 2010:** Rosemary Kennedy, Christian Ganshirt, Monika Wittig, Raymond Jungles, Martin Peschken, Alain Cousseran, Sibila Jaksic, Michelangelo Sabatini, David Rifkin **Spring 2011:** Greg Castillo, Robert Gonzalez **Fall 2011:** David Croteau, Katherine Wheeler **Spring 2012:** Gray Read **Fall 2012:** Maria Saraiva, Mohammed Boubezari, Dana Little, Philip Robbie **Spring 2013:** Robert Demel, Mikael Kaul, Petra Liebl-Osborne, Romolo Martemucci, Margi Nothard Glavovic **Fall 2013:** David Waggonner, Tony Fry, Kristien Ring.

Table 19: Other Projects and Joint Collaborations:

Design 4

- Spring 2010, Redesign of the Ritter Art Gallery, one of two Galleries at FAU, Boca Raton in collaboration with the Ritter Art Gallery, Rod Faulds Director University Galleries and the building department of FAU, Robert Richman, Director, Facilities Planning, Architectural Design 4, (Assist. Prof. Haupt)

Design 5

- 2005, Emergency Medical Unit, Haiti, (Prof. Hardy)
- 2006, Global Children's Village Project for Orphans, Uganda for the Food Shelter Ministry, (Prof. Hardy)
- 2010, Emergency Medical Clinic for Haiti, (Prof. Hardy, Adjunct Prof. Feneck)

Design 6

- Spring 2008, La Perla Community Open Market, (Assist. Prof. Caldieron, Assist. Prof. Thitisawat, Adjunct Prof. Feneck).

Design 7

- Fall 2009, Synergy for a Sustainable Coexistence, (School of Architecture and School of Social Work, Naelys Diaz and Gianacarlo Mangone)
- Fall 2009, Market and Plaza Rafael Tufiño, San Juan, Puerto Rico. Participants: Students of Design 7
Description: Collaboration project for the Community of La Perla and the Government of Puerto Rico. (Assist. Prof. Jean Caldieron. Students: Patrick Kondziola and Tung Chui).
- Fall 2009, Seaside Amphitheater San Juan, Puerto Rico.
Description: Collaboration project between FAU School of Architecture and the "Calidad de Vida" department of the Governor's office, proposal of an amphitheater in San Juan, Puerto Rico. Participants: Students of Design 7, Selected project members: Jose Barrera and Tung Chui, (Assist. Prof. Caldieron)

Design 8

- Spring 2010, FAU Davie Campus Plaza Design, (Assoc. Prof. Sandell, Assist. Prof. Vermisso)

Design 9

- 2008, Economic Development through Spring, Fall 2008, Envisioning context sensitive design in Transit/Housing Oriented Redevelopment Pilot Study: Broward Boulevard and State Road 7 Corridor Redevelopment Plans, (Prof. Abbate, Prof. Hardy, and Adjunct Prof. Wiebe)
- Summer 2009, Light Rail Transit Station, Vertical Studio (Assist. Prof. Thitisawat)
- Spring 2009, Transit/Housing Oriented Redevelopment Study, (Prof. Abbate, Assist. Prof. Kulic)

- Summer 2009, Transit/Housing Oriented Redevelopment (THOR) Study: Oakland Park Boulevard Corridor, Phase 1 (Prof. Abbate)
- Fall 2009, Transit/Housing Oriented Redevelopment (THOR) Study: Oakland Park Boulevard Corridor, Phase 2 (Prof. Abbate)
- Fall 2009, Northern Broward County Mobility and Land-Use Study, Design 9, (Assoc. Prof. Abbate, Assist. Prof. Kulic)
- Spring 2010, Plantation-Sunrise Mobility and Land Use Study, Design 9, (Assoc. Prof. Abbate, Assist. Prof. Kulic)
- Summer 2010, Northern Broward County Mobility and Land Use Study (Assoc. Prof. Abbate and Praveen Maghelal)
- Fall 2010, Plantation-Sunrise Mobility and Land Use Study (Prof. Abbate)
- Spring 2011, Hallandale-Hollywood Mobility and Land Use Study (Prof. Abbate)

Support Course Projects

- 2007, Historic Richardson House and Park, Wilton Manors, Florida, ARC 3374 Site Planning & Engineering Project, (Prof. Johnson)
- 2008, Economic Development Through Community Engagement Charrette and Site Design, City of West Park, Florida in partnership with Broward Smart Growth Partnership and the FAU Center for Urban Redevelopment & Education (CURE), (Prof. Johnson)
- Fall 2008, Solar-powered hot shower facility design project for the homeless, Environmental Technology 2, (Assist. Prof. Mate Thitisawat)
- 2009, Dania Beach, Florida, Smart Growth Development Site Design Charrette
- Fall 2009, Solar-powered hot shower facility design project for the homeless, Environmental Technology 2, (Assist. Prof. Mate Thitisawat)
- Fall 2009, Cooperative Feeding Program (solar-powered hot shower facility design project for the homeless), Environmental Technology 2, (Assist. Prof. Mate Thitisawat)
- Spring, 2013, Net Zero architecture competition, (Assoc. Prof. mate Thitisawat)

Table 20: Extracurricular Student Activities, Community Development Projects and Joint Collaborations

- Pedagogy: Teaching architecture instruction and preparation has led to collaborative presentation with Dr Petra Liebl-Osborne Munich and at University of Miami Graduate Thesis Prep seminar, 2013.
- Pedagogy: Teaching architecture instruction and preparation has led to invite from Prof. David Rifkind at Florida International University to provide a seminar presentation for his Graduate Teaching assistants, Nov 4, 2013.
- Thesis prep reviews at University of Miami, 2012, 2013.
- Design reviews and presentations at Florida International University, FIU, 2012, 2013.
- Dean of Particlehaus and data mining and creative academy in Miami FL, 2013.
- Proposal to the City of Fort Lauderdale to retrofit a foreclosed property will engage the community through art installation and green initiatives within the community of the Sistrunk Boulevard corridor in Fort Lauderdale, 2013.
- Drawing in Space, Artist Talk, Coral Springs Museum of Art, (Supported in Parts by Broward County CIP /NEA grant), 2014.

- Lecture to students of Coral Springs, NEA Art Works Grant - Creative Artist Advancement Program (CAAP) May / June 2013.
- 4 Workshops on Public Space and Public Art to Grant seekers.
- Artist talk and lecture, The Return of the Magenta, Painting, drawings and installation at The Projects, Fort Lauderdale, (Supported in Parts by Broward County CIP /NEA grant), 2013.
- Presentation of the installation to the National Association of Public Art and Design, at the Public Art and Design Annual Conference, Fort Lauderdale, 2012.
- Artist talk, Who am I to you? – South Florida Cultural Consortium Award exhibit, Museum of Art Fort Lauderdale, 2013.
- FAU SoA Representation (3x) at the annual 'portfolio day' at DASH, (Design and Architecture Senior High School), Miami, 2009-2013.
- FAU SoA Representation at various Campus Days, Boca Raton Campus.