Florida Atlantic University
School of Architecture

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [159 credits]

Year of the Previous Visit: 2005
Current Term of Accreditation: Bachelor of Architecture (5 years)

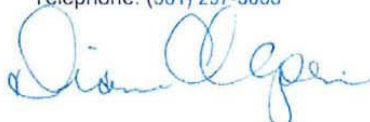Submitted to: The National Architectural Accrediting Board
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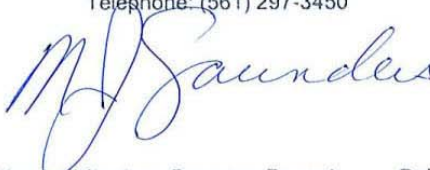   Telephone: (954) 762-5651

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Part I. Institutional Support and Commitment to Continuous Improvement

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I.1.1.   History Mission

I.1.1.1. History of the Institution: Florida Atlantic University

Florida Atlantic University (FAU) was established in 1961 as the fifth university in the Florida state university system. When it originally opened in 1964, FAU was the first university in the country to offer only upper-division and graduate-level work based on the theory that freshmen and sophomores could be served by the community college system. Responding to the need to provide increased access to educational opportunities, the University opened its doors to freshmen in 1984. Organizationally, FAU is most notably characterized by what has come to be known as its distributed campus structure in which the university's programs and services are geographically dispersed while being academically, technologically, and administratively linked. This structure has been developed in order to best meet the institutional mission, which is to provide public access to higher education along with the necessary support services to an unusually large service area comprising six counties stretching north-south over 100 miles along Florida's southeast coast. Today, with its developed system of distributed campuses, where the same high-quality education is offered at seven different locations, Florida Atlantic University serves as a model for urban, regional universities of the future.

Florida Atlantic University is a member of the Southern Association of Colleges and Schools, the National Association of State Universities and Land-Grant Colleges, and the Council of Graduate Schools in the United States. FAU recently completed a comprehensive institutional self-study for its ten-year reaffirmation of accreditation by the Southern Association of Colleges and Schools (available at http://www.fau.edu/iea/index.php). FAU is accredited to award Associates, Bachelors, Masters, Specialist and Doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools.

In 2009, the fall semester began with an enrollment of 27,707 students. FAU has the most diverse student body in Florida's State University System, with minority enrollment of 42 percent and 3% international students.

The students are served through ten colleges: the College for Design and Social Inquiry, (home to the School of Architecture) the Dorothy F. Schmidt College of Arts and Letters, the Charles E. Schmidt College of Biomedical Science, the Christine E. Lynn College of Nursing, the Harriet L. Wilkes Honors College, the Charles E. Schmidt College of Science, the Colleges of Business, Education, and Engineering and Computer Science and the Graduate College. Together, these colleges offer one hundred and seventy different academic degree programs.

FAU is home to one of the largest lifelong learning and continuing education programs in the Nation. The Lifelong Learning Society offers additional educational programs serving approximately 46,000 individuals. In fulfillment of the original vision of the university's founders, FAU is currently able to make full use of distance learning technology, delivering many courses online via interactive television, videotape and the internet.

Research and scholarship play a vital role in fulfilling the mission of the university. In addition to the many research projects and other creative endeavors being conducted by individual faculty, more than 30 centers and institutes dedicated to specific disciplines and areas of investigation are in operation. Some examples in the fields of science and technology are the Center for Complex Systems and Brain Sciences, the Center for Molecular Biology and Biotechnology, and the Institute for Ocean Systems Engineering.

In 2000, the statewide Board of Regents was dissolved by action of the Legislature and replaced by a Board of Trustees at each of Florida's public universities. Then Governor Jeb Bush and the newly created Florida Board of Governors appointed Florida Atlantic University's Board of Trustees. Under a constitutional amendment approved by voters, the newly created Florida Board of Governors appoints five of the thirteen members of each state university's Board of Trustees, and the governor appoints another six. The remaining two members are faculty and student representatives. In 2002, Florida's voters approved creation of a statewide Florida Board of Governors to oversee the State University System. The Boards of Trustees serving individual universities remain intact.

The current, sixth President of FAU is M. J. Saunders, Ph.D., appointed by the Board of Trustees on June 7th. 2010. President Saunders has taken the reins of an institution that bears little resemblance to the university that opened its doors on an abandoned airfield 50 years ago. New buildings and maturing landscape are evidence of the coming to fruition of a bold experiment in the University planning that now allows us to focus on bringing added depth and quality to all of the university's programs and services.

I.1.1.2. History of the Institution: The College for Design and Social Inquiry

The College for Design and Social Inquiry, which houses the School of Architecture, began operation in 1989. Originally named College of Urban and Public Affairs, at first it contained only the departments of Urban Planning and Public Administration, with a mission to provide professional education, training and research to the public, private and not-for-profit sectors. The Schools of Social Work and Criminology and Criminal Justice joined a few years later, while the School of Architecture was added in 1996. Addressing its own increasingly complex composition, the College first changed its name to College of Architecture, Urban and Public Affairs in 1997 and then to the current name College for Design and Social Inquiry in the spring of 2010.

The College for Design and Social Inquiry is unique in the nation's academic world, as it brings together disciplines that are not conventionally considered related. We, however, see this as a great opportunity, since the disciplines of architecture, urban planning, public administration, social work, and criminology all intersect in the functioning of large metropolitan areas. This intersection informs the functioning of all the College's units, including the School of Architecture, both in the field of pedagogy (through shared and cross-referenced courses) and research (through various collaborative efforts). It also provides a unique context for the education of future architects, placing a strong emphasis on their commitment to social and environmental responsibility.

In the fall of 2001, the College moved to its new headquarters in the 12-story Higher Education Complex (HEC) on the Downtown Fort Lauderdale campus, shared with the Broward College. It is the first facility in the nation designed to house both university and community college programs. Besides the headquarters of the College for Design and Social Inquiry, this facility also houses the Schools of Architecture, Urban and Regional Planning, and Public Administration, thus enabling a closer collaboration between programs than was the case before. It is also home to the Broward College Associate Degree program in Architecture, one of the important sources of our upper division program students.

I.1.1.3. Florida Atlantic University Mission Statement

The current officially endorsed mission statement in effect for Academic Year 2009–2010 is published on the official University website at http://iea.fau.edu/factbk/mission09.htm and is excerpted as follows:

Vision Statement

Florida Atlantic University aspires to be recognized as a university of first choice for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses, emulated for its collaborations with regional partners, and internationally acclaimed for its contributions to creativity and research.

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, public engagement, and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

FAU Values

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 lifelong learning because it encourages the continual use of the mind. 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 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.

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 2012-2013 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.

The revision of FAU's strategic plan takes as its starting point the four strategic goals articulated for the state universities. It incorporates within its framework the 2009-2010 budget allocations as well as the 2010-2011 Legislative Budget Requests, the Capital Improvement Plan, and the Enrollment Growth Funding necessary to meet enrollment projections. Refinement, further development and implementation will require the work and consensus of faculty, staff, students, and Trustees.

I.1.1.4. History of the School of Architecture

The School of Architecture at Florida Atlantic University uses the region of South Florida as an urban laboratory for the exploration of the various facets of architecture in the twenty-first century, reflecting its unique geographic, urban, and academic location. Fort Lauderdale sits on a ridge that separates the Atlantic Ocean from the Everglades and, at the same time, along the mid-line of the greater metropolitan area of South Florida. The School itself is situated in a highly urbanized neighborhood, on the 7th and 8th floors of a high-rise in downtown Fort Lauderdale. This gives our students a daily first-hand experience of a large metropolitan area functioning in very specific environmental conditions. We are a unique school of architecture located within a college with a strong focus on social inquiry. Our collaboration with other units in the college, such as the Schools of Urban and Regional Planning and Social Work, alongside our location in a culturally diverse subtropical metropolis, strengthens our commitment to environmental and social responsibility.

The School of Architecture was founded in 1996 as part of the then College of Urban and Public Affairs. Its history reflects the unique trajectory of FAU: like its mother university, the School initially also offered only upper-division education, with a majority of non-traditional (adult) students, who entered in the third and fifth years from community colleges and other universities. Over the years, the School has grown into a full-scale professional program with both lower and upper divisions on the undergraduate level and a graduate program about to begin.

In its initial three years, the School expanded greatly, growing from only 16 to 115 students and from one to six full-time faculty. This was the School's "heroic" period, during which it successfully bid for its first accreditation against a range of challenges. The students, many of whom came with professional experience but little academic rigor, needed to be efficiently introduced to the academic side of the discipline of architecture. Moreover, the School operated in an adapted office building, with very limited space and facilities. On the other hand, the enthusiasm of students and faculty, as well as the start-up funding from the University, balanced out the constraints. From the very start, the School has had its own generously funded library, organized in collaboration with the Broward County Main Library and located next door; by 2010, the collection has grown to over 20,000 volumes. In our first years, we also enjoyed fully funded lectures and visits from distinguished international guest professors. The School's AIAS Chapter organized the National Forum in Fort Lauderdale in just its third year of existence. This enthusiasm was shared between students and faculty and supported by the intimacy of a relatively small unit, resulting in an exceptionally successful five-year accreditation in 1999, a great boost for a new and very special program.

In the fall of 2001, following the NAAB Visiting Team's recommendations for more space, the School of Architecture moved into its new facilities. The faculty actively participated in designing the allocated two floors of the newly constructed Florida Atlantic University/Broward College Higher Education Complex in downtown Fort Lauderdale. This created far more comfortable

conditions for work than before: properly sized and well-lit studio spaces, multiple venues for concurrent juries and group discussions, and several specialized workshops. By this time, the number of students reached 250 and their academic sophistication simultaneously greatly improved. Progress was made in the area of applied digital technology thanks to newly installed equipment and software and the active involvement from the faculty and a designated computer lab technician. At the same time, a wood workshop began operation under supervision of its own part-time technician. Yet another positive change was the increased outreach to local community in the area of art and design through several studio and research projects. Despite the severe budgetary cuts in this period, the School maintained a steady flow of guest lectures and exhibitions thanks to the continued involvement and activist approach of its students and faculty. In the early 2000's, the School experienced further expansion, as it sought to establish lower division and Master's Degree programs. The former opened in 2004 at the main FAU campus in Boca Raton, allowing freshman and sophomore students to be exposed to the rich cultural and interdisciplinary offerings of a large university campus. While we retain the region's community colleges as our main feeder programs, our own lower division students constitute an increasing percentage of the upper division student population; their well-grounded liberal arts background consistently helps raise the general educational level at the school. Courses for the new MSArch program have been prepared and approved by the University's Graduate Curriculum Committee and are currently pending approval by the State University System. We expect to first implement the non-professional MSArch degree-granting program in the fall semester of 2011 (the 5+1 format).

By the fall of 2004, our enrollment reached 346, which posed a challenge even for our newly expanded facilities. The faculty faced a choice: containing enrollment growth (a source of badly needed funds), or petitioning for limited access approval. We chose the latter and, with the university's approval, began the limited access system in 2007. With the active and creative participation of our academic advisors in the admissions process and a newly outfitted studio with sixteen additional workstations in the Askew Tower across the street, we further ameliorated our overcrowded situation. As of the Fall of 2008, the School has used the gallery space on the ground floor of the Askew Tower ("The 2nd St. Gallery") for exhibiting student and faculty work, with a much increased public visibility. In the recent years, we have also acquired a variety of new equipment, including a CNC router, a laser cutter, a water table for airflow visualization, and an extensive software package worth over $250,000.

The substantial expansion of student population also required an increase in the number of full-time faculty. After three rounds of faculty searches, our ranks have grown to twelve during the academic year 2008-2009. The newly hired faculty have expanded the in-house fields of expertise to environmental and structural engineering, digital fabrication, color theory, and architectural history and theory. At the same time, they have brought in considerable international reputation and a broad range of cultural backgrounds: currently, we have full-time faculty originating from five of the six inhabited continents! This fact facilitates closer contacts with our student body—itself exceptionally diverse—and helps bridge any potential cultural gaps between the students and the School.

This uniquely diverse composition of our School, however, is balanced out by our shared pedagogical and professional views, as well as an atmosphere of collegiality and collaboration, both within the School and with other units of the College. Among the several collaborative efforts, it is worth mentioning a prize from the Architectural Research Centers Consortium (ARCC), funding research by a group of Architecture and Urban Planning faculty to devise the assessment and design criteria for outdoor comfort in a subtropical environment. The School of Architecture is also engaged in funded research through the Broward Community Design Collaborative, which has initiated a multi-disciplinary research group with FAU's Schools of Urban Planning and Engineering.

Our collaborative efforts also extend into the field of pedagogy. Besides the present BArch professional program and the planned MSArch program, we also offer joint programs in collaboration with other units in our College, as well as with other schools of architecture. We currently offer a combined Master of Urban and Regional Planning/Bachelor of Architecture professional degree. It is also possible for our students to pursue a Master of Architecture degree from the Dessau Institute of Architecture. The latter degree can be obtained through three semesters in residence in Germany and one thesis semester at the location of the student's choice. The program concludes with a thesis defense with the participation of the Director of the FAU School of Architecture. Several of our students are working toward or have completed one of these degree options or are currently studying in them.

I.1.1.5. Program Mission

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.

I.1.2.   Learning Culture and Social Equity

- **Learning Culture**. The FAU School of Architecture fully supported the students in creating our Studio Culture document. We provided encouragement and faculty support for this achievement. It is a document that is published in the Student handbook and subscribed to by the faculty and staff. It is available on the web in both the School of Architecture page and the AIAS Chapter page (http://www.fau.edu/arch/, http://www.aias.org/).
- The School's location in the College for Design and Social inquiry puts us in a collegial relationship with professions whose focus is also the wellbeing of the public. Our faculty meets together at least once each semester to review the direction of the College and its integration with the university as a whole whose stated mission is to "foster excellence and innovation in teaching, outstanding research and creative activities". We subscribe to that mission as the items reflecting interdisciplinary research also testify.
- The protocol and policy documents in the appendix testify to the fact that the University, College and School all subscribe to the values of mutual respect, sharing, engagement, encouragement and support between and among all the members of our community. The vast array of Student Services that the University supplies are themselves testament to the fact that this University is a caring community. Similar documents inform faculty about the protocol and policies guiding their career development, for example the College's Promotion, Retention and Tenure document which is included in the appendix and is also available online (http://www.fau.edu/divdept/caupa/pdf/guidelines.pdf).
- At the beginning of each semester orientation meetings are held for the students and faculty at which all are advised of the focus of our learning ventures together and the many and various facilities available and how they might be accessed by all. See list of documents with their URL addresses in Part IV Supplimental Information and handouts in the Team Room.
- The School has developed a Learning Culture Policy that is intended to demonstrate that our students meet certain measurable abilities. Records of achievement are kept by the department to set a standard for comparison.
- **Social Equity.** The faculty of the FAU School of Architecture is testament to our belief in a culturally rich environment for our students. Our faculty of twelve reflects our commitment to diversity and multi-culturalism. We have persons who speak at least twelve different languages and one who speaks four others in addition to his mother tongue. We have all minorities represented and even one who was born right here in Broward County. We are therefore able to interact sensitively with our students who are also of many different cultures.

Altogether our diversity is unique and clearly demonstrates the distribution of the program's human and financial resources. When searching for replacement faculty persons for two full-time faculty next year (2011) we plan to seek both minority and female candidates.

- **Office of Students with Disabilities.** The University provides an office for students with disabilities. It makes arrangement for reasonable accommodations to allow equal opportunities and access to learning for students with documented disabilities. The Mission for this office follows:

  The mission of the Office for Students with Disabilities (OSD) at FAU is to support students with documented disabilities in their pursuit of equity and excellence in education. The OSD works with FAU faculty and staff to ensure that reasonable accommodations are provided to allow this population of students an equal opportunity to learn in the classroom setting and have access to all areas of FAU campuses. The OSD fosters student self-advocacy and the development of compensatory skills that support independent learning.

  In applying for support services, the student with a disability must provide the OSD with appropriate written documentation from a licensed professional in the field concerning the specific diagnosis and expected academic limitations. The submission of appropriate documentation is just one step in the process of registering for support services with the OSD.

  The Office of Student Disabilities which resides on the Davie Campus (5 miles south) reports that very few of the architecture students use the services but the director has indicated that she is willing to come to the Downtown Campus to see anyone who expresses a need for her services. Ms. Amy Parker also remarks that architecture majors are among those students who willingly volunteer as note-takers for fellow students.

- The University's Policy on Sexual Harassment and Discrimination with the Grievance process is posted on line at http://www.fau.edu/regulations/chapter5/5.010_Anti-Discrimination_and_Anti-Harassment.pdf where it is freely accessible by all. A hard copy is available in the Team Room.

- Established policies regarding academic integrity are published in the University Catalog on line at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf. A hard copy is available in the Team Room.

- Refer to the following link for Grade Review Procedures http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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.

Working in the studio

As students of the Sch ool of Arc hitecture, each person is required to maintain and contribute to a p ositive working environment that promotes productivity, efficiency and creativity. The following are guidelines that will help students to maintain a healthy studio.

Each semester students are allotted a 30" x 60" Desk, a stool and a 30" x 18" taboret to compose a 5' x 5' space. Spaces are not assigned, but are chosen on a "first come, first serve" basis. At the start of the semester each student studio space will be prearranged in a specific orientation for ease of inventory. The 5' x 5' square space is not required to be inactive throughout the semester, but students must return their desks back to their original setup at the conclusion of their studio semester. Additional space for appliances (refrigerators, microwaves, coffee makers, etc.), projects, personal items, and other studio supplies are considered "extra space" and are available at the student's own discretion. Extra space may become scarce but egress must not be impeded.

Show respect for your own space. The spaces and amenities of the studio are considered property of Florida Atlantic University and must be used in a respectful manner. Any part of the studio space may not be defaced, vandalized, or damaged, which may be grounds for dismissal from the program, and/or the college. The School of Architecture has very little archive space and relies on the studio and jury spaces to store many of the pin-up boards, project models, sculptures and extra desks that inhabit the studio. It is important at the end of the semester for students to 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 will be given one week after their design studio final project dates to clean out their studio space, otherwise any unknown materials, projects, appliances, or furniture may be discarded. If a student wishes to leave an item in the studio between semesters, such as a mini-refrigerator or a large project, the item must be labeled with the student's name and contact information. Students are advised that the School of Architecture is not responsible for damaged, lost, or stolen items that may result from leaving items unattended either during, between, or after semesters.

A hallmark of professionalism is respect for peers and colleagues and their indivdual space. The ability to work well with others is a crucial part to becoming successful in the professional world of architecture, as it is in the studio. No cell phones, pagers, or playing of music or other noise disturbances are allowed during studio class hours. Headphones may be worn in the studio outside of class hours but must not disturb those working in the vicinity. Music may be played aloud during non-class hours, but the consideration for others in choice and volume of music is required. Be considerate when entering and engaging in someone else's space. The studio environment encourages intermingling and interaction with others but actions such as moving someone else's project or borrowing a marker can be seen as rude or inconsiderate. If someone gives permission to borrow an item or to use something of his or hers, remember to treat that item if it was your own and to return it in the condition it was borrowed in.

Students shall 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 7th and 8th Floor studios, so it is important to keep track of your personal items. Some general tips for avoiding theft include:

- Do not leave valuables around the studio or on a different floor; keep track of your stuff
- Remember to take your flash drive from the computers when you are finished and log out
- Put your name on all your supplies and valuables
- Keep your space as clean as possible to reduce the amount of items that can be stolen
- Put your name on your wood (if you are storing wood in either shop)
- Purchase a lock for your taboret
- Secure all personal items such as handbags wallets, iPods and laptops, books, and other architecture supplies in your locked taboret whenever you are not around

Please see this link: fau.edu/police to access the FAU Police website. Theft of any scale of student or University property will not be tolerated and should be reported to a faculty member or campus security if suspected.

Time Management

Time management is a key factor for a pos itive outcome in both the studio and in th e professional world. Every person is faced with multiple responsibilities and should create a set list to prioritize those tasks.

Students should have a suitable balance between design studio, regular class hours and private life. It is important for students to keep in mind as a general rule that each one credit hour course is equal to three hours of homework a week. However, when budgeting how much time to spend for work in the design studio students should know how much time it takes for their design process, which is usually more time than a regular class. The architectural education demands a lot of hours due to the necessary hands on engagement of students and the passion involved, which is necessary to be successful in the profession. Nevertheless the studio should not be considered as a living- or bedroom. A minimum of private hours and sleep are recommended. 'All nighters' do not necessarily result in good project outcomes and they may reflect a lack of time management. More importantly a lack of sleep may affect your ability to work with tools or drive home.

There are two plotters in the studios and one in the computer lab available for students to use. While this is a very positive aspect of the studio, it is important for students to not wait until the day before something is due to plot. Give at least 48 hours before a deadline to plot, as everyone else will be using the plotter too. Also always have a back-up plot of work in case there are technical difficulties.

Pin ups and final reviews are a very important aspect of the studio culture. They are ultimately what each student will be working towards to present a complete studio project at the end of the semester. For midterm and finals reviews students should have completed their projects and are expected to be pinned up and ready to present by the deadline. These reviews at the end of each project are very important and useful for students to receive many different perspectives and critiques on how to improve the project from other students and faculty, to observe other students project, to critique those in return and by doing so to prepare for professional practice.

Florida Atlantic University's faculty and staff will always be there to help assist students in learning how to prioritize various activities and coursework in and outside the class. It is very important to each faculty member that every student be given the same opportunities to succeed both academically and professionally and will do everything in their power to help. Every professor understands that appropriate time management will provide students the optimal results in their coursework and will work with you to accomplish your goals.

Student-Professor Relationships

The design studio teaching method separates the architecture students from every other discipline. From one-o n-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.

The School of Architecture employs a diverse faculty, ranging from technical-environmentally to more historic-theoretically oriented professors in regard to research and teaching; and each contributes to the collective education that the school offers to its students. Professors and administrators work together to provide an educational environment with the same ethically conscious mindset of the profession it is preparing students for. 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 willing to learn and open to new ideas and ways of thinking and doing to make the most of every student-professor interaction.

Students and professors in the School of Architecture equally show respect for one another. Architectural discourse 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.

Available Resources

There are several resources available students outside of the studio in order to enhance the student experience at the university. These resources are at the student's disposal and are encouraged to be utilized on a regular basis.

Administration: 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. The Director organizes the course curriculum at the School of Architecture and is in charge of all administrational procedures and necessities, supported by faculty and staff. Ms. Margaret Devine is the executive administrative assistant and the primary contact for administrative inquiries.

Computers Applications: Peter Shimpeno 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.

Woodshop: Peter Symons is the Coordinator for the woodshop at the School of Architecture, which includes a wide range of tools both hand or computer animated (see description) 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.

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.

Student Academic Counseling: Ms. Versel Reid is the Fort Lauderdale Upper Division Architecture Program and Undergraduate and Graduate Urban and Regional Planning Counselor. She is available to assist students enrolled in Architecture and Urban Planning at Florida Atlantic University. Ms. Reid is the primary contact with questions or concerns about your schedule, advice on career paths or admissions into the School of Architecture or the School of Urban and Regional Planning.

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.

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 to use and we encourage you to take advantage of these opportunities to better your experience at the university.

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.

There are many various ways that each individual student can contribute towards FAU's Climate Commitment. Some are on a larger scale and others are as simple as deciding to throw away a water bottle in a recycling bin instead of the trashcan. Regardless of how small a gesture may seem our studio is striving to make a conscious effort to contribute towards FAU becoming a green school. 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.

Just by utilizing these simple tips for reducing excessive waste in the studio, we can all contribute to attaining FAU's goal for our Climate Commitment and making the world a better place for us to live.

Working in the studio ca n give each stud ent very unique exp eriences and insights. The implementation of our Studio Culture utilized by students, faculty and staff maxi mizes student's education. While these policies are in place to help better everyone's experience in the studio, we also extend these guidelines beyond the studio doors into everyday life. Each student, faculty and staff supports the productive community to better the life, education and experiences for everyone at Florida Atlantic University's School of Architecture.

I.1.3. Responses to the Five Perspectives

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, 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. Two corollary goals of the program are to develop a travel program for community high school students and 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 20,000 volumes. The specifics of faculty and student contributions can best be reviewed in faculty' curriculum vitae and the student resource sections that highlight co-curricular and extra-curricular student activities.

An advising apparatus designed across School, College and University supports the curricular, co-curricular, and extra-curricular activities. The apparatuses include:
1. Professors mentoring students, career development and IDP faculty representative, and the Student Advisory Council, (School).
2. Administrative advisors, (College).
3. 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 "Design 5" and growing in complexity through "Design 10" courses.

The third vehicle is our Career Development Center faculty representative. The faculty member visits upper division architectural design studios each semester 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. See also Part II.4.3.

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. Please see Section I.3.3 Faculty Credentials, Matrix for Licensure. 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, 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 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. See alumni survey results I.1.5 Program Self Assessment.

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 2nd Avenue Gallery, the Dorothy Schmidt College of Arts and Letters gallery, and many other public and private venues.

I.1.4.   Long Range Planning

The faculty updated the Strategic Plan for the School of Architecture in 2010 subsequent to the update of the University Goals and Objectives by the Board of Trustees in September 2009. The School of Architecture Strategic Plan clarifies the role of the School of Architecture in supporting the seven University Goals and Objectives. Recognizing the need to continually reassess our goals against the evolution and development of institutional priorities, the elements of the School of Architecture Strategic Plan 2004-2005 are inserted under the appropriate headings with the status indicated. The School reviews its mission and goals on an annual basis, and the plan may be further refined as the University prepares for reaccreditation by the Southern Association of Colleges and Schools (SACS) accreditation in 2011.

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, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

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.)
- (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.)
- (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.)

2010 School of Architecture Goals:
- (2010.1.a.) Develop a student to student mentoring program. (Fall 2011)
- (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)
- (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)
- (2010.1.d.) Create a permanent summer career camp for high school students interested in architecture or allied fields. (Summer 2012)
- (2010.1.e.) Improve our rankings to attract more high-ability students. (Fall 2012)
- Develop a travel program for community high school students.
- Increase sponsored finding for student travel.

University Goal 2: Meeting Statewide Professional and Workforce Needs.
Florida Atlantic University will commit academic and fiscal resources to meeting 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.)
- (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 and urban design 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)
- (2010.2.b.) Continue and strengthen Continuing Education programs offered to the professional community through the Institute for Design & Construction (IDAC). (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. (Ongoing)

- (2010.2.d.) Expand IDP program by establishing a formal tracking network with area architectural firms. (Ongoing)
- (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. (Ongoing)
- Implement new degree program for Upper Division pre-Professional students. Under review.

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 th4e 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)
- (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.)
- (2010.3.c.) Expand research in the area of pedagogy in order to contribute to the development of the creative thinking skills. (Fall 2011)
- (2010.3.d.) Build research capacity in the areas of developing the social and physical metrics of sustainable design. (Ongoing. 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 our program and the outcomes of our exchanges and collaborations with other institutions. (Fall 2015)
- (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)
- (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)
- (2010.3.h.) Double the size of the University's architectural library. (Fall 2020)
- (2010.3.i.) Implement the Master of Science degree program. (Fall 2011)
- (2010.3.j.) Host a National, or International Conference tied to developing a cross-cutting and ongoing research collaboration. (Spring 2011)

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)
- (2010.4.b.) Improve communication to internal and external audiences about the School's community outreach activities. (Spring 2011)
- (2010.4.c.) Continue to support the Broward Community Design Collaborative design and interdisciplinary research initiatives that satisfy community needs. (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/Instructor)

2010 School of Architecture Goals:
- (2010.5.a.) Continue to expand and improve the digital and environmental computational resources at the School of Architecture. (Ongoing)
- (2010.5.b.) Improve design studio outcomes through the integration of specialized in-house training for computational tools within the design process. (Ongoing)
- (2010.5.c.) Improve our national profile in the areas of digital technology and resources to attract graduate level students and researchers. (Fall 2015)

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)
- (2010.6.b.) Provide space for a materials lab, digital design and computer lab, student study room, and storage. (Fall 2016)
- (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)
- (2010.6.d.) Expand facilities to support a praxis-oriented approach for improved outreach and design build opportunities within the community. (Fall 2016)
- (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)

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)
- (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)
- (2010.7.c.) Increase the availability of exchange programs and collaboration with other institutions nationally and abroad. (Fall 2020)
- (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)
- (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)
- (2010.7.f.) Develop an effective digital media tool to communicate events and achievements at the School of Architecture. (Fall 2012)

I.1.5. Program Self Assessment

Process: 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. All of the faculty participated and all were given the opportunity to edit the copy and make suggestions/changes at that time.

In reviewing our Mission Statement we discovered that it had morphed over the years into several documents, so we have taken the opportunity of this APR review to refine and standardize the message about us that the Mission Statement transmits. In doing so we have also faced one of the "challenges" identified by the self assessment process – that of transmitting our uniqueness with one voice to the public.

Our School's home College is also unique – The College for Design and Social Inquiry 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 of 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.

Many faculty meetings, surveys of alumni and students and a curriculum-wide review of our design studio sequence all resulted in the curriculum matrix submitted with this document. Precise input was sought with regard to the perspectives and refinement of the Long Range Plan. Our students revised their Studio Culture Policy and the Advisor refined the admissions and evaluation document. All follow in the appropriate sections.

The above Long Range Plan demonstrates that the School of Architecture integrates its Strategic Plan closely to the goals of the University's Strategic Plan and that we are progressing in the fulfillment of our own mission.

We have shown remarkable progress in achieving our own goals and many are on-going. In the 2007-2008 academic year the limited enrollment admission policy became effective assuring that our physical plant and current faculty size of twelve full-time persons will remain appropriate and adequate for delivering the strong program we have developed.

Seeking ways to assess our performance, we have conducted several surveys: teaching performance, student satisfaction with the education received, alumni to determine their satisfaction with their education and seek suggestions for improvement, and the local practitioners to ellicit their appraisals and suggestions of improvement for our program.

The following statements and data reveal that we use these formal assessments as well as informal and unsolicited suggestions in modifying our curriculum and plans. Please see the matrix of the Student Performance Criteria dated 8/16/2010 for the latest revision in Part 2 Section 1.1.

The School of Architecture at Florida Atlantic University has, in August 2010, conducted a survey that was sent to the School alumni and adjuncts. The survey aimed at identifying categories of knowledge, skills, attitudes, and CAD software applications that are expected to be important when graduates enter architectural practice in a firm as interns (see questionnaire, results and charts in appendix). The results will be further considered for future curriculum and program changes and development. They will inform the School for important course content improvements and changes. Special attention is to be put, as the results show, on construction, materials, structure, and ethics knowledge; on computer, code use, and team interaction skills; and on effectiveness, flexibility, and work ethics attitudes. Although the School's curriculum and courses already cover most of these aspects, the results will greatly inform any relevant

adjustments to better respond to the professional practice expectations and needs. This is supported by the result showing that the majority of respondents consider that the School's program prepares well for the graduates to enter professional practice.

Student Perception of Teaching Survey (SPOT)

General Information:
The Student Perception of Teaching Survey (SPOT survey) is administered in each class at the end of the semester. These surveys request the evaluation of the teaching effectiveness of each class. Since Fall 2005, the survey has had 21 questions. Question 18 is not analized because there is no available mean. Before Fall 2005, the survey had different questions, therefore it is not possible to compare with the recent surveys. For every SPOT question there are are five possible answers:

1. Completely agree
2. Somewhat agree
3. Somewhat disagree
4. Completely disagree
0. No response

Results:

Table I-1: Mean results per question of the Student Perception of Teaching Survey

SPOT SURVEY MEAN PER QUESTION (from Fall 2005 until Spring 2010)		
	Architecture	**University**
1. Clearly stated the objectives of the course	1.29	1.23
2. Covered what was stated in the course objectives	1.29	1.23
3. Was organized and prepared for class	1.35	1.29
4. Communicated ideas effectively	1.44	1.39
5. Told students how they would be evaluated	1.26	1.29
6. Gave assignments that assisted in learning the material	1.26	1.29
7. Gave useful feedback on coursework	1.41	1.39
8. Made the subject interesting	1.43	1.44
9. Encouraged students to think critically	1.29	1.30
10. Was willing to listen to students questions and opinions	1.24	1.21
11. Was available during office hours or appointment times	1.30	1.21
12. Showed respect for students	1.20	1.21
13. Was concerned with whether students learned	1.29	1.29
14. Was interested in teaching	1.23	1.20
15. Gave exams that reflected the material covered	1.30	1.28
16. How difficult was this course for you?	2.39	2.61
17. How was the pace at which the instructor covered the material?	2.70	2.77
18. What grade do you expect to receive in this course?	N/A	N/A
19. How much do you think that you have learned in this course?	1.99	2.14
20. Rate the quality of instruction as it contributed to your learning in the course.	1.91	1.93
21. What is your rating of this instructor compared to other instructors you have had?	1.99	2.09
TOTAL	**1.528**	**1.539**

Table number 1 presents the mean result for each of the questions. In general, the lower the mean is, the more positive is the evaluation. The total average for all questions for the University and for the School of Architecture is shown above.

As table number 1 shows, the mean results of the School of Architecture are always between the values of 1 and 2, wich translates as an excellent performance. Since 2005, the total mean of the University for all 20 questions is 1.539. The total mean of the School of Architecture is 1.528. Therefore, the student evaluation of the School of Architecture is slightly superior to that of the University.

Comparing the questions in table number 1, of the 20 questions with results, the School of Architecture has a better performance than the University in 10 of these and the University has a better performance in 9 of these. The results of the School of Architecture are slightly superior to the University results.

Table I-2: Total mean of the 20 questions of the Student Perception of Teaching Survey results.

SPOT SURVEY TOTAL MEAN OF THE 20 QUESTIONS		
Year 2005/2006	**University**	**ARCHITECTURE**
Fall 2005	1.58	1.75
Spring 2006	1.56	1.58
Summer 2006	1.53	1.48
Fall 2006	1.56	1.64
TOTAL	**1.56**	**1.60**
Year 2009/2010	**University**	**ARCHITECTURE**
Spring 2009	1.52	1.51
Summer 2009	1.47	1.37
Fall 2009	1.54	1.52
Spring 2010	1.54	1.53
TOTAL	**1.52**	**1.48**

School of Architecture SPOT survey improvement:
Overall, if we compare the data of 2005 -2006 with the most recent data 2009-2010, there is clearly substantial improvement of the SPOT survey results of the School of Architecture.

Table number 2 compares the total mean of answers of the first four semesters with that of the last four semesters evaluated. In three of the semesters (from Fall 2005 until Fall 2006) the mean of the SPOT survey was lower for the University than for the School of Architecture. The total University mean was 1.56 and the School of Architecture mean was 1.60. Therefore, the perception of teaching was better for the University than for the School of Architecture. However, the situation has improved every year. Over the last four semesters, the mean of the Architecture School has been higher than the University in all 4 semesters. The total mean for all questions in the last four semesters is 1.48 for the School of Architecture and 1.52 for the University. This data shows the improvement of the School of Architecture in comparison with the rest of the University.

I.2.   Resources

I.2.1. Human Resources & Human Resource Development

- Faculty & Staff:
  The policies and documents requested in Appendix 3 are listed with appropriate URL addresses and will be available in hard copy in the Team Room.   There, such documents as the College's Criteria for Promotion, Retention and Tenure, and University's staff position descriptions and evaluation and policies regarding diversity initiative and Equal employment Opportunity/Affirmative Action are to be found in Part IV.4.
  The faculty of the FAU School of Architecture currently numbers twelve:
  two Professors: D. Hardy and R. Johnson
  four Associate Professors: A. Abbate, P. d'Anjou, F. Lyn, J. Sandell
  five Assistant Professors: J. Caldieron, H. Haupt, V. Kulic, M. Thitisawat, E. Vermisso
  one Visiting Assistant Professor: C. Buhrmann
  and one Associate Professor has a leave of absence: A.Temkin
  The above full-time persons are ably assisted by 13 adjuncts who teach at various levels throughout the program. All adjuncts are either architects, engineers, or have appropriate architectural educational qualifications. For further information regarding faculty qualifications, please refer to the curriculum vitae that follows, in Part IV.2 or the matrix in section I.3.3 that describes the qualifications of faculty teaching required courses for the last two years.

  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 Assistant Professor Mate Thitisawat has that release period.

  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.

**Table I-3: Faculty using University financial resources to support research
for AY 2008-2009 and 2009-2010**

Faculty Name	Semester	Event	Amount Received
Anthony Abbate	Fall 2008	Subtropical Cities 2008, Brisbane QLD	0.00
	Fall 2009	Conferencia Hacienda San Rafael, Bogota	0.00
Jean-Martin Caldieron	Fall 2008	Presentation: Project 1, San Juan, PR	448.80
	Spring 2009	Presentation: Project 2, San Juan, PR	501.00
Deirdre Hardy	Spring 2010	ACSA National Conference, New Orleans	$1200
Henning Haupt	Spring 2009	NCBDS National Conf., Baton Rouge, LA	$1000
	Spring 2010	NCBDS National Conf., Charlotte, NC	$860
Vladmir Kulic	Fall 2008	AAASS Conference, Philadelphia, PA	$1000
	Spring 2009	SAH Conference, Los Angeles, CA	$1000
	Fall 2009	Design History Conference, UK	$1000
	Fall 2009	AAASS Conference, Boston, MA	$1000
Francis Lyn	Spring 2009	ACSA National Conference, Portland	$1000
	Spring 2010	ACSA National Conference, New Orleans	$1000
Aron Temkin	Fall 2008	ACADIA Conference, Minneapolis, MN	$2477.08
	Fall 2009	ACADIA Conference, Chicago, IL	$1936.99
John Sandell	Spring 2009	NCBDS National Conf., Baton Rouge, LA	$500
Mate Thitisawat and Jean-Martin Caldieron	Summer 2009	2008 ARCC Incentive Funding Match	$4950
Emmanouil Vermisso	Fall 2008	ACADIA Conference, Minneapolis, MN	$1000
	Spring 2009	Critical Digital Conference-GSD-Boston,MA	0.00
	Fall 2009	ACADIA Conference, Chicago, IL	$1000

Promotion, Retention and Tenure Policy

The criteria for determining rank, reappointment, tenure and promotion is a College document available at http://www.fau.edu/divdept/caupa/pdf/guidelines.pdf and as a hard copy in the Team Room.

Licensed faculty of course must keep up to date with the profession by earning CEU's and attending professional meetings. Both Professor Abbate and Hardy do so. Professor Hardy is the immediate past President of the local Chapter of the AIA and is completing her stint as a State Director in that role, but will continue as a member of the Florida Board of State Directors as the Director of the FAU School of Architecture. Through the Institute for Design and Construction (IDaC), Florida Atlantic University School of Architecture provides opportunities for faculty and local professionals to acquire continuing education credits in fulfillment of state and national licensure requirements. The IDaC is a registered provider with the American Institute of Architects Continuing Education Systems. CEU's acquired through an AIA CES provider also meet State of Florida CEU Requirements for licensed architects in Florida. CEU's are acquired through attendance at lectures or through CEU designated classes provided by the IDaC.

The program has a Coordinator of Computer Applications who keeps the hardware systems, both Apple and PC, and appropriate software coordinated and up-to-date. Faculty who require additional software may request same and if it is compatible with their computer system the coordinator will purchase it for their research.
The computer systems are integrated with the facilities in the Wood Shop and the two coordinators teach the faculty and students how to operate the laser cutter and the CNC Router as required. One of these coordinators has a Masters degree in Furniture Design, and the other is in the process of completing his Masters degree in Graphic Design, so their expertise is often sought outside of their actual job descriptions and their collegiality is valued.

Equal Employment Opportunity

Assistant Prof. Jean-Martin Caldieron and Assistant Prof. Mate Thitisawat were appointed to serve the Office of the President's Diversity Committee to promote awareness of diversity issues with the goal to build world class academic programs and research capacity by adopting strategies that will institutionalize diversity among the university's faculty and staff.

The School of Architecture complies with the University's policy regarding human resource development. The Univeristy's Equal Employment Opportunity – Affirmative Action together with the Equity Status Report updated in July of 2009 and the faculty position advertisement published in the ACSA News in October 2007 can be found in the Appendix.

Faculty Resumes
Resumes for the following faculty alphabetically listed are included in Section IV (Supplemental Information):

- Assoc. Prof. Anthony Abbate
- Adjunct Prof. James Anstis
- Adjunct Prof. James Archer
- Adjunct Prof. Randall Atlas
- Visiting Assistant Prof. Carol Burhmann
- Assist. Prof. Jean-Martin Caldieron
- Adjunct Prof. Diego Carmargo
- Adjunct Prof. Cecilia Catizone
- Adjunct Prof. Ann Chaintreuil
- Assoc. Prof. Prof. Phillippe d'Anjou
- Adjunct Prof. Christian Fenneck
- Adjunct Prof. Leo Hansen
- Prof. Deirdre Hardy
- Assist. Prof. Henning Haupt
- Prof. Ralph Johnson
- Assist. Prof. Vladimir Kulic
- Assoc. Prof. Francis Lyn
- Adjunct Prof. Giancarlo Mangone
- Adjunct Prof. Pedro Negroni
- Adjunct Prof. David Rogers
- Assoc. Prof. John Sandell
- Assoc. Prof. Aron Temkin [unpaid leave of absence]
- Assist. Prof. Mate Thitisawat
- Assistant Prof. Emmanouil Vermisso
- Adjunct Prof. Carolina Wiebe

See table I-12: Matrix for Licensure in section I.3.1

Activity List
A list of activities of the students, staff and faculty that have taken place during the last two academic years follows:

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. Our own faculty lecture about their own research as well, giving students direct access and insight as to what we do and how we think in conjunction with our teaching. The following lists our visiting lecturers, (2008-2010), and highlights those professionals who have conducted workshops for our students.

School of Architecture Faculty Lecture Series 2008-2009

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 per<u>form</u>ance(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, Berllin Germany
"Digital – Analog Strategies"
- Rodolfo Ulloa, Architect and Heritage Conservatinist, Cartagena, Colombia
"Design cllimate: a process of adaption in Colombia"

Exhibitions of Student Work in Gallery
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 "Second Avenue Studio", a gallery space located in Askew Tower. The gallery has been an important venue for work from all levels of design. It has also been a venue for faculty work. What follows is a brief list of student exhibitions for the past three years.

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, Asssoc. 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

Diversity Policy
A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.)

Students

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. The AIAS also is active in the Freedom by Design Program and has completed six ramps that meet ADA criteria enabling home owner's easier access. Assistant Professors Jean-Martin Caldieron and Mate 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.

Several International study trips have been planned recently, two to Mexico City and one coordinating student interaction between the University of Queensland and Chulangonkorn University in Thailand. Unfortunately, all three of these were cancelled because the State Department advised against travel to these areas. Assistant Professor Jean-Martin Caldieron is currently organizing a study tour of Japan for summer 2011.

Locally, students in ARC 5328 are conducting research with Professor Abbate 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.

IDP Coordinator: Currently, Professor John Sandell, who is himself seeking registration and licensure in Florida, is the IDP coordinator. He is ably supported by Joseph Benesh, AIA the Regional IDP Coordinator for Miami-Dade and Broward Counties. IDP is discussed in the Professional Practice classes and in design studios at the fourth year level when the students are eligible to register. Last year the national IDP representative, Mr. Nick Serfass from NVARB visited the school and attendance at that lecture was encouraged. Cross reference with 'Architectural Education and Regulatory Environment Perspective' in Part I.1.3.

Student admission policies are clearly spelled out in the on-line catalog at http://www.fau.edu/admissions/. The application dates are set so that ample notification time is given to students to facilitate their personal education planning. An Advisor, Ms. Versel Reid is available to answer students' queries and facilitate review of application documents in a timely manner. All decisions of equivalency for courses a student wishes to transfer to our accredited program are reviewed by a faculty committee to ensure that the student has the ability or understanding of any Student Performance Criteria that is taught in our similar course. See policy in Part Two Section 3 for details.

Admission decisions for both our Lower and Upper Divisions are made by a faculty committee based on pre-tests, writing samples, portfolio and GPA scores. Both sections of our program are limited enrollment programs so these admission procedures are necessary at all levels.

Admission to the University is determined by the Registrar's Office prior to the student applying to the School of Architecture and student diversity initiatives are to be found in the Policy statement at http://www.fau.edu/president/files/diversity_report06.pdf. Financial Aid application must be made to the appropriate office of the main campus. Information about this application procedure is available online at http://www.fau.edu/finaid/.

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. (See also Section I.2.5)

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.

Individual Faculty Assigned Student Advising
Preface

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 create an atmosphere of understanding and trust and mark the demeanor of the faculty when advising. This decorum communicates to the student our interest in their well-being. When trust is established 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.

Listening, patience and professionalism blended with an interpersonal influence of trustworthiness and understanding are the most important signs that communicate our 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 twelve upper division design studios 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.

Studio Culture Policy Statement in Student Handbook, (a student-faculty resource),
(See Section I.1.2)

Curriculum Related Community Development Projects and Joint Collaborations
This section sketches a list of 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 from the list of projects, (2008-2010), that follows.

The student experience in Design 9: Advanced Architectural Design Studio I is enhanced through collaborations with students and faculty at the School of Urban and Regional Planning and the School of Social Work. The collaborative work is part of an ongoing sponsored research program developed by the Broward Community Design Collaborative with regional and state planning and transportation agencies also engages 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 and moving 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 Institure of Architects (AIA Florida) in 2009.

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, and is currently being developed for completion in 2011. 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.

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.

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, Architectural Design 7 and School of Social Work, Naelys Diaz and Gianacarlo Mangone)

- Fall 2009, <u>Market and Plaza Rafael Tufiño,</u> 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, <u>Seaside Amphitheater</u> 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, (Assoc. 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, (Assoc. Prof. Abbate, Assist. Prof. Kulic)
- Summer 2009, Transit/Housing Oriented Redevelopment (THOR) Study: Oakland Park Boulevard Corridor, Phase 1 (Assoc. Prof. Abbate)
- Fall 2009, Transit/Housing Oriented Redevelopment (THOR) Study: Oakland Park Boulevard Corridor, Phase 2 (Assoc. 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 (Assoc. Prof. Abbate)
- Spring 2011, Hallandale-Hollywood Mobility and Land Use Study (Assoc. 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 Partnerhip 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)

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. The following lists such initiatives from 2005 – 2010.

- 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, (Assoc. Prof. Abbate)

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. The following list highlights field trips, (some connected with studio design projects or design competitions), over the past three years.

Design Studio
- Summer 2005, Venice and the Veneto, Study of Carlo Scarpa & Palladio (Assoc. Prof. Abbate)
- Fall, Spring 2005-2010, 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 Technolgy 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)

Student Research and Directed Independent Study, (An open resource for undergraduate student access to faculty)
Students are encouraged to choose a mentor among our diverse faculty. Many pursue Directed Independent Study for elective credits. Other students participate in student or professional design competitions at local, national and international levels. The following list highlights these initiatives, (2007-2010).
- 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 Barrrera 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: Michael Goodwin and Patrick Konziola
  Bamboo Building Information Modeling
  Water Table Construction, and
  Outdoor Comfort Project
  Summer 2010, (Assist. Prof. Thitisawat)
- Student: Camillo Tamayo
  Historic Documentation Project, Fort Lauderdale, Florida, Spring 2010, (Prof. Johnson)
- Student: Joel Atangan
  Weidling House, Historic Documentation Project, Fort Lauderdale, Florida, Spring 2010, (Prof. Johnson)
- Student: Eric Chancellor
  International Style: Form, Space, Politics, Spring 2010, (Assist. Prof. Kulic)
- Student: Mark Gefman
  Sustainable Restaurant, Spring 2010, (Assist. Prof. Caldieron)
- Student: Jose Barrera
  Urban Form in Europe, Summer 2010, (Assist. Prof. Kulic)
- Student: Erica Ando (Ph.D. student)
  History of Architectural Engineering, Fall 2010, (Assist. Prof. Kulic)

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:
1. To enhance aias members experience in the college of architecture.
2. To make the transition into the design profession easier.
3. Establish a stronger relationship between members throughout the college.
4. Establish a relationship between aias members and professional.
5. 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

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 FDoundation 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)
- Meisner Scholarship
- Garcia Stromberg 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 pursue graduate studies. Below is a list of students who have been accepted to a graduate program and the institution they attended, (2005-2010).
- Student: Nicholas Mantis   Institution: Sci-Arc, 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, 2009
- Student: Tabitha Ponte   Institution: Illinois Institute of Technology, 2010
- Student: Sergio Curro-Caccho   Institution: Illinois Institute of Technology, 2010
- Student: Jonathon Styles   Institution: London Metropolitan University, 2010

- Student: Catalina Cabarello   Institution: Georgia Institute of Technology, 2010

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. The following programs 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 led by a faculty member who has resided extensively in the host country and/or whose area of research is based in the host country.

- Summer 2005-2010, Sachsen Anhalt University, Germany, student and faculty exchange program.
- Summer 2005-2010, Universidad de los Andes Summer Studio, Cartegena, Columbia, (Assoc. 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 (Assoc. 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, (Assoc. Prof. Abbate), cancelled due to State Department travel ban.

I.2.2.   Administrative Structure & Governance
The charts on the following 3 pages illustrate administrative structure of the University, College and School. All faculties, staffs, and students have equitable opportunities to participate in program and institutional governance.

Florida Atlantic University
Board of Trustees

Nancy Blosser, Chair; Robert J. Stilley, Vice Chair;
Anthony Barbar; Dr. Bill Bryant; David Feder; Dr. Jeffrey P. Feingold; Armand Grossman;
Dr. Rajendra Gupta; Timothy O. Lenz, Faculty Senate President; Ayden Maher,
Student Government President; Sherry Plymale; Robert S. Rubin; Thomas Workman, Jr.

President of the University
Mary Jane Saunders, Ph.D

Interim Provost
Diane Alperin, Ph.D

College for Design and Social inquiry
Rosalyn Carter, Ph.D, Dean

Dorothy F. Schmidt College of Arts and Letters
Manjunath Pendakur, Ph.D, Dean

College of Business
J. Dennis Coates, Ph.D, Dean

Charles E. Schmidt College of Medicine
Michael Friedland, M.D., Dean

College of Education
Valerie J. Bristor, Ph.D, Dean

College of Engineering and Computer Science
Karl K. Stevens, Ph.D, Dean

The Graduate College
Barry P. Rosson, Ph.D, Dean

Harriet Wilkes Honors College
Jeffrey Buller, Ph.D, Dean

Christine E. Lynn College of Nursing
Anne Boykin, Ph.D, Dean

Charles E. Schmidt College of Science
Gary W. Perry, Ph.D, Dean

ADMINISTRATIVE STRUCTURE
The graphics on the following two pages are intended to demonstrate the administrative structure as it relates to the school, college and university. Faculty and staff report to their respective directors, who in turn report to the dean of their college. All deans of all colleges report to the Provost, who in turn reports to the President of the University. The President reports to the Board of Trustees.

Figure I-1: Administrative structure of the University and Colleges

COLLEGE FOR DESIGN
AND
SOCIAL INQUIRY

DEAN
Rosalyn Carter, Ph.D

ASSISTANT DEAN
Gerald Clinton, MBA

ASSOCIATE DEAN
Floydette Cory-Scruggs, Ph.D

EXECUTIVE SECRETARY
Marian Williams

PROGRAM ASSISTANT
Edeline Dufour

SCHOOL OF ARCHITECTURE
DIRECTOR
Deirdre Hardy, AIA

SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE
DIRECTOR
Gordon Bazemore, Ph.D

SCHOOL OF PUBLIC ADMINISTRATION
DIRECTOR
Hugh Miller, Ph.D

SCHOOL OF SOCIAL WORK
DIRECTOR
Michele Hawkins, Ph.D

SCHOOL OF URBAN & REGIONAL PLANNING
DIRECTOR
Jaap Voss, Ph.D

EXECUTIVE SECRETARY
Margaret Devine

FULL-TIME FACULTY
Anthony Abbate, AIA, Associate Professor
Carol Buhrmann, Visiting Assistant Professor
Jean Martin Caldieron, Ph.D, Assistant Professor
Philippe d'Anjou, Associate Professor
Henning Haupt, Ph.D, Assistant Professor
Ralph Johnson, Professor
Vladimir Kulic, Ph.D, Assistant Professor
Francis Lyn, Associate Professor
John Sandell, Associate Professor
Mate Thitisawat, Assistant Professor
Emmanouil Vermisso, Assistant Professor

ASSOCIATED / ADJUNCT FACULTY
See current list with faculty credentials in Part IV.2

* Hard copies of faculty position descriptions provided in team room

COORDINATOR OF COMPUTER APPLICATIONS
Peter Shimpeno

SHOP STAFF
Peter Symons

Figure I-2: Administrative structure of the College and School

| SCHOOL COMMITTEE		COLLEGE COMMITTEE		UNIVERSITY COMMITTEE		PROVOST or FACULTY SENATE		PRESIDENT		BOARD OF TRUSTEES
Membership determined by election. Decisions on various issues are made in committee and then sent to the College Committee for approval. • Chair of School Committee reports to the DIrector of the School	→	Comprised of the chairs of the various school committees. Decisions on various issues are made in committee and then sent to the University Committee for approval. • Chair of College Committee reports to the Dean of the College	→	Comprised of the chairs of the various college committees. Decisions on various issues are made in committee and then sent to the Provost or Faculty Senate for approval.	→	Decisions on various issues made and then sent to the President for approval.	→	Decisions on various issues made and then sent to the Board of Trustees for approval.	→	Board of Trustees approve decisions as necessary.

The committee structure described above is a general representation of the equitable opportunities for the faculty to participate in the governance of the university. Students are also allowed to participate in the governance of the school of architecture through several measures: (1) All school meetings where general governance issues are discussed at least twice per year; (2) Participation in a School of Architecture Student Council. (3) Participation of elected student representatives (AIAS, Student Council) in faculty meetings.

Figure I-3: Administrative structure of the School

I.2.3.   Physical Resources

- The physical home of the FAU School of Architecture is the 7th and 8th floors of a high rise building in downtown Fort Lauderdale, supplemented by exhibit space, various office spaces, classrooms and studio spaces in the Askew Tower also a high rise building located across SE 2nd Ave. Our studios are well lit, open, contiguous and accommodate computer stations and plotters. Faculty offices surround jury spaces on each floor. The wood shop with the digital laser cutter is on one level and the router is on the other. 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. Our library facilities are accommodated in the Broward County Main Library, just two blocks north.

- There are no changes to our physical plant proposed at this time. Nor is there any significant problem impacting our location at this time.

    See plans of the Higher Education Complex and Askew Tower building that follow.

Figure I-4: Site Plan of the Downtown Campus
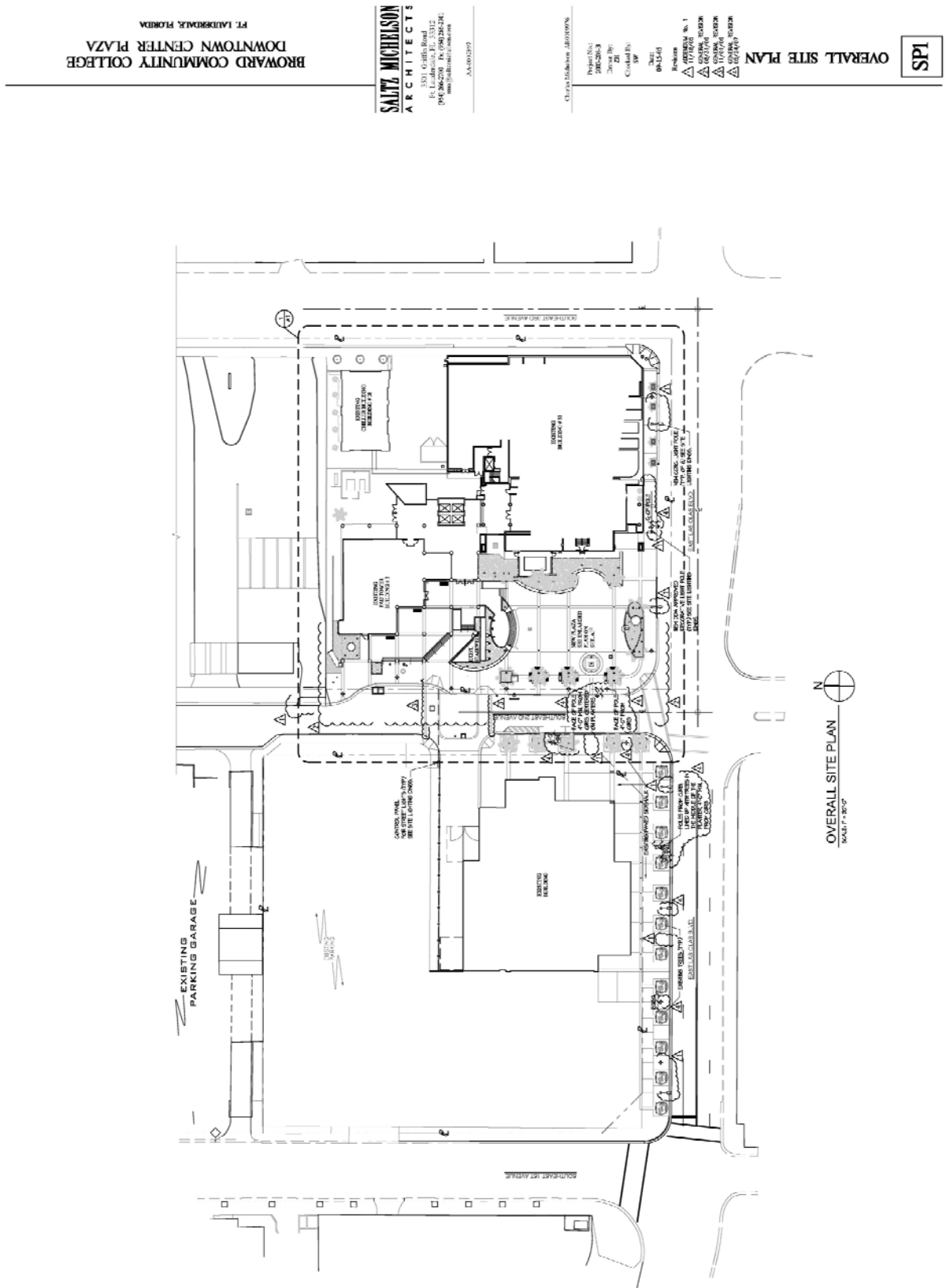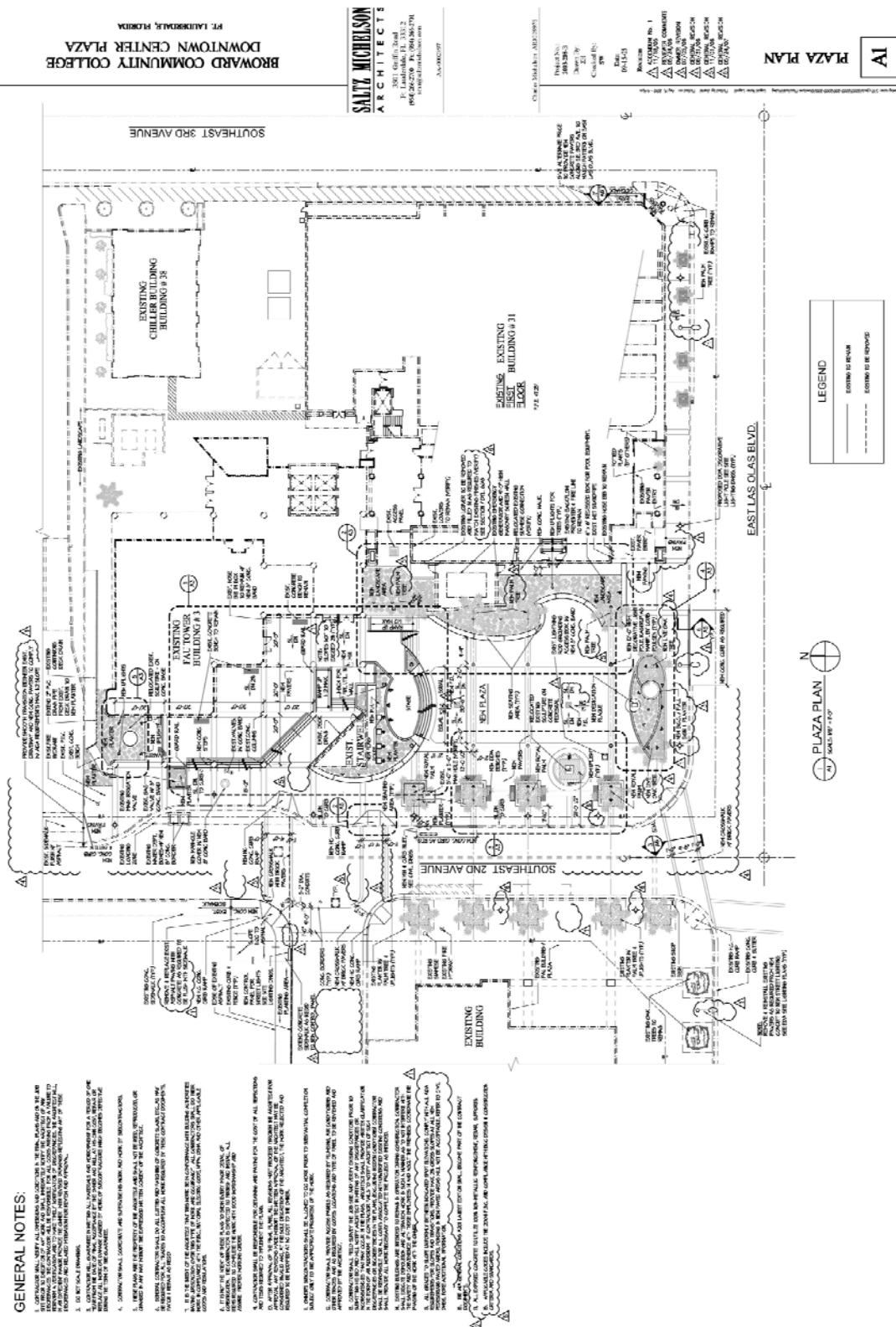
Figure I-5: The site plan of the Askew Tower (Larger scale documentation of these plans, showing accessibility from the public realm, will be available for review in the team room.)
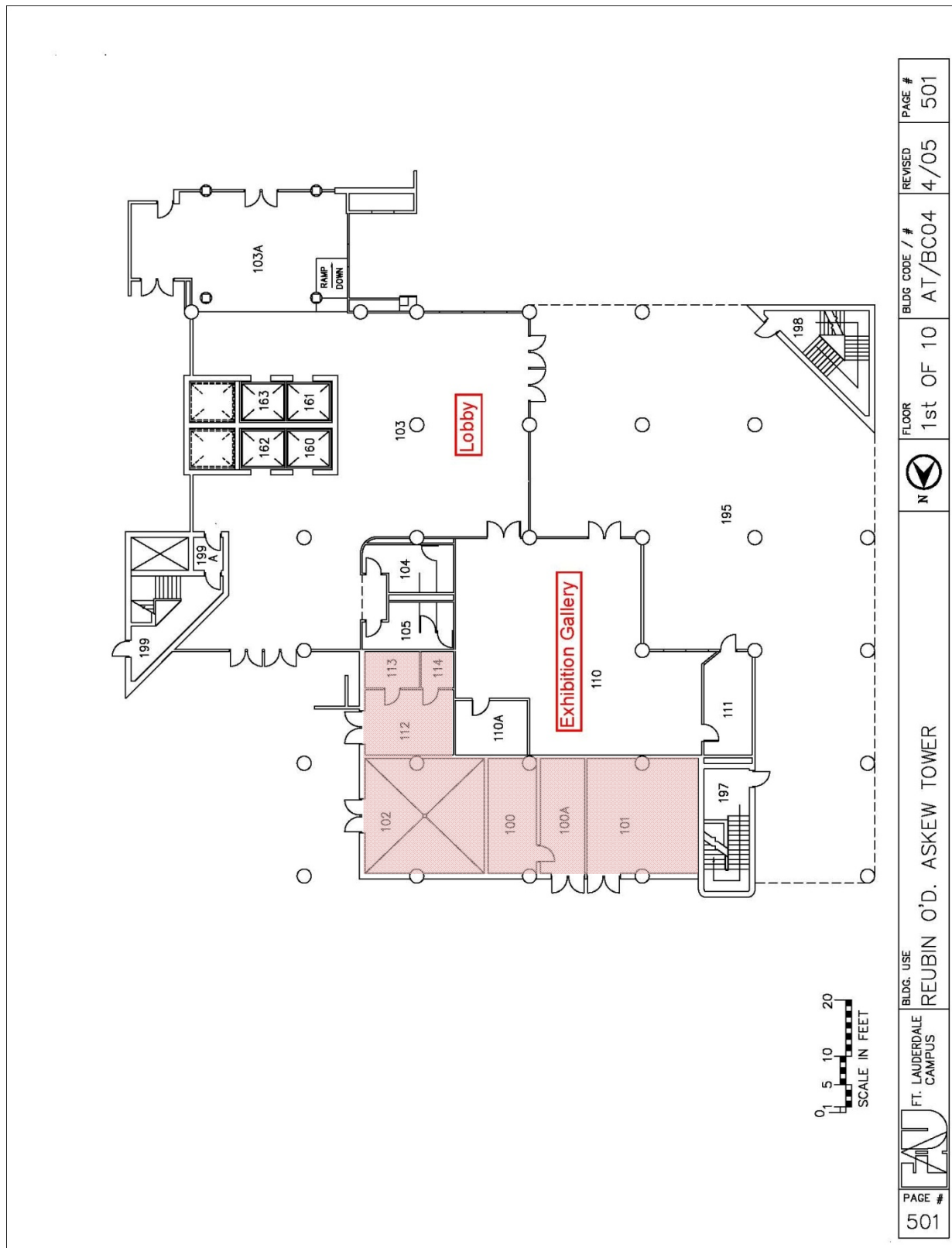
Figure I-6: The floor plan of the first floor of Askew Tower
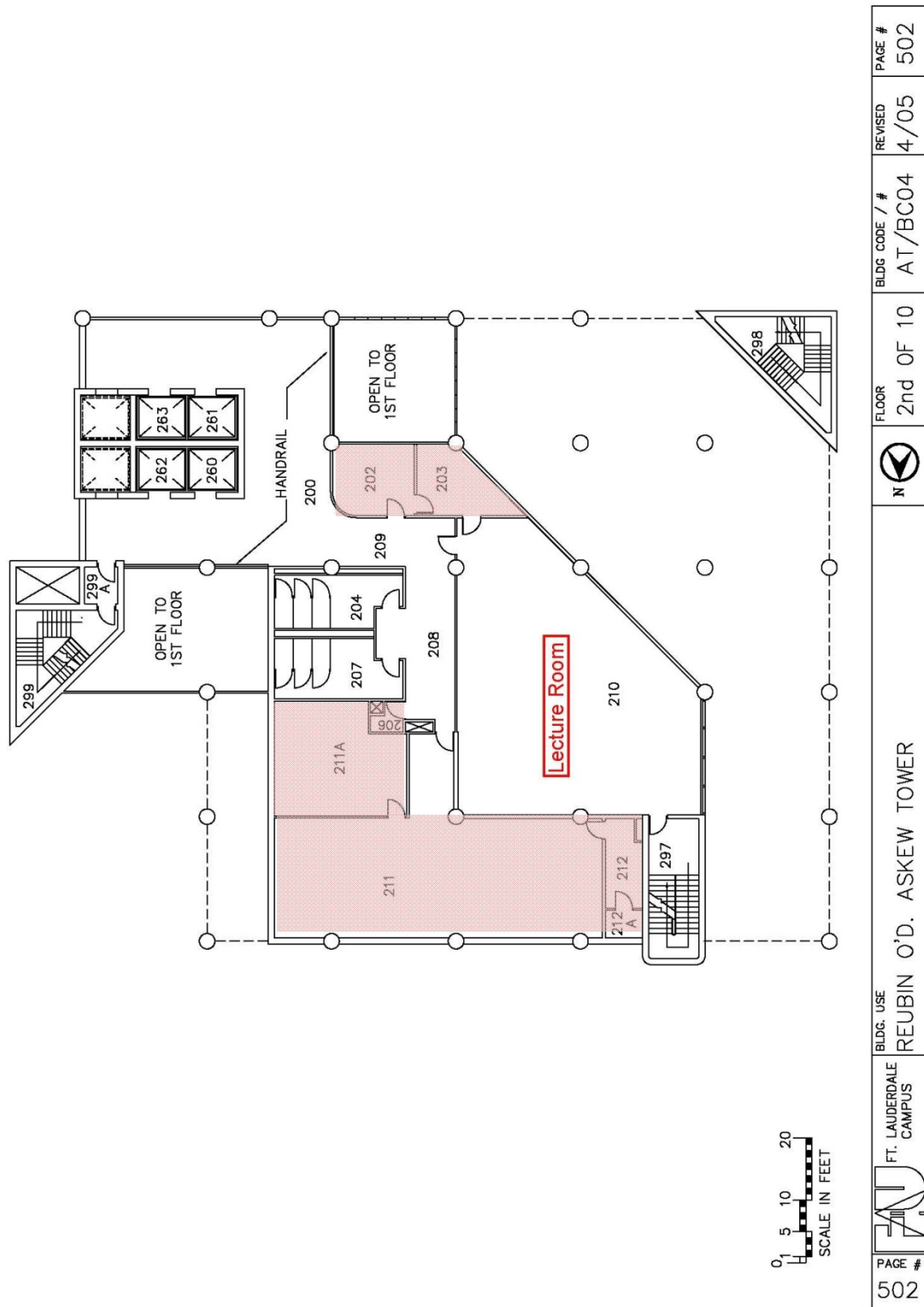
Figure I-7: The floor plan of the second floor of Askew Tower
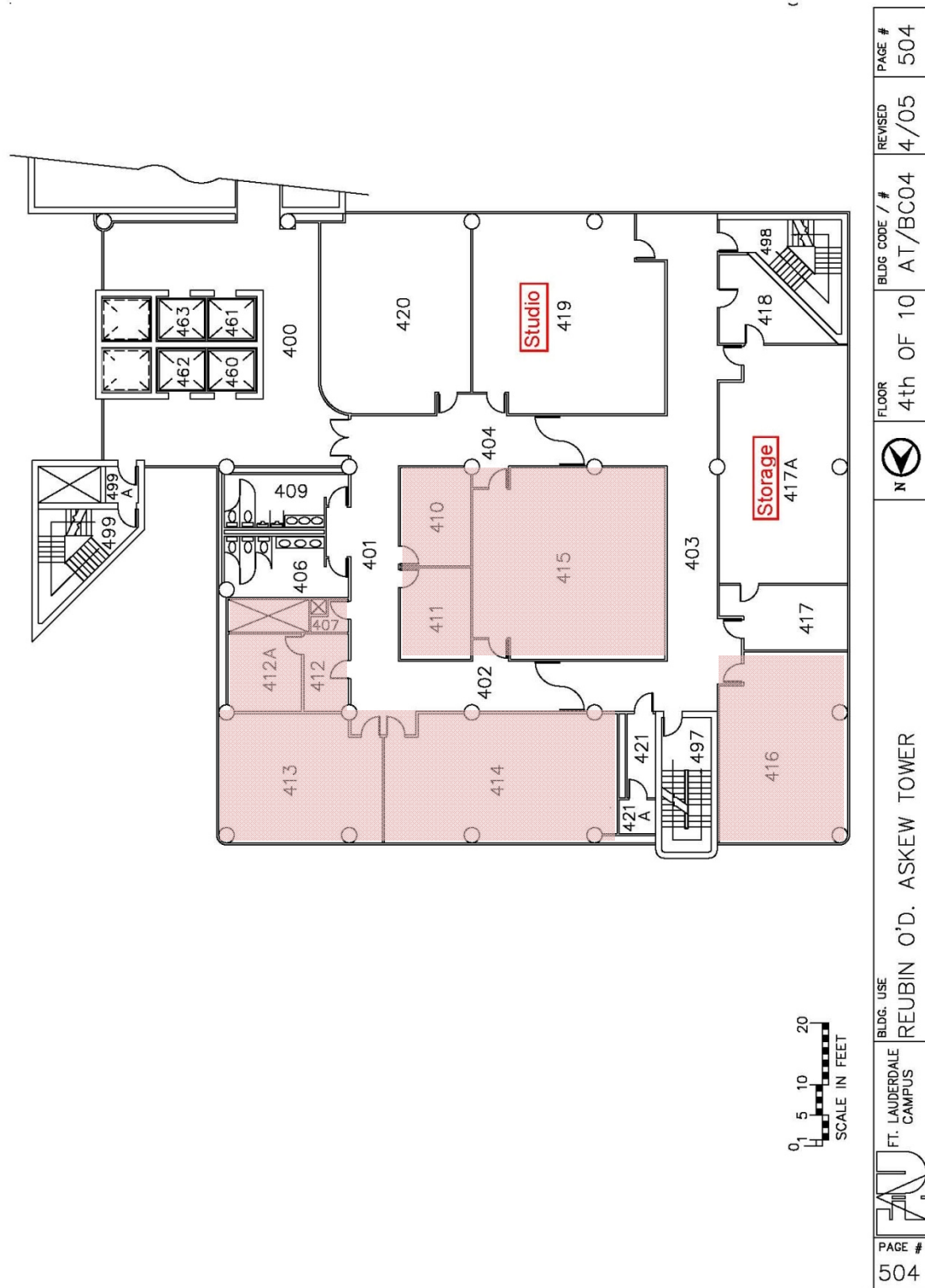
Figure I-8: The floor plan of the fourth floor of Askew Tower
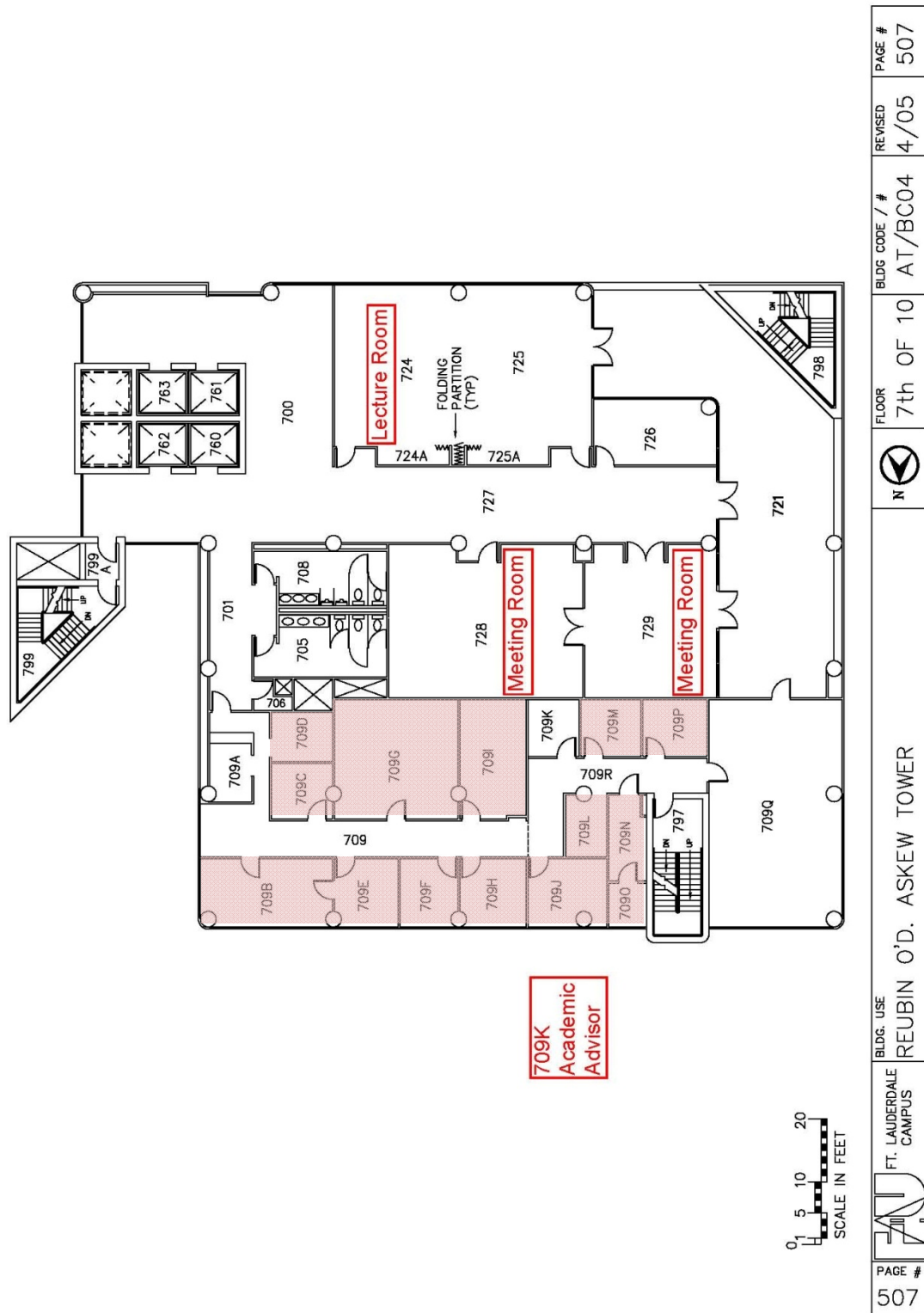
Figure I-9: The floor plan of the seventh floor of Askew Tower

Figure I-10: The floor plan of the first floor of Higher Educational Complex

Figure I-11: The floor plan of the sixth floor of Higher Educational Complex

Figure I-12: The floor plan of the seventh floor of Higher Educational Complex

Figure I-13: The floor plan of the eighth floor of Higher Educational Complex

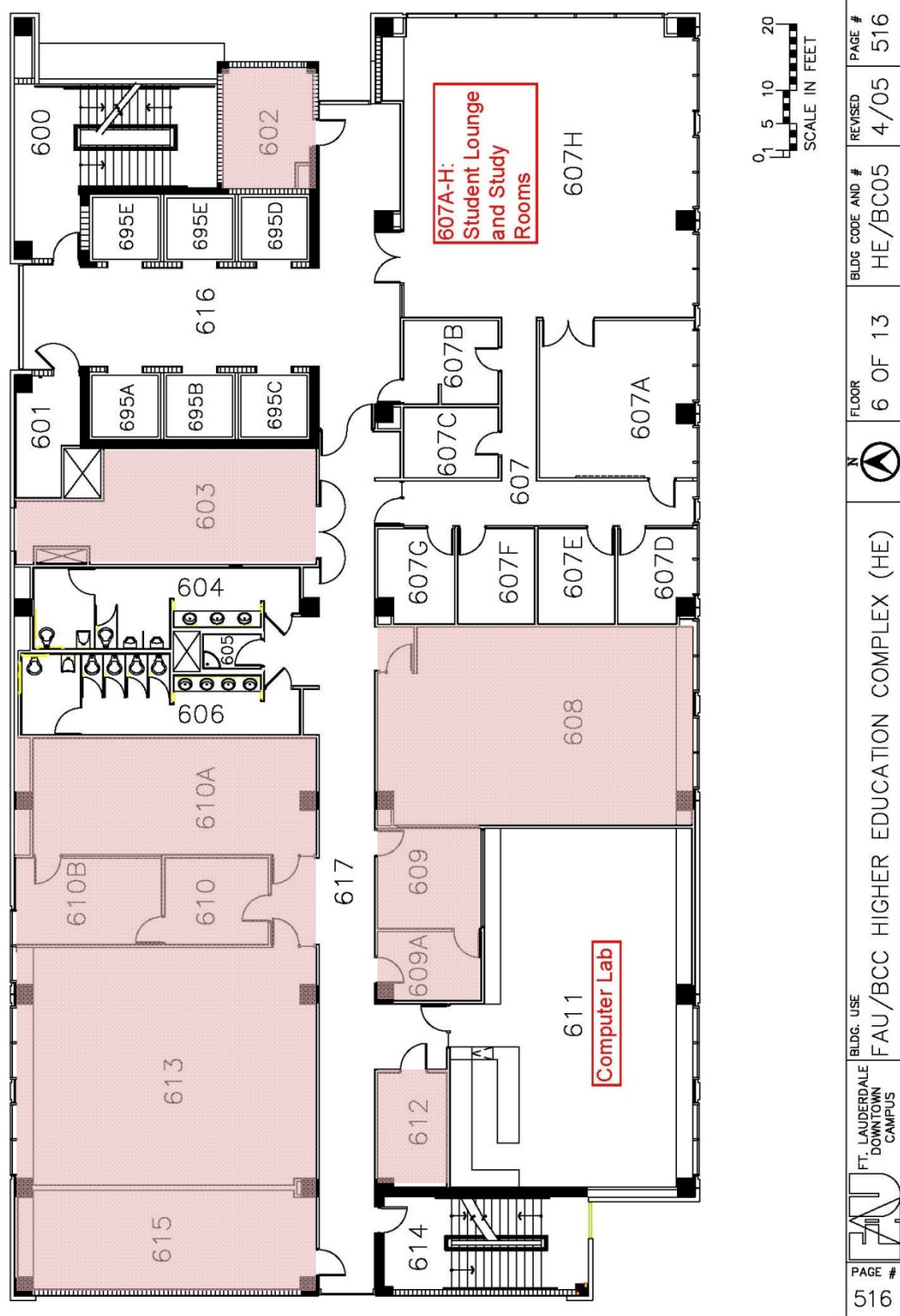**Figure I-14: The floor plan of the ninth floor of Higher Educational Complex**
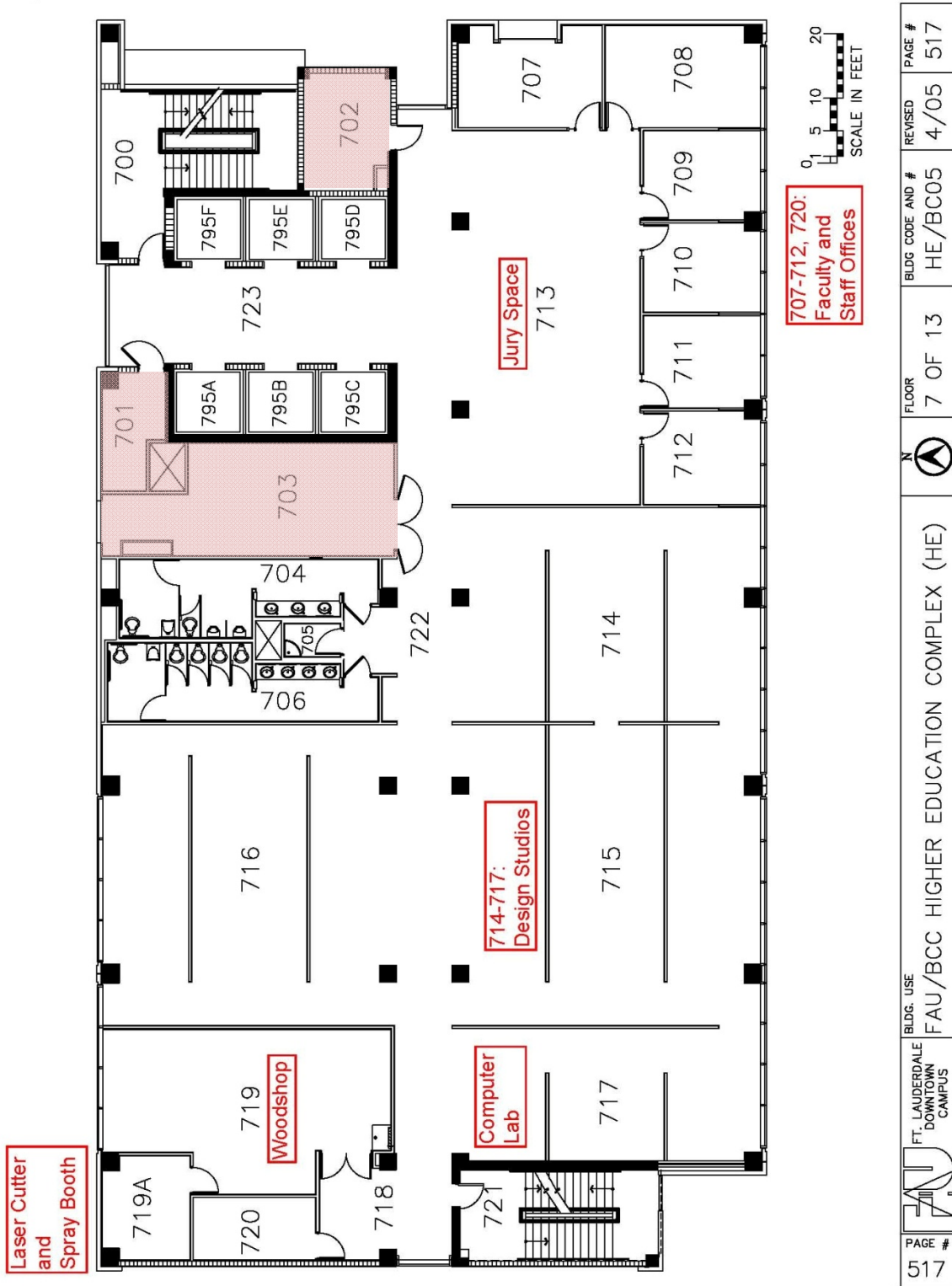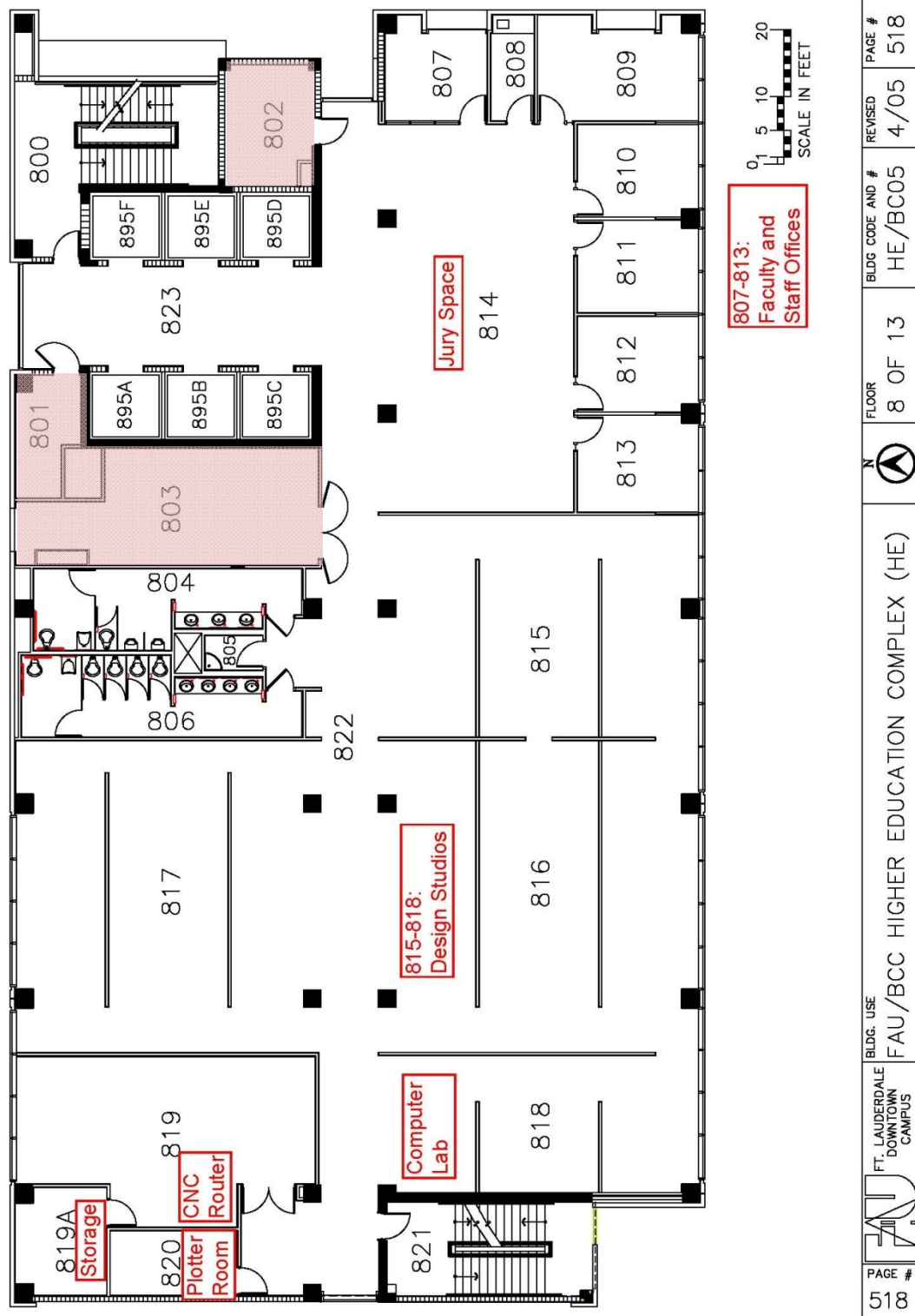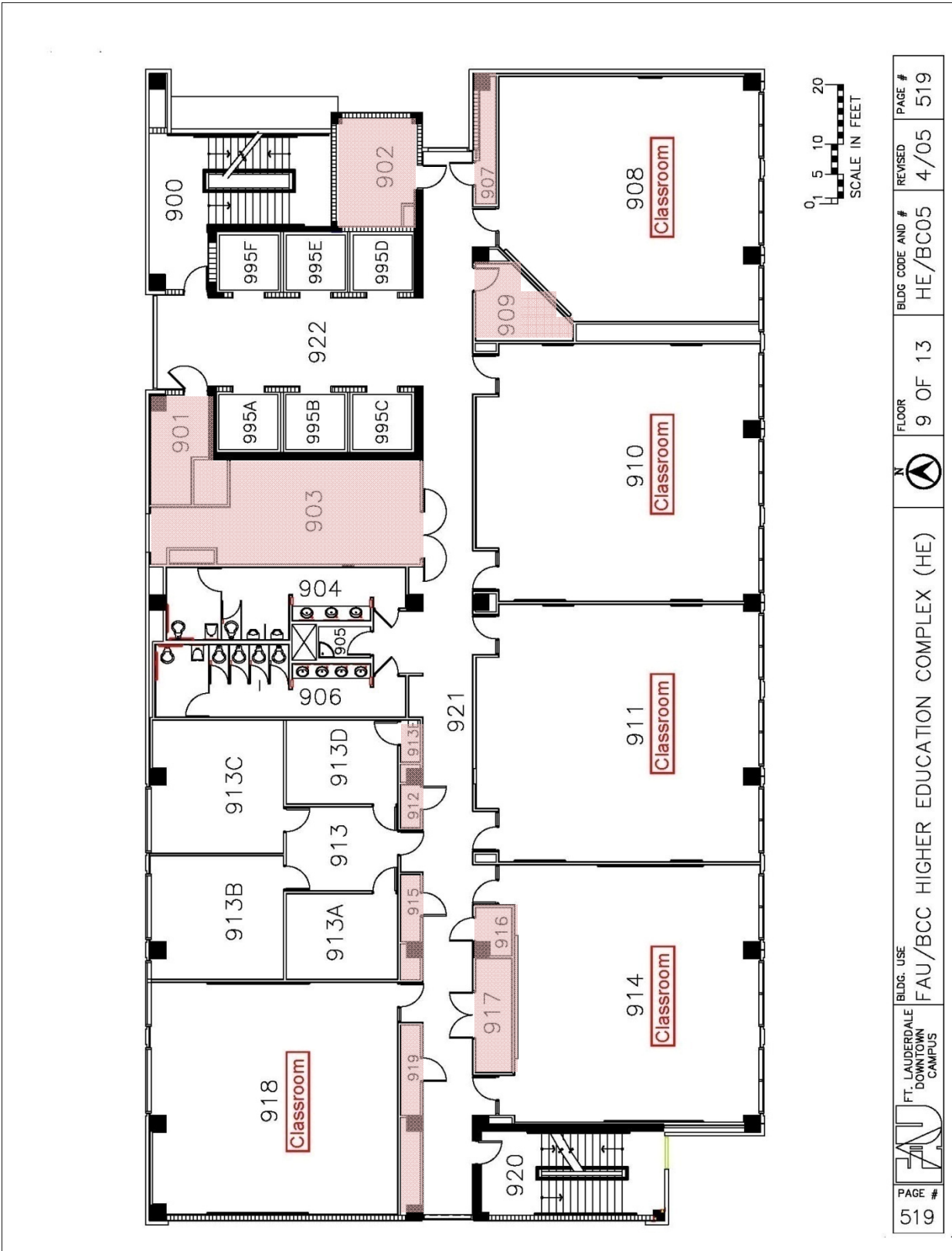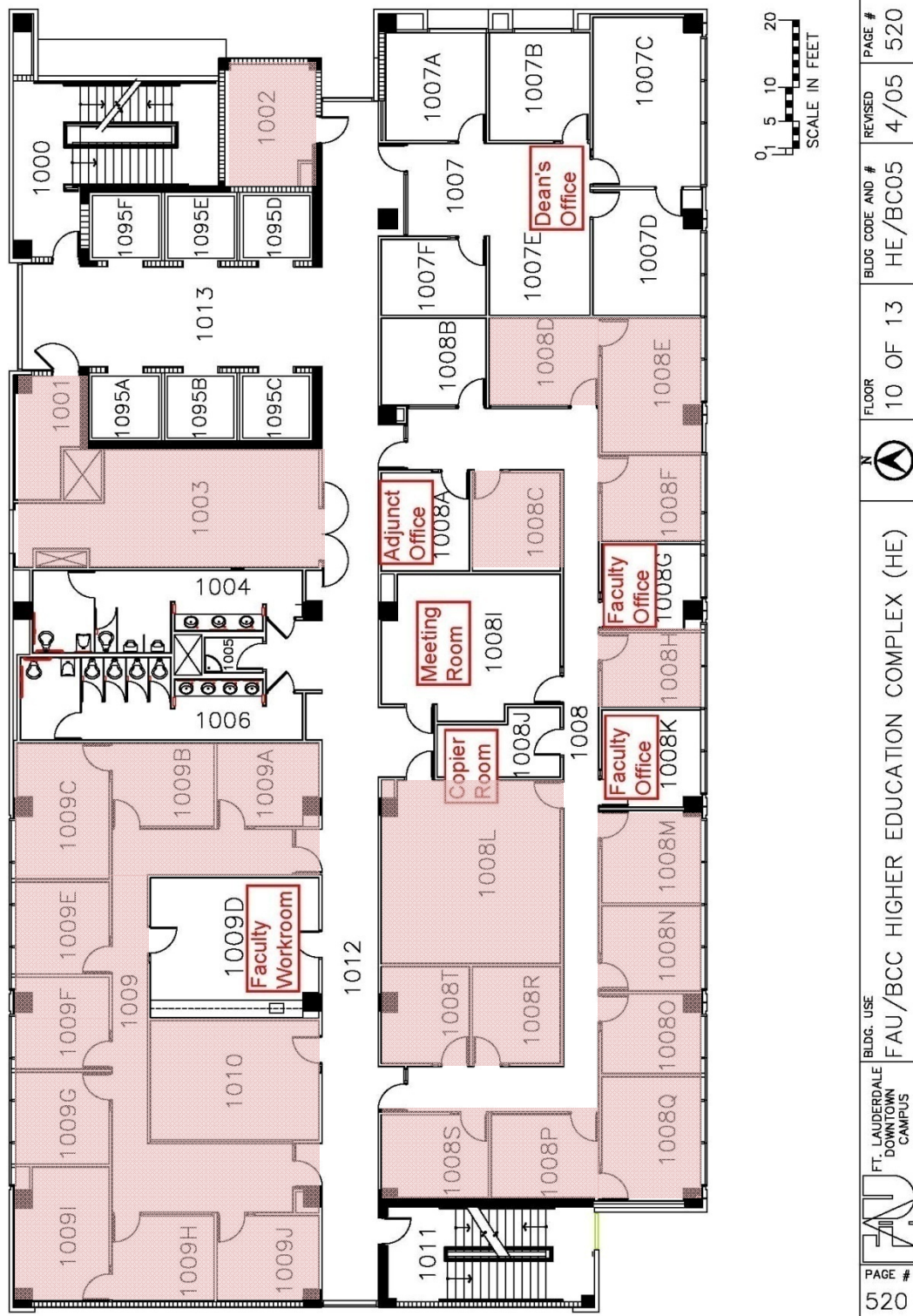
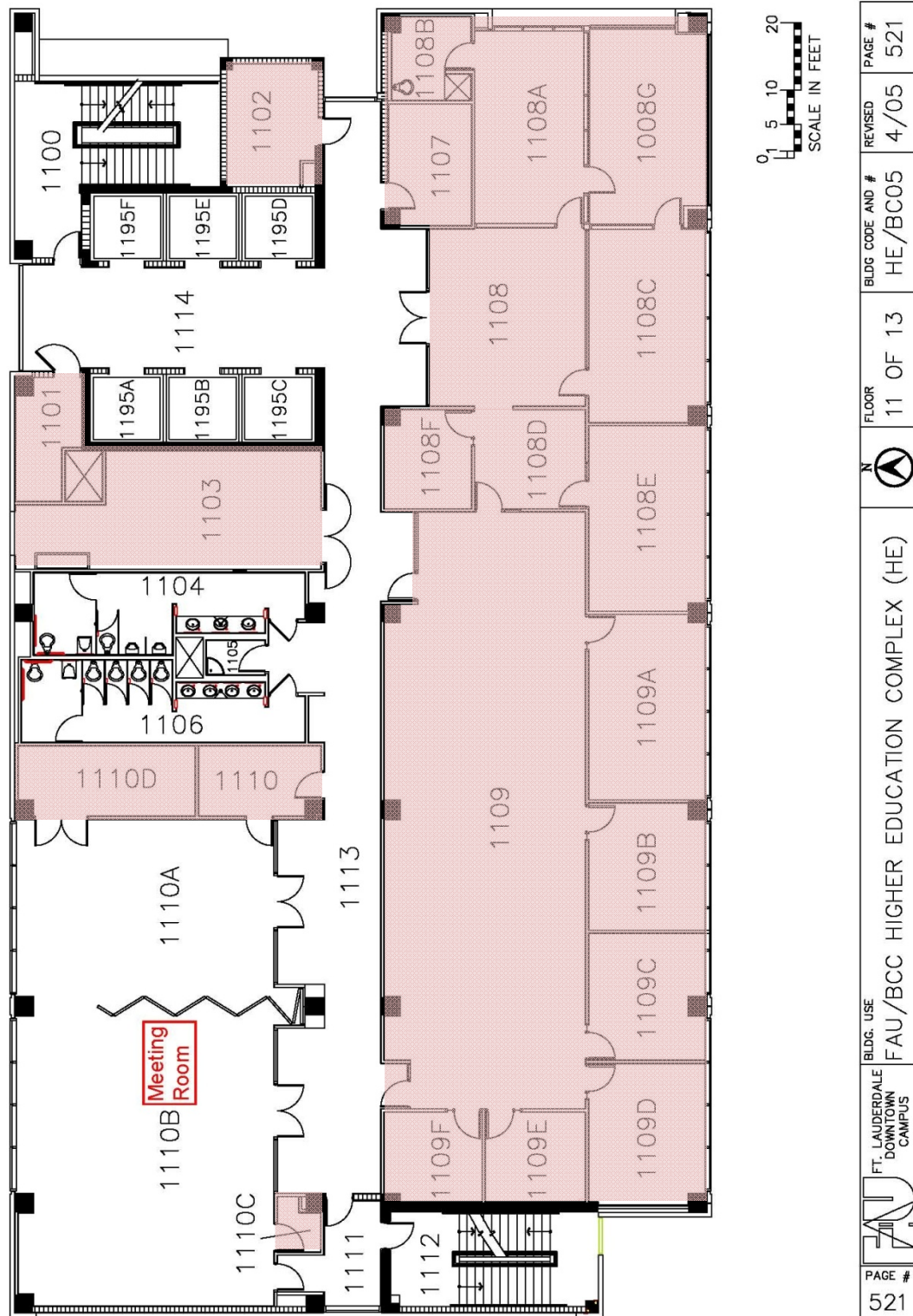**Figure I-15: The floor plan of the tenth floor of Higher Educational Complex**

Figure I-16: The floor plan of the eleventh floor of Higher Educational Complex

I.2.4.   Financial Resources

Institutional Financial Issues

- The Program is experiencing a reduction in studio enrollment although the number of students seeking admittance has not changed significantly. As a limited enrollment program we have many more students apply than we can admit, so this reduction in studio enrollment is confusing but is no doubt the result of our continuing students feeling the results of the economic downturn, consequent difficulty in paying tuition and refocusing on employment.
- Realizing that our future enrollment may need increasing we plan to make our program better known. To assist in attracting the best possible pool of applicants, the Institute of Design and Construction division of our School is organizing a Summer Program for High School students as an introduction to our profession. Also, the faculty has discussed plans to make "Professor for a Day" visits to the local high schools to support efforts made by the Admissions Officers from the Boca Campus who periodically seek our company on such visits. Conversely we invite interested students to visit the Program. Please see "Interested and Incoming Students" in Section 1.2.1.
- There are no pending cuts announced although there is cause for concern as the State's income is suffering due to reduced tourism on the Gulf Coast as a result of the oil spill compounded by the reduction in tax revenue. By carefully husbanding our resources we expect to maintain our current ability to support the Program.
- Recent budget cuts required of our College have been met through elimination of non-instructional activities. No cuts have been made to academic programs.
- The facts stated above demonstrate continued constant and expanded support for the Architecture Program since the last visit. In fact by learning of available funding sources recently we have been able to join with other departments to gain funding to pay for our software licenses for the next 3 years. We will continue to seek such opportunities to enhance our state funded budget.

Table I-4: Projected Budget 2010-2011

Itemized Budgets	
Salaries & Benefits	
Faculty(Continuing)	$1,251,869.00
Faculty (New)	
Adjuncts	$168,000.00
Staff (Continuing)	$174,411.00
Staff (New)	
Other Wages	
Gen.Oper. Expenses & Travel	$77,510.00
Equipment	$0.00
Lecture Series	$0.00
Program Development	$0.00
Anticipated Income:	$0.00
Contracts/Grants	n/a
Scholarships	n/a
Gift	n/a
Fees	$0.00
Total	$1,671,790.00

Table I-5: Past, Current and Projected Annual Budget of the School of Architecture

Fiscal Year	Annual Budget
2004-2005	$996,299
2005-2006	$1,148,281
2006-2007	$1,351,548
2007-2008	$1,421,396
2008-2009	$1,612,842
2009-2010	$1,597,251
2010-2011 est.	$1,671,790
2011-2012 est	$1,721,944
2012-2013 est	$1,773,602
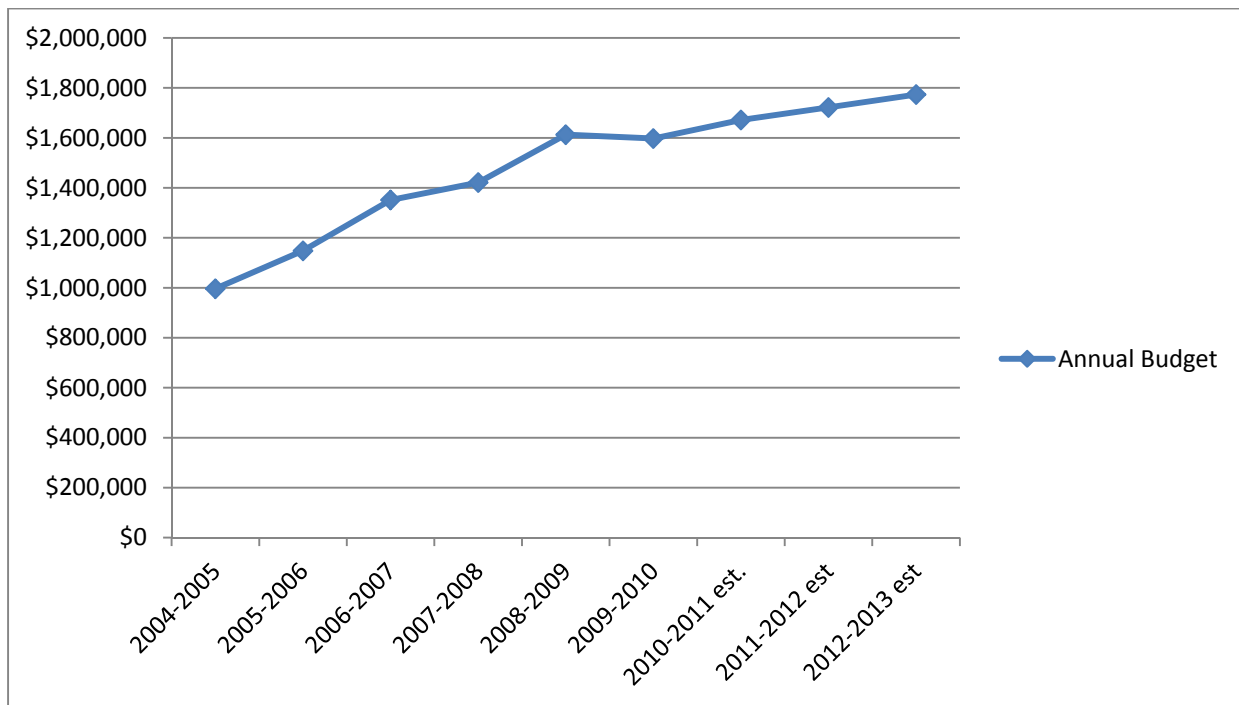
Figure I-17: Past, Current and Projected Annual Budget of the School of Architecture

Table I-6: Annual and Projected Expenditure by Professional Degree Programs in the University (Assuming 3% increase)

Program	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011 Estimate	2011-2012 Estimate	2012-2013 Estimate
Architecture	$996,299	$1,148,28	$1,351,548	$1,421,396	$1,612,842	$1,597,251	$1,671,790	$1,721,944	$1,773,602
Mechanical Eng.	$1,781,535					$1,716,055	n/a		
Electrical Eng	$1,932,215					$2,026,582	n/a		
Civil Eng.	$1,242,906					$1,443,499	n/a		
Urban & Reg. Planning	$660,728					$1,027,392	$1,163,600		
		15.25%	17.70%	5.17%	13.47%	-0.97%	4.67%		

Table I-7: 2009-2010 total capital investment per student by professional degree programs in the University

Program	Capital Investment per capita
Architecture	4767.91
Mechanical Eng.	4740.48
Electrical Eng	7505.86
Civil Eng.	3372.66
Urban & Reg. Planning	4778.57

Capital investment per student is based on the most recent complete annual data. Forthcoming comparative budget data will not be available for the aforementioned professional programs except Urban & Regional Planning because of their reorganization of the College of Engineering.

I.2.5.   Information Resources

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.

The School maintains a full-time position for support of the School's technology resources. Computers are available for student use in the 7th and 8th floor studios and in the HEC611 computer lab. The School provides 12 Apple iMac computers in the Upper Division Studio and 4 Apple iMacs in the Lower Division Studio.

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.

Library Collections
Context: Through a unique 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 each college department to the University Tower Library Advisory Committee. The committee reviews the proposed allocations and either endorses or makes recommendations for changes to the proposal.

The University Tower Library Advisory Committee, composed of two members from each of the Colleges represented at the FAU Ft. Lauderdale Campus, serve as library liaisons for their respective colleges. As liaisons, they forward order requests and offer recommendations for purchase given to them by their college 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 Advisory Committee and the FAU Broward Library Services Coordinator.

Subject coverage: Subject coverage of the collection is satisfactory to support the curriculum. 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.

These items are now consulted for building a representative collection.

To remain current, there was an informal approval plan with Prairie Avenue Books, until it closed its doors a little more than a year ago. In addition, several electronic collection tools and print catalogs are consulted when making selections for the Architecture collection including 2 online collection development databases known as BIBZII and Gobi3. Other selection aids include Choice Magazine, Books In Print, Library Journal, Distributed Art Publishers (DAP), Films for Humanities and Sciences, F.A. Barnett etc.

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 has 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. Backfiles 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 I-8).

Table I-8: Architecture titles and databases in FAU Libraries

INDEX	# ARCHITECTURE JOURNALS IDENTIFIED	FAU/BCL HOLDS	PERCENT
Arts and Humanities Citation Index	39	28	72
Art Indez 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 I-9).

Table I-9: Core and supplementary architecture titles in FAU Libraries

TYPE TITLES	# TITLES	FAU/BCL	PERCENT
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. The architecture collection incorporates approximately 36,363 slides and 17,305 videos and DVDs. The videos and DVDs are openly available for browsing but slides must be requested at the Reserve Desk, located on the third floor of the library. The personal slide collections of the faculty supplement the existing resources.

Access: The Dewey Decimal classification system and Library of Congress subject headings, utilizing AACR2 national standards, are used to catalogue the collection. Through SOLINET, BCL participates in the worldwide OCLC database and all library records are in MARC format.

The library's on-line public access catalogue is accessible via 82 computer terminals within the building and from off-campus via the Internet. In addition there are 24 computers available in the Cybrary classroom that are used for teaching and also have online public access capabilities.

Conservation/preservation: Conservation and preservation are practiced. Air conditioning and humidity control is provided 365 days per year and the collection receives regular reviews for mending and binding purposes.

Policy statements: There is a long-standing written collection development policy that is regularly reviewed. The policy is general for a public library and not specific to the architecture program or university.

In addition to the public library's policy, the coordinator for FAU Broward Library Services reviews the University Library's policy to maintain the academic collection.

Services
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

In addition, the Broward Library Services coordinator has virtual office hours every Tuesday from 5:30-7 pm and by appointment for online reference help and instruction. Please visit her website at: http://www.fau.edu/broward/Fau-Broward-Libraries.php.

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 liaisons and the college deans 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.

Cooperative agreements: BCL is a member of OCLC through SOLINET and uses the OCLC interlibrary loan system, the national standard. It is also a member of FLIN the in-state regional network and SEFLIN which is the southeast libraries local network.

Staff Structure: The BCL is administered by the Branch Manager-Main Library. The manager reports to the division's Assistant Director for Branch and Regional Services.

Since this is a county library, the reporting structure is the traditional chart common to county government with a library director, assistant director, associate directors, branch managers, and floor supervisors.

A county library advisory board helps to evaluate the needs and programs of the library system. In addition the board members serve as liaisons and lobbyists to the legislators for their continued support.

The FAU Broward Library Services Coordinator works closely with the BCL staff and reports to the Assistant Vice-President for FAU-Broward and the Dean for FAU Libraries.

Numbers
Professional status: The library employs 49 professional librarians with Masters Degrees in library and information science from ALA accredited programs. Some staff members have additional subject specialty Masters Degrees. There are written position descriptions for the librarians and staffs available.

Support staff: There are 22 paraprofessional personnel and sufficient student aides. College preparation is not required for staff positions but a large number of staff have degrees or have earned undergraduate credits. There are written position descriptions for all staff positions.

Professional development: Professional development opportunities are available to the library staff.   Conferences, workshops, and educational programs are financially supported and professional leave is available to all professionals.

Salaries: Professional librarian salaries are comparable with other public libraries in the state.

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.

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 FAU-Downtown Ft. Lauderdale Campus Library Advisory Committee. 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. Additional money may need to be requested if more programs are moved to this site.

Planning: There are written goals and objectives for the library. The collection underwent a complete inventory which 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 Cybrary classroom, used for instruction and research purposes. There are also plans to build a Hispanic Cultural Center, and just last month, the automated online public access catalog, CARL, was updated and is live.

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.

Participation of faculty and students: The FAU-Downtown Ft. Lauderdale Library Advisory Committee is composed of two faculty members from each college based at the Downtown Ft. Lauderdale Campus, the Branch Manager for the BCL Main Library, Dean for FAU Libraries or his designee, the FAU Broward Library Services coordinator and a student member. The committee meets a minimum of twice a year to discuss the budget, issues, and to be brought up to date with library procedures and events.

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

Table I-10: Architecture Collection (Title Count)

ARCHITECTURE	# TITLES
Dewey # 720-729	12,334

RELATED AREAS	# TITLES
Dewey # 624-625	520
Dewey # 690-698	1302
Dewey # 710-713	1658
Dewey # 745	2592
Dewey # 747	1175
Dewey # 749	577
Total Titles	**20,158**

Book allocations

This is money set aside for Architecture book purchases as decided by the Broward Library Services Coordinator. The entire materials budget is reviewed and allocations are assigned according to need, spending history and faculty requests. All allocations are discussed with the library advisory committee and approved. Adjustments are made as necessary, and money can be redistributed as needed. Please keep in mind that the School is not limited to the amounts designated below, and can order resources within the parameters of the entire materials budget. Often adjustments are made as the semester progresses, and it becomes evident that certain departments order less than others. Architecture has always been one of the biggest spenders, therefore receiving the largest materials allocations.

Table I-11: Architecture Collection Expenditure

TYPE OF COLLECTION		# OF TITLES	
Total number of books		20,158	
Book Allocations	2004/2005		$70,662.00
	2005/2006		$82,796.00
	2006/2007		$199,536.08
	2007/2008		$199,536.08
	2008/2009		$191,313.02
	2009/2010		$71,682.47
Serial Subscriptions		61	
Serial Allocations	2005		$119,490
	2006		$120,700
	2007		$70,632.23
	2008		$50,980
	2009		$55,854
	2010		$54,524
	2011		N/A
Microfilm	Total		235
	Architecture titles		9
Microfiche		7	
Slides		36,363	
Videos/DVD expenditures:	Total		20,465
	2006		$6,062.30
	2007		$7,736.95
	2008		$2,833.49
	2009		$0
	2010		$0
Drawings		N/A	
Photographs		N/A	
Other		N/A	

Architecture Collection Expenditure

Total number of books – 20, 158
The reason that the allocation for 2009/2010 is considerably lower than the previous years is due to a $100,000 cut to our materials budget.
The figure for 2007 is inflated due to the purchase of an expensive database, the Archivision Research Library, a collection of digitized slides through ArtStor. With this database, faculty and students can access thousands of visual resources on topics such as landscape architecture, urban planning, archaeology, art and art history. The library is fortunate to have this resource as this purchase was thankfully made just prior to the onset of major budgetary reductions.

The allocation for 2009-2010 is low due to another $100,000 cut to our materials budget and a temporary ordering freeze which was placed on all of the FAU libraries.

Serial subscriptions   61

Serial allocations (these figures include the purchase of all serials, not just specific Architecture titles, because many serials are multidisciplinary and can be used by Architecture faculty and students).

Videos/DVD Expenditures
In 2009/2010 there was a temporary ordering freeze due to budget cuts. The Broward Library Services Coordinator put the materials budget aside to purchase only monographs once the freeze was lifted. If a critical need arose for a particular DVD, a request could be made that Broward Main purchase the item from the BCL budget. Furthermore, most things available on DVD can be found online, therefore all DVD's on reserve were incorporated into the general circulating collection allowing for easier accessibility.

I.3. **Institutional Characteristics**
 I.3.1. **Statistical Reports**

Table I-12: Matrix for Licensure (Faculty maintaining licenses since last visit)

FACULTY MEMBER	TITLE	JURISDICTION OF LICENSURE
ABBATE, ANTHONY	Associate Professor	Florida, New York
ANSTIS, JAMES	Adjunct Professor	Florida and NCARB CERTIFIED
ARCHER, JAMES	Adjunct Professor	Florida
ATLAS, RANDY	Adjunct Professor	Florida, Louisiana, NCARB
BARD, AMBER	Adjunct Professor	Florida
BLYTHE, JAMES	Adjunct Professor	Florida, Georgia
BROWN, JOHN	Adjunct Professor	Florida (PE)
CALDIERON, JEAN-MARTIN	Assistant Professor	Venezuela
CARTAYA, MARIO	Adjunct Professor	Florida
CATZONE, CECILIA	Adjunct Professor	Venezuela (inactive)
CERNA, HECTOR	Adjunct Professor	Florida (PE)
CHAINTREUIL, ANN	Adjunct Professor	Florida, New York
COURTER, JACK	Adjunct Professor	Washington (PE)
DANNWOLF, KURT	Adjunct Professor	Florida
DUPONT, LOUIS	Adjunct Professor	Florida (Interior Design)
FARAMAWI, MONZER	Adjunct Professor	Florida (GC, PE)
FICHUK, PAUL	Adjunct Professor	Massachusetts
GRAVE DE PERALTA, ROGER	Adjunct Professor	Florida
HANSEN, LEO	Adjunct Professor	Florida
HARDY, DEIRDRE	Professor	Florida
HAUPT, HENNING	Assistant Professor	Berlin, Germany
KAHAN, DANIEL	Adjunct Professor	Florida and NCARB CERTIFIED
KOMPAYAK, WISA	Adjunct Professor	RLA, Florida
KRAFT, HENRY	Adjunct Professor	Florida (GC)
KUSSLER, MAUREEN	Adjunct Professor	Florida
MAGYAR, PETER	Professor	Chief Architect License, Hungary, EU, RIBA
O'DONNELL, EDWARD	Adjunct Professor	Florida
ORGREN, JOHN	Adjunct Professor	Florida
PEACOCK, TAMARA	Adjunct Professor	Florida
ROGERS, DAVID	Adjunct Professor	Florida (PE)
SANDELL, JOHN	Associate Professor	Italy, EU
SZERDI, JOHN	Adjunct Professor	Florida, New Mexico
TEMKIN, ARON	Associate Professor	Florida
THITISAWAT, MATE	Assistant Professor	Thailand
TOWNSEND, LEONARD	Adjunct Professor	Florida
VERMISSO, EMMANOUIL	Assistant Professor	Greece
WERNECKE, WALTER	Adjunct Professor	Florida, Washington, DC
WIEBE, CAROLINA	Adjunct Professor	Florida

Summary
Number of Licensed Architects (Jurisdictions within US only):   24
Number of Licensed Architects (Jurisdictions outside of US):   7
Other Professionals (RLA, PE, GC, ID):   7

Graduate Senior Survey Data for the Years 2005-2010

Due to the limited number of respondents (1 for 2005-06; none for 2006-07; 4 for 2007-08; 7 for 2008-09), there is no reliable scientific sample. Please refer to the Appendix for the data provided for Tables I-13, I-14.

Table I-13: Graduate Senior Survey, Academic Years 2007-2008 survey (Appended)

Table I-14: Graduate Senior Survey, Academic Years 2008-2009 survey (Appended)

Qualifications Of Students Admitted For The Years 2005-2010

Table I-15: Student Qualifications, Academic Years 2005-2006, 2009-2010: Architecture

	Admitted Students		Year (Summer, Fall, Spring)	Year (Summer, Fall, Spring)
			2009-2010	**2005-2006**
All	**Admitted students**	#	116	34
	SAT Scores	# with SAT score	67	32
	SAT Total	**Mean**	**1,107**	**1,078**
		25th percentile	1,030	1,000
		50th percentile (median)	**1,100**	**1,060**
		75th percentile	1,160	1,150
	SAT Verbal	**Mean**	**534**	**524**
		25th percentile	490	480
		50th percentile (median)	**520**	**510**
		75th percentile	580	575
	SAT Quantitative	**Mean**	**573**	**554**
		25th percentile	520	520
		50th percentile (median)	**570**	**550**
		75th percentile	610	595
	ACT Composite	# with ACT score	67	32
		Mean	**24**	**22**
		25th percentile	22	19
		50th percentile (median)	**24**	**22**
		75th percentile	27	24
	High School GPA	# with High School GPA	116	34
		Mean	**3.5**	**3.4**
		25th percentile	3.1	3
		50th percentile (median)	3.4	3.3
		75th percentile	3.8	3.8

Conclusions

The SAT Total mean has increased aprox. 3% since 2006.

Table I-16: Time to Graduation of Enrolled Students for the years 2007-2008, 2008-2009

Time to graduation	Four years or less 2007-2008	2008-2009	Five years 2007-2008	2008-2009	Six years 2007-2008	2008-2009	More than six years 2007-2008	2008-2009	No Response 2007-2008	2008-2009	Total 2007-2008	2008-2009
# Responses	2			2	1	4	1	1			4	7
%	50	0	0	29	25	57	25	14	0	0	100	100

Conclusions

Remembering that the accredited part of this program is of 3 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 couple of years. This is perhaps merely 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.

Table I-17: 2005-2006 School of Architecture student statistics

Architecture	Semester		
	Spring 2005	Fall 2005	Fall 2006
Student Status			
accepted	23	74	68
declined	3	0	14
graduated	17	46	32
active (registered for courses)	2	8	9
inactive	0	1	0
dropped out	1	9	8
did not attend	0	10	5

Percentage of students who have graduated since admission in 2005 (per semester)

Spring 2005:   73% (within 150% of the normal time)
Fall 2005:   62% (within 150% of the normal time)
Fall 2006:   47% (within the 'normal time to completion')

Demographic Characteristics of Enrolled Students for the years 2005-2010

(Data reflects Ethnicity and Gender in relation to Class Level, in the School of Architecture and the University overall, respectively)

    A. **Academic Year 2009-2010: School of Architecture**

Table I-18: 2009-2010 School of Architecture student demographic data

Architecture		Student Level				Total
		Undergraduate				
		Class Level			**Total**	
		Junior	**Senior**	**Second BA/BS**		
		#	**#**	**#**	**#**	**#**
Ethnicity	Gender					
Asian Or Pacific Islander	**Female**		1	2	**3**	**3**
	Male	1	6		**7**	**7**
	Total	**1**	**7**	**2**	**10**	**10**
Black (Not of Hispanic Origin)	Gender					
	Female	1	7		**9**	**9**
	Male		8		**8**	**8**
	Total	**1**	**15**		**17**	**17**
Hispanic	Gender					
	Female	4	27	3	**35**	**35**
	Male	5	41	6	**54**	**54**
	Total	**9**	**68**	**9**	**89**	**89**
Non-Resident Alien	Gender					
	Female		5		**5**	**5**
	Male	1	8	1	**10**	**10**
	Total	**1**	**13**	**1**	**15**	**15**
White (Not of Hispanic Origin)	Gender					
	Female	4	15	3	**26**	**26**
	Male	2	33	4	**44**	**44**
	Total	**6**	**48**	**7**	**70**	**70**
Total	Gender					
	Female	9	55	8	**78**	**78**
	Male	9	96	11	**123**	**123**
	Total	**18**	**151**	**19**	**201**	**201**

A. **Academic Year 2009-2010: All Colleges**

Table I-19: 2009-2010 student demographic data of all colleges

All Colleges		Student Level				Total
		Undergraduate				
		Class Level			Total	
		Junior	Senior	Second BA/BS		
		#	#	#	#	#
Ethnicity	Gender					
Asian Or Pacific Islander	**Female**	166	299	40	**647**	**647**
	Male	127	219	31	**528**	**528**
	Total	**293**	**518**	**71**	**1,175**	**1,175**
Black (Not of Hispanic Origin)	Gender					
	Female	820	1,559	151	**3,080**	**3,080**
	Male	478	777	71	**1,789**	**1,789**
	Total	**1,298**	**2,336**	**222**	**4,869**	**4,869**
Hispanic	Gender					
	Female	896	1,412	107	**3,099**	**3,099**
	Male	556	862	57	**2,108**	**2,108**
	Total	**1,452**	**2,274**	**164**	**5,207**	**5,207**
American Indian/Alaskan Native	Gender					
	Female	22	18		**57**	**57**
	Male	10	17	1	**37**	**37**
	Total	**32**	**35**	**1**	**94**	**94**
Non-Resident Alien	Gender					
	Female	83	186	22	**340**	**340**
	Male	75	187	8	**319**	**319**
	Total	**158**	**373**	**30**	**659**	**659**
White (Not of Hispanic Origin)	Gender					
	Female	1,951	3,517	301	**7,610**	**7,610**
	Male	1,544	2,329	241	**5,907**	**5,907**
	Total	**3,495**	**5,846**	**542**	**13,517**	**13,517**
No Indication/Not Reported	Gender					
	Female	34	33	5	**112**	**112**
	Male	22	19	3	**68**	**68**
	Total	**56**	**52**	**8**	**180**	**180**
Total	Gender					
	Female	3,972	7,024	626	**14,945**	**14,945**
	Male	2,812	4,410	412	**10,756**	**10,756**
	Total	**6,784**	**11,434**	**1,038**	**25,701**	**25,701**

B. Academic Year 2005-2006: Architecture

Table I-20: 2005-2006 School of Architecture student demographic data

Architecture		Student Level				
		Undergraduate				
		Class Level				
		Junior	Senior	Second BA/BS	Total	Total
		#	#	#	#	#
Ethnicity	Gender					
Asian Or Pacific Islander	**Female**		4		**4**	**4**
	Male	1	2		**3**	**3**
	Total	**1**	**6**		**7**	**7**
Black (Not of Hispanic Origin)	Gender					
	Female	1	4		**8**	**8**
	Male	2	5		**8**	**8**
	Total	**3**	**9**		**16**	**16**
Hispanic	Gender					
	Female	1	20	6	**32**	**32**
	Male	4	25	1	**34**	**34**
	Total	**5**	**45**	**7**	**66**	**66**
Non-Resident Alien	Gender					
	Female		5	1	**8**	**8**
	Male	2	6	1	**11**	**11**
	Total	**2**	**11**	**2**	**19**	**19**
White (Not of Hispanic Origin)	Gender					
	Female	4	10	1	**20**	**20**
	Male	6	40	7	**68**	**68**
	Total	**10**	**50**	**8**	**88**	**88**
No Indication/Not Reported	Gender					
	Female			1	**1**	**1**
	Total			**1**	**1**	**1**
Total	Gender					
	Female	6	43	9	**73**	**73**
	Male	15	78	9	**124**	**124**
	Total	**21**	**121**	**18**	**197**	**197**

B. **Academic Year 2005-2006: All Colleges**

Table I-21: 2005-2006 student demographic data of all colleges

All Colleges		Student Level				
		Undergraduate				
		Class Level				
		Junior	Senior	Second BA/BS	Total	Total
		#	#	#	#	#
Ethnicity	Gender					
Asian Or Pacific Islander	**Female**	146	281	33	**592**	**592**
	Male	99	206	17	**447**	**447**
	Total	**245**	**487**	**50**	**1,039**	**1,039**
Black (Not of Hispanic Origin)	Gender					
	Female	825	1,395	122	**2,932**	**2,932**
	Male	374	694	67	**1,569**	**1,569**
	Total	**1,199**	**2,089**	**189**	**4,501**	**4,501**
Hispanic	Gender					
	Female	630	1,183	91	**2,449**	**2,449**
	Male	375	684	70	**1,574**	**1,574**
	Total	**1,005**	**1,867**	**161**	**4,023**	**4,023**
American Indian/Alaskan Native	Gender					
	Female	18	26	2	**51**	**51**
	Male	7	15	1	**30**	**30**
	Total	**25**	**41**	**3**	**81**	**81**
Non-Resident Alien	Gender					
	Female	98	257	32	**460**	**460**
	Male	111	284	20	**466**	**466**
	Total	**209**	**541**	**52**	**926**	**926**
White (Not of Hispanic Origin)	Gender					
	Female	1,920	3,644	349	**7,881**	**7,881**
	Male	1,292	2,180	230	**5,471**	**5,471**
	Total	**3,212**	**5,824**	**579**	**13,352**	**13,352**
No Indication/Not Reported	Gender					
	Female	13	3	2	**29**	**29**
	Male	5		1	**18**	**18**
	Total	**18**	**3**	**3**	**47**	**47**
Total	Gender					
	Female	3,650	6,789	631	**14,394**	**14,394**
	Male	2,263	4,063	406	**9,575**	**9,575**
	Total	**5,913**	**10,852**	**1,037**	**23,969**	**23,969**

Demographic Characteristics of Full-Time Instructional Faculty for the years 2005-2010
(Data reflects Ethnicity and Gender in the School of Architecture and the University overall, respectively)

A. **Academic Years 2006-2007*, 2009-2010: Architecture & All University Colleges (Faculty)**

Table I-22: 2005-2006, 2006-2007 and 2009-2010 student demographic data comparison

			2009-2010		2006-2007		2005-06
			Architecture	All Colleges	Architecture	All Colleges	Architecture
			All	All	All	All	All
			#	#	#	#	#
Pay Plan Group	**Gender**	Race/Ethnicity					
Faculty	**Female**	Asian Or Pacific Islander	0	19	0	20	0
		Black (Not of Hispanic Origin)	0	23	0	20	0
		Hispanic	0	30	0	26	0
		Non-Resident Alien	0	12	0	12	0
		White (Not of Hispanic Origin)	1	248	1	242	1
		All	**1**	**332**	**1**	**320**	
	Male	Race/Ethnicity					
		Asian Or Pacific Islander	2	60	1	56	1
		Black (Not of Hispanic Origin)	1	17	1	22	1
		Hispanic	2	24	1	23	1
		American Indian/Alaskan Native	0	1	0	1	0
		Non-Resident Alien	3	42	2	37	0
		White (Not of Hispanic Origin)	2	316	3	339	4
		Leave of absence	1	N/A	0	N/A	0
		All	**12**	**460**	**9**	**478**	**8**
	All	Race/Ethnicity					
		Asian Or Pacific Islander	2	79	1	76	1
		Black (Not of Hispanic Origin)	1	40	1	42	1
		Hispanic	2	54	1	49	1
		American Indian/Alaskan Native	0	1	0	1	0
		Non-Resident Alien	3	54	2	49	0
		White (Not of Hispanic Origin)	3	564	4	581	5
		Leave of absence	1	N/A	0	N/A	0
		All	**12**	**792**	**9**	**798**	**8**

*There is currently no statistical data available for the year prior to the last accreditation visit (2005) so instead the next year is used (2006-2007).

Number of Faculty receiving Tenure each year since last visit

Table I-23: 2006-2010 faculty tenure status data for the School of Architecture and the University

(Data reflects tenure in the School of Architecture and the University overall, respectively for the years 2006-2010)

Architecture	Year															
	2009-2010	2008-2009	2007-2008	2006-2007	2009-2010	2008-2009	2007-2008	2006-2007	2009-2010	2008-2009	2007-2008	2006-2007	2009-2010	2008-2009	2007-2008	2006-2007
	Tenure Status												All	All	All	All
	Tenured				Non-Tenured, Tenure-Earning				Not Tenured, Non-Tenure Earning							
	#				# #								#	#	#	#
Pay Plan Group																
Faculty	3	3	3	4	7	5	4	4	1	3	1	0	11	11	8	8
All	3	3	3	4	7	5	4	4	1	3	1	0	11	11	8	8

All Colleges	Year															
	2009-2010	2008-2009	2007-2008	2006-2007	2009-2010	2008-2009	2007-2008	2006-2007	2009-2010	2008-2009	2007-2008	2006-2007	2009-2010	2008-2009	2007-2008	2006-2007
	Tenure Status												All	All	All	All
	Tenured				Non-Tenured, Tenure-Earning				Not Tenured, Non-Tenure Earning							
	#				# #								#	#	#	#
Pay Plan Group																
Faculty	417	405	369	388	172	189	227	206	203	211	215	204	792	805	811	798
All	417	405	369	388	172	189	227	206	203	211	215	204	792	805	811	798

Conclusions:

Since the last accreditation visit, the school of Architecture has awarded tenure to 3 people, compared to 29 people in the university overall. This tenure in the Architecture school happened during 2009-2010; during the same period the number of tenure awards in the university overall was 12.
The overall number of faculty in the school of Architecture has increased since the last visit by 37.5%. In particular, the Non-tenured, Tenure earning faculty has increased by the same amount. In the university overall, the total faculty has slightly decreased by less than 1% during the same period. Since 2006-07, the non-tenured, Tenure earning faculty has increased by 7.5% in the university overall, which is considerably lower than the increase in the school.

FAU
FLORIDA
ATLANTIC
UNIVERSITY

August 30, 2010

National Architectural Accrediting Board, Inc.
1735 New York Avenue, N.W.
Washington, D.C. 20006

To Whom It May Concern:

This letter is to verify that the data submitted to the NAAB for its Annual Reports is accurate to the best of my knowledge and consistent with reports sent to the Florida Board of Governors and National Center for Education Statistics (IPEDS).

Please contact me for any clarification at 561-297-2665.

Sincerely,

Sharron L. Ronco
University Data Administrator

Cc: Deidre Hardy

Boca Raton • Dania Beach • Davie • Fort Lauderdale • Jupiter • Treasure Coast
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I.3.2. Annual Reports

Annual Reports for the years 2006-2008
Please refer to the Appendix attached.

Focused Evaluation Team Report (January 2009)
Please refer to Part IV.3

I.3.3.   Faculty Credentials

The School of Architecture Faculty is extraordinary. We are a multi-national group of well educated persons all dedicated to the education of our students and of challenging of them to experience the world. Our faculty is composed of 8 different nationalities who speak at least 10 different languages, have earned Ph D degrees on 3 continents and one native son born within sight of the school! We are all trained as architects and two have specialized degrees that support the architectural profession, Mate Thitisawat who teaches Environmental Technology and Jean Martin Caldieron who teaches Structures. Three of us 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 we have one minority architect and one female. However, in the academic year 2010-2011 we will be joined by a female Visiting Assistant Professor. Our combined teaching experience totals at least 114 years. We certainly bring a wealth of global experience to this regional university and with our interdisciplinary research interests we strengthen our college home. We have at least one person whose major interest lies in each aspect of architectural education, so as a totality we are able to offer our students a broadly based education strengthened by global experience. We are ably supported by the adjuncts who regularly teach with us most of whom are Florida licensed architects or engineers. Table 1-4 , a matrix for Faculty Credentials follows. See also Curriculum Vitae in Part IV.2.

Table I-24: Matrix for Faculty Credentials Reflecting Each Course Taught Since Fall 2008

Fall 2008

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Abbate, Anthony	Fellow of the ASCA Construction Materials and Technology Institute (1999), Practicing Architect, multi-scalar passive bioclimatic design strategies.		X																		
Anstis, James	46 years practice; 25 years forensic analysis of building construction, codes, and architect standards of practice; 20 years teaching seminars on building codes & AIA contracts.																		X		
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI membership					X															
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture. TEACHING EXPERIENCE: Structures: 7 years; Design : 12 years; Design 6: 4 years			X		X															
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects.																X				
Chaintreuil, Ann	38 years practice; practical research principles applied to semester project with research informing design outcomes from site, zoning code, program, building code, schematic design.																X				

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.								X			X									
Feneck, Christian	Master of Architecture-University of Florida; 6 years professional experience; featured in numerous art/design exhibits.	X																			
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus	X						X													
Negroni, Pedro	M.Arch/ B.Env.Design; Designer/developer team member: reorganization/ reconstruction of cities in Puerto Rico; Team member- "Strategy Corridor Study" Oakland Park Boulevard, w/ FDOT																X				
O'Donnell, Edward	B.Arch – Pratt Institute, 1994; M.B.A – Nova Southeastern University, 2001; Registered Architect – Florida; Certified General Contractor – Florida; OSHA Construction Safety Certification, 2000																				X
Peinado, Ulises	20 years international practice. Mega-project experience. Expertise in Development, Design and Construction. Research in design methodology and teaching methods. Versed in green tech. Published projects.																			X	

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Rogers, David	Florida Licensed Engineer, Masters Degree in Civil Engineering, 20+ years experience as Structural Engineer										X										
Sandell, John	Has taught theory and design for over 15 years with publications addressing design pedagogy, and has built works which have received design awards.											X	X								
Thitisawat, Mate	**B.Arch; M.S:.**Building technology **Ph.D. Candidate:** Building technology**;** Design computing **Research:** Smart façade; Comfort; BIM; Daylighting; Airflow	X								X											
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.								X												
Wernecke, Walter	Seventeen years experience planning and designing building structures in urban environments, including Berlin, London, South Florida. Knowledge in zoning, land development, site and contextual issues.																			X	
Wiebe, Carolina	18-year architectural practice; Implementation of passive/active design principles for various climates. • residential, commercial, institutional • masterplanning • consensus-building / visioning • furniture design																X				

Spring 2009

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Abbate, Anthony	Director Broward Community Design Collaborative, Practicing Architect, multi-scalar passive bioclimatic design strategies, authored Community Design Guidebook and Subtropical Sustainable used as course materials.																X				
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI membership	X																			
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture TEACHING EXPERIENCE: Design: 12 years; Design 6: 4 years					X															
Chaintreuil, Ann	38 years practice; practical research principles applied to semester project with research informing design outcomes from site, zoning code, program, building code, schematic design.													X				X			
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.								X												
Feneck, Christian	Master of Architecture-University of Florida; 6 years professional experience; featured in numerous art/design exhibits.					X															

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Hansen, Leo	Registered architect since 1983; Adjunct Professor of Architectural Design since 2004; Principal of architectural office since 1987; LEED Certified (2009)																			X	
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus	X																			
Johnson, Ralph	Masters in City Planning, Masters in Architecture, Yale Univeristy; 30 years teaching experience in design, history, and site design						X		X												
Kulic, Vladimir	Ph.D. in architectural history from the University of Texas at Austin and have taught similar courses at UT Austin and the University of Belgrade.														X						
Madia, Enrique	Experience as project architect, project manager, construction drawings on buildings of various scales and levels of complexity; historic preservation; works published and presented worldwide.																			X	
Negroni, Pedro	M.Arch/ B.Env.Design; Designer/developer team member: reorganization/ reconstruction of cities in Puerto Rico; Team member- "Strategy Corridor Study" Oakland Park Boulevard, w/ FDOT																X				

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
O'Donnell, Edward	B.Arch – Pratt Institute, 1994; M.B.A – Nova Southeastern University, 2001; Registered Architect – Florida; Certified General Contractor – Florida; OSHA Construction Safety Certification, 2000																				X
Sandell, John	Has taught theory and design for over 15 years with publications addressing design pedagogy, and has built works which have received design awards.												X								
Temkin, Aron	B.Arch Carnegie Mellon, M.Arch Cranbrook. Licensed Architect, Practiced since 1992, former director FAUSoA; professional work includes master planning, architecture with emphasis on sustainable place making																X				
Thitisawat, Mate	**B.Arch; M.S:.**Building technology **Ph.D. Candidate:** Building technology; Design computing **Research:** Smart façade; Comfort; BIM; Daylighting; Airflow				X	X															
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse) Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.												X								
Wiebe, Carolina	18-year architectural practice; Implementation of passive/active design principles for various climates. • residential, commercial, institutional • masterplanning • consensus-building / visioning • furniture design																			X	

Summer 2009

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture TEACHING EXPERIENCE: Design: 12 years Vertical Studio: 1.5 Years															X					
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.																			X	
Hardy, Deirdre	Registered Architect (Florida) with 20 years experience. 20 years teaching experience at all levels of an architecture curriculum. Administrative experience in curriculum development.																X				
Haupt, Henning	Diploma in Arch. (MArch), Technical University Darmstadt, Germany(incl. lectures, seminars, urban design studios) Professional: Master plans and zoning maps development															X					
Lyn, Francis	Master of Architecture Teaching experience: Design -15 years Vertical Studio-3 years– undergraduate and graduate level studios															X					
Thitisawat, Mate	**B.Arch; M.S:**.Building technology **Ph.D. Candidate:** Building technology**;** Design computing **Research:** Smart façade; Comfort; BIM; Daylighting; Airflow															X					

Fall 2009

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Abbate, Anthony	Fellow of the ASCA Construction Materials and Technology Institute (1999), Practicing Architect, multi-scalar passive bioclimatic design strategies.		X																		
Anstis, James	46 years practice; 25 years forensic analysis of building construction, codes, and architect standards of practice; 20 years teaching seminars on building codes & AIA contracts.																		X		
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture TEACHING EXPERIENCE: Design: 12 years; Design 7: 4 years			X					X												
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects.																X				
Chaintreuil, Ann	38 years practice; practical research principles applied to semester project with research informing design outcomes from site, zoning code, program, building code, schematic design.																	X			
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.								X			X									
Feneck, Christian	Master of Architecture-University of Florida; 6 years professional experience; featured in numerous art/design exhibits.	X											X								

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Hansen, Leo	Registered architect since 1983; Adjunct Professor of Architectural Design since 2004; Principal of architectural office since 1987; LEED Certified (2009)																			X	
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus	X						X													
Negroni, Pedro	M.Arch/ B.Env.Design; Designer/developer team member: reorganization/ reconstruction of cities in Puerto Rico; Team member- "Strategy Corridor Study" Oakland Park Boulevard, w/ FDOT																X				
O'Donnell, Edward	B.Arch – Pratt Institute, 1994; M.B.A – Nova Southeastern University, 2001; Registered Architect – Florida; Certified General Contractor – Florida; OSHA Construction Safety Certification, 2000																				X
Rogers, David	Florida Licensed Engineer, Masters Degree in Civil Engineering, 20+ years experience as Structural Engineer										X										
Sandell, John	Has taught theory and design for over 15 years with publications addressing design pedagogy, and has built works which have received design awards.											X	X								

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Thitisawat, Mate	**B.Arch; M.S:**.Building technology **Ph.D. Candidate:** Building technology**;** Design computing **Research:** Smart façade; Comfort; BIM; Daylighting; Airflow					X				X											
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.								X												
Wiebe, Carolina	18-year architectural practice; Implementation of passive/active design principles for various climates. • residential, commercial, institutional • masterplanning • consensus-building / visioning • furniture design																			X	

Spring 2010

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Abbate, Anthony	Director Broward Community Design Collaborative, Practicing Architect, multi-scalar passive bioclimatic design strategies, authored Community Design Guidebook and Subtropical Sustainable used as course materials.																X				
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture TEACHING EXPERIENCE: Design: 12 years; Design 6: 4 years					X															
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects; research in urban infrastructure, technology and biomimicry.												X								
Chaintreuil, Ann	38 years practice; practical research principles applied to semester project with research informing design outcomes from site, zoning code, program, building code, schematic design.													X			X				
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.								X												
Feneck, Christian	Master of Architecture-University of Florida; 6 years professional experience; featured in numerous art/design exhibits.	X																			

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Hansen, Leo	Registered architect since 1983; Adjunct Professor of Architectural Design since 2004; Principal of architectural office since 1987; LEED Certified (2009)																			X	
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus	X																			
Johnson, Ralph	Masters in City Planning, Masters in Architecture, Yale Univeristy; 30 years teaching experience in design, history, and site design						X		X												
Kulic, Vladimir	Ph.D. in architectural history from the University of Texas at Austin and have taught similar courses at UT Austin and the University of Belgrade.														X		X				
O'Donnell, Edward	B.Arch – Pratt Institute, 1994; M.B.A – Nova Southeastern University, 2001; Registered Architect – Florida; Certified General Contractor – Florida; OSHA Construction Safety Certification, 2000																				X
Sandell, John	Has taught theory and design for over 15 years with publications addressing design pedagogy, and has built works which have received design awards.												X								

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Thitisawat, Mate	**B.Arch; M.S.** Building technology **Ph.D. Candidate:** Building technology; Design computing **Research:** Smart façade; Comfort; BIM; Daylighting; Airflow (cont'd)				X	X															
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.												X								
Wiebe, Carolina	18-year architectural practice; Implementation of passive/active design principles for various climates. • residential, commercial, institutional • masterplanning • consensus-building / visioning • furniture design																			X	

Summer 2010

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Caldieron, Jean-Martin	PH.D. in Architectural Structures, Master in Architecture TEACHING EXPERIENCE: Design: 12 years; Design 6: 4 years					X															
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects; research in urban infrastructure, technology and biomimicry. 2 years of teaching experience												X								
Feneck, Christian	Master of Architecture-University of Florida; 6 years professional experience; featured in numerous art/design exhibits.								X												
Hardy, Deirdre	Registered Architect (Florida) with 20 years experience. 20 years teaching experience at all levels of an architecture curriculum. Administrative experience in curriculum development.																	X			
Haupt, Henning	Diploma in Arch. (MArch), Technical University Darmstadt, Germany(incl. lectures, seminars, urban design studios) Professional: Master plans and zoning maps development					X															
Kulic, Vladimir	Ph.D. in architectural history from the University of Texas at Austin and have taught similar courses at UT Austin and the University of Belgrade.														X						
Lyn, Francis	Master of Architecture Teaching experience: Design Studio -15 years – undergraduate and graduate level studios												X								

Faculty Member	Summary of Expertise, recent research, or experience	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice 1	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5910 – Project Research Meth.	ARC 5271 – Professional Practice 2	ARC 5352 – Comprehensive Design	ARC 5272 – Professional Practice 3
Sandell, John	Has taught theory and design for over 15 years with publications addressing design pedagogy, and has built works which have received design awards.								X												

I.4. **Policy Review**

Hard copies of each of the following documents and those listed in Appendix 3 of the 2009 Conditions for Accreditation are available in the Team Room. To facilitate reference to these documents, URL links are provided below and also in Part IV.4.

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - o Position descriptions for all faculty and staff
  - o Rank, Tenure, & Promotion
  - o Reappointment
  - o EEO/AA
  - o Diversity (including special hiring initiatives)
  - o Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the Curriculum

Table I-25: List of URLs Provided throughout the APR

Title	URL
University	
FAU	http://www.fau.edu
Career Development Center	http://www.fau.edu/cdc/
Regulations	http://wise.fau.edu/regulations/chapter4/index.php
Academic Integrity Policy	http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf
Academic Grievance	http://wise.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf
Accreditation Statement	http://www.fau.edu/academic/registrar/catalogRevs/ [click: Colleges /Program Descriptions /Design and Social Inquiry /School of Architecture]
Graduating Senior Survey	http://iea.fau.edu/Reports/gss.aspx
Student Satisfaction Survey	http://iea.fau.edu/Reports/stusat.aspx
Student Perception of Teaching	http://iea.fau.edu/Reports/spot.aspx
Enrollment History	http://iea.fau.edu/Reports/headcount.aspx
Admissions Qualifications	http://iea.fau.edu/Reports/admissions.aspx
Fact Book	http://www.fau.edu/iea
Police (FAU)	http://www.fau.edu/police/
Self-study for accreditation by the Southern Association of Colleges and Schools	http://www.fau.edu/iea/index.php).

FAU mission statement 2009–10	http://iea.fau.edu/factbk/mission09.htm
Applicantion to the University / Undergraduate	http://www.fau.edu/admissions/want-to-apply.php
Applicantion to the University / Undergraduate	http://www.fau.edu/admissions/want-to-apply.php http://www.fau.edu/undergraduate
General Education requirements	http://business.fau.edu/clientuploads/Undergraduate/Majors_and_Minors/GenEdvsCore.pdf
Intellectual Foundation Program (IFP) requirements	http://www.fau.edu/freshmanadvising/pdf/2009_2010/2009-2010_Intellectual_Programs_Foundation.pdf .
Equal Employment Opportunity - Affirmative Action Policy	http://www.fau.edu/regulations/chapter7/7.001_EEO_Affirmative_Action.pdf
Equity Status Report	http://wise.fau.edu/eop/files/Equity_Status_Report.pdf
Financial aid information	http://www.fau.edu/finaid/
University Diversity Initiatives	http://www.fau.edu/president/files/diversity_report06.pdf (Page 15 and 16)
Students Admission Policies	http://www.fau.edu/admissions/
Sabbatical information	http://www.fau.edu/provost/files/sabbatical.pdf
Anti-discrimination and Anti-Harassment regulation	http://www.fau.edu/regulations/chapter5/5.010_Anti-Discrimination_and_Anti-Harassment.pdf
Academic Integrity	http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf
Pictures	http://fau.bizsecure.com/cgi-bin/ImageFolio42/imageFolio.cgi?search=Architecture&cat=FAU_IMAGES&bool=and
College	
College for Design and Social Inquiry - Promotion and Tenure Criteria	http://www.fau.edu/divdept/caupa/pdf/guidelines.pdf
College for Social Inquiry Administration	http://www.fau.edu/cdsi/administration.html
School of Architecture	
FAU School of Architecture	http://www.fau.edu/caupa/arch/
Student Handbook	http://www.fau.edu/arch/pdf/2010-Student-Handbook-revised%208-19-10.pdf
Library	
Broward Library Services virtual office hours	http://www.broward.org/library/
Descriptions for librarians and staff	http://www.broward.org/library/
Literacy program / Integration with the curriculum	http://www.library.fau.edu/policies/pubpol/ilis_affiliated.htm
others	
Translation services for international transcripts	www.NACES.org
NCARB	http://www.ncarb.org/

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Part II. Educational Outcomes and Curriculum

II.1.   Student Performance Criteria

The following chart reveals the allocation of the Student Performance Criteria throughout our three year curriculum. This allocation was determined by faculty concensus, it has been communicated to the the adjunct faculty and the student body. All will contribute to the display in the Team Room prepared for the Site Visit. There, the proof of our deliberations will reveal the understanding and abilities of our students and the grading standards employed by the faculty.

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

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

REQUIRED COURSES		A.1 Communication Skills	A.2 Design Thinking Skills *	A.3 Visual Communication Skills	A.4 Technical Documentation *	A.5 Investigative Skills *	A.6 Fundamental Design Skills	A.7 Use of Precedents	A.8 Ordering Systems *	A.9 Historical Traditions and Global Culture *	A.10 Cultural Diversity	A.11 Applied Research	B.1 Pre-Design	B.2 Accessibility *	B.3 Sustainability *	B.4 Site Design *	B.5 Life Safety *	B.6 Comprehensive Design	B.7 Financial Considerations	B.8 Environmental Systems *	B.9 Structural Systems *	B.10 Building Envelope Systems	B.11 Building Service Systems	B.12 Building Materials and Assemblies	C.1 Collaboration	C.2 Human Behavior	C.3 Client Role in Architecture	C.4 Project Management	C.5 Practice Management	C.6 Leadership	C.7 Legal Responsibilities	C.8 Ethics and Professional Judgement	C.9 Community and Social Responsibility	FA.1 Subtropical Sustainability	# of required SPC's	
3320	Architectural Design 5		○				●		○					●												●								●	4	junior phase
3463	Material & Methods of Construction (2)				●																	●		●											3	
3503	Architectural Structures 2		○		○							○									●			○	●										2	
3610	Environmental Technology (1)					○						●		●						●		●													4	
3321	Architectural Design 6		○				●	●							○	○					●				○										3	
3374	Site Planning & Engineering		○							○			●	○		●										●									3	
3710	Pre-Modern Architectural History & Theory	○							○	●	●															○									2	
4326	Architectural Design 7		○	●	●			○	○				●	●		●								○	○							●			6	senior phase
4620	Environmental Technology (2)				○							●		●	●	●				●		●			●							○			6	
4504	Architectural Structures 3		○																		●			●											2	
4219	Architectural Theory (2)	●	○			○			●	●	○																					●			4	
4327	Architectural Design 8	●	●		●			○						●	○	●	●				○				○										6	
4270	Professional Practice 1																										●	○	○	●		●			3	
4712	Modern Architectural History & Theory	●				○				●	●																					●			4	
4322	Vertical Studio		○	○		○	○							○	○								○			○									0	
5328	Advanced Architectural Design 1		●		●	○	●						●			○									●	●			●	○		○		●	8	thesis phase
5910	Project Research Methods		○		●							●	●						●													●	○		5	
5271	Professional Practice 2																		●								○	●		○		○			2	
5352	Comprehensive Design Project	●		●	○		○		○	○			○	○	○	○	○	●		○	○	○		●									○		4	
5272	Professional Practice 3			●									○						○							●	○	●	●	●	○	●			6	

- ● 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 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).

II.2.   Curricular Framework

II.2.1.   Regional Accreditation

The School of Architecture is a part of Florida Atlantic University which is regionally accredited by Southern Association of Colleges and Schools (SACS). Documentation regarding accreditation follows:

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

July 9, 2004

Dr. Frank T. Brogan
President
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991

Dear Dr. Brogan:

The following action regarding your institution was taken at the June 2004 meeting of the Commission on Colleges:

The Commission reviewed the institution's Second Monitoring Report following reaffirmation of accreditation. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:phe

cc: Dr. G. Jack Allen

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 16, 2004

Dr. Frank T. Brogan
President
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991

Dear Dr. Brogan:

The following action regarding your institution was taken at the December 2003 meeting of the Commission on Colleges:

> The Commission reviewed the institution's First Follow-Up Report and removed the institution from Notice. The institution is requested to submit a Second Follow-Up Report due April 19, 2004, addressing the visiting committee's recommendation cited in the following section of the *Principles:*
>
> Section 3.7.1 (Faculty), Recommendation 10
> The institution has not yet demonstrated compliance because it has not yet documented that faculty in the business college have completed at least 18 graduate semester hours or have outstanding professional experience and contributions to the teaching discipline in lieu of the graduate hours in the teaching disciplines of finance, marketing, management, international business, and information technology. It appears that many instructors in the above-mentioned teaching disciplines have only an MBA degree. Some appear to be graduate students. In such cases, graduate credit hours in the teaching discipline must be documented, or else the institution must fully document comparable professional experience. Documentation can include official transcripts, experiential portfolios, teaching awards, and scholarly contributions. A letter of reference that simply verifies an individual's experience as a business practitioner generally does not meet standards of documentation of outstanding experience or contributions.
>
> The institution should provide documentation that faculty in the business college have completed at least 18 graduate semester hours or a master's degree in their teaching disciplines--or have outstanding professional experience and contributions to the teaching discipline in lieu of the graduate hours. Documentation should be provided for those teaching courses in finance, marketing, management, international business, and information technology.
>
> The institution must use the Commission's "Roster of Instructional Staff" (enclosed) and document compliance during the spring 2004 term. Please follow the instructions on the form. A key describing the courses or a catalog should be provided.

Dr. Frank T. Brogan
January 16, 2004
Page Two

As you know, the *Principles of Accreditation* became effective January 1, 2004. The Commission's December 2003 actions were taken under the *Criteria for Accreditation*. The above action requiring a future report refers to the applicable section of the *Principles*. (An abbreviated copy of the *Principles* is enclosed for your reference.)

Guidelines for the additional report also are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing the report receive them. If they have questions about the format, contact the Commission staff member assigned to your institution. When submitting your report, please send the original and three copies to your Commission staff member.

Please note that with submission of this report, your institution will have only six months remaining in the two-year period allowed by Federal Regulations and Commission policy. At the end of that two-year period, if the institution is not in compliance with the *Principles of Accreditation*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. (See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:ssr

Enclosures

cc: Dr. G. Jack Allen

FLORIDA ATLANTIC UNIVERSITY
JAN 2 1 2004
PRESIDENT'S OFFICE

Copy d·on·base

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 10, 2003

Dr. Richard L. Osburn
Interim President
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991

Dear Dr. Osburn:

The following action regarding your institution was taken at the December 2002 meeting of the Commission on Colleges:

The Commission reaffirmed accreditation, including review of the following substantive changes: (1) change of governance; (2) the Sea Tech Campus in Dania Beach; (3) Master degree programs in Business Administration, Computer, and Taxation offered through internet (not reported in accord with Commission policy); and (4) programs offered in Madrid, Spain, and Guayaquil, Ecuador.

The Commission placed the institution on Notice for twelve months for failure to comply with the following section of the *Criteria*: Section 1.2 (Principles and Philosophy of Accreditation, Application of the *Criteria*).

The institution is requested to submit a First Follow-Up Report due September 22, 2003, addressing the visiting committee's recommendations cited in the following sections of the *Criteria*:

Section 1.2 (Principles and Philosophy of Accreditation, Application of the *Criteria*), Recommendation 1
The institution should document implementation of the process of reporting substantive changes. The process is underway, but additional documentation is needed.

Section 3.1 (Planning and Evaluation: Educational Programs), Recommendations 2 and 3
The institution should provide an assessment and documentation of the implementation of the planning and evaluation process. The institution has not yet demonstrated compliance, but progress is evident.

Section 3.1 (Planning and Evaluation: Educational Programs), Recommendation 4
The institution should document the use of results of evaluations for all educational programs, services, and operations. The current response does not do this for <u>all</u> programs, services, and operations.

Dr. Richard L. Osburn
January 10, 2003
Page Two

Section 3.2 (Planning and Evaluation: Administrative and Educational Support Services), Recommendation 5
The institution should provide an assessment and documentation of implementation.

Section 4.2.1 (Undergraduate Admission), Recommendation 6
The institution should demonstrate that the coursework transferred in is at least equivalent to that of students enrolled in the institution's own undergraduate program.

Section 4.2.2 (Undergraduate Completion Requirements), Recommendation 7
The institution should document that the graduates of undergraduate programs are competent in oral communication and in the basic use of computers. This has not yet been completed.

Section 4.2.5 (Academic Advising of Undergraduate Students), Recommendation 8
The institution should provide a report on the plan to expand resources devoted to advising and evidence to show that the number of advisees assigned to staff is reasonable.

Section 4.8.2.2 (Faculty, Academic and Professional Preparation, Baccalaureate), Recommendation 10; Section 4.8.2.3 (Faculty, Academic and Professional Preparation, Graduate), Recommendation 11; Section 4.8.3 (Part-Time Faculty), Recommendation 12
The institution should provide a further report on faculty teaching at the undergraduate and graduate levels during the spring and fall 2003 terms. For all part-time and full-time faculty teaching both undergraduate and graduate courses during the spring and fall 2003 terms the institution should complete the Commission's "Roster of Instructional Staff" (enclosed). For all part-time and full-time faculty teaching undergraduate courses who do not have a master's degree in the teaching discipline or a master's and 18 semester hours in the discipline, official documentation of outstanding professional experience and demonstrated contributions to the teaching discipline should be attached. For all part-time and full-time faculty teaching graduate courses who do not have a terminal degree in the teaching discipline or related discipline, official documentation of exceptional scholarly or creative activity, or professional experience should be provided. Please follow the instructions on the form. A key describing the courses or a catalog should be provided.

Because your institution has been placed on sanction, the Commission calls to your attention the enclosed revised policy entitled "Follow-Up Reports, Sanctions, and Removal from Membership."

Please note that Federal regulations and Commission policy stipulate that an institution must remedy deficiencies within two years following the Commission's initial action on the institution. At the end of *that two-year period, if the institution is not in compliance with the Criteria for Accreditation,* representatives from the institution may be required to appear for an interview with the Commission, or one of its standing committees, to answer questions as to why the institution should not be *removed from membership. If the Commission determines good cause at that time,* the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. (See enclosed Commission policies "Follow-Up Reports, Sanctions, and Removal From Membership.")

Dr. Richard L. Osburn
January 10, 2003
Page Three

The above action indicates a need for a future report. Guidelines for this report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing the report receive them. If they have questions about the format, contact the Commission staff member assigned to your institution. When submitting reports, please send five copies to your Commission staff member.

If you have any questions regarding this letter or the process, please contact your Commission staff member.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:ch

Enclosures

cc: Dr. G. Jack Allen

FLORIDA ATLANTIC UNIVERSITY
JAN 17 2003
PRESIDENT'S OFFICE

II.2.2. Professional Degrees and Curriculum
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. The matrix for the program showing allocation of the Student Performance Criteria to the required courses is located in Part 2 Section 2.1.

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;
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.

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. For details, see section II.3 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 2011 Enrollments
University applications are due prior to the end of the business day on February 4, 2011.

School of Architecture applications including portfolios are due prior to the end of the business day on March 4, 2011.

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 March 4, 2011, 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.

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.

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.

Table II-1: Bachelor of Architecture professional degree sequence

Florida Atlantic University School of Architecture

Bachelor of Architecture professional degree sequence

Junior Phase Fall	Spring	Senior Phase Fall	Spring	Thesis Phase Fall	Spring
ARC3320 Design 5 (4) pre-req: all lower division	ARC3321 Design 6** (4) pre-req: ARC3503 co-req: ARC3610	ARC4326 Design 7** (4) pre-req: ARC3610, ARC3710, ARC3463	ARC4327 Design 8** (4) pre-req: ARC3374, ARC4620 co-req: ARC 4712	ARC5328 Adv. Arch. Design 1 (6) pre-req: ARC 4504	ARC5352 Comp. Design Project (6) pre-req: ARC5910
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)	ARC4504 Structures 3 (3)	ARC4712 Mod Arch Hist (3) co-req: ARC 4327	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)
ARC3319 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

Professional Studies: Lower-Division Preprofessional 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.

Table II-2: 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

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.

Table II-3: 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

Year 4 (Senior Level)

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. (See Course Description section for ARC 3321, ARC 4326, & ARC 4327 for further information.)

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 NAABaccredited degree, of the minors or concentrations students may elect to pursue.

Table II-4: Minimum number of semester credit hours

Semester	Lower Division	Upper Division
1	7	
2	7	
3	7	
4	7	
5		16
6		16
7		17
8		17
9		18
10		15
Total	**28**	**99**

Table II-5: Credit hours per semester

	Lower Division	Upper Division	Total
Required Architecture Credits	28	67	95
Non Architecture Credits (General Education; Electives + Required)			45
Free Electives			19
Total			159

General and Professional Studies credit hours distribution

- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

Table II-6: Courses and their credit hours required

Course	Professional Content	General Education
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	
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
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	3CR	
Architectural Design 6 ARC 3321 or Vertical Studio ARC 4322	4 CR 4CR	
Architectural Structures 2 ARC 3503	3 CR	
Environmental Technology 1 ARC 3610	3 CR	
Electives (3000, 4000 level)	10 CR	
Architectural Theory ARC 4219	3 CR	
Architectural Design 7 ARC 4326 or Vertical Studio ARC 4322	4 CR 4 CR	
Professional Practice 1 ARC 4270	3 CR	
Modern Arch. History and Theory ARC 4712	3 CR	
Architectural Design 8 ARC 4327 or Vertical Studio ARC 4322	4 CR 4 CR	
Environmental Technology 2 ARC 4620	3 CR	
Architectural Structures 3 ARC 4504	3 CR	
Project Research Methods ARC 5910	3 CR	
Advanced Architectural Design 1 ARC 5328	6 CR	
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	

This program does not have any required off-campus programs.

Bachelor of Architecture/Master of Urban and Regional Planning

This program is available only to students who are beginning the thesis level of study in the B.Arch. program. The B.Arch/M.U.R.P. joint degree program consists of a total of 63 credits, including 33 credits at the 4000-5000 (thesis) level in Architecture (ARC-prefixed courses-see table II-3) and 30 credits at the 6000 (graduate) level in Urban and Regional Planning (URP-prefixed courses).

II.2.3.   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 Part One 1.4. The entire full time faculty body and all current adjunct faculty (licensed faculty members are listed in Part One 3.1) 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 (refer to the SPC matrix Part Two 1.1). 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 are to be implemented by fall of 2011 following the review by appropriate administrative levels. 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.

II.3.   Evaluation of Preparatory/Pre-professional Education

Application and Admissions Proc ess (See also I.2.1 Human Resources & Human Resource Development)

Introduction

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 admissions are the purview of the Office of Undergraduate Admissions which 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/) 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 a nd 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).

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 which 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.

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 aquired. 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.

School of Architecture Advising

There is one full-time academic advising professional assigned to the School of Architecture. The advisor plays a pivotal role in three key processes of the School: application, 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 mechanism 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. This process is handled by the college or 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.

Table II-7: 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

II.4.   Public Information

II.4.1.   Statement on NAAB-Accredited Degrees

The required statement on NAAB-Accredited Degrees for Accredited Programs as published in NAAB Conditions for Accreditation 2009 Appendix 5 has been inserted in all documents published by the SoA.

II.4.2. 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 2010. See Part IV.4
.

II.4.3. Access to Career Development Information
Center for Learning and Student Success, (CLASS) (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)

Career Development and the University's **Career Development Center** (information herein has been adapted from the University's website: http://www.fau.edu/cdc/)

The Career Development Center (CDC) promotes a practical developmental approach towards helping students find a self actualizing career direction; one in which individuals find success and fulfillment. Their office encourages all students to take responsibility for managing their careers and the directions they may take. Students are encouraged to begin their career planning during their freshman year or their first year in graduate school to become informed about career resources in the CDC.

Our contention is that career development is an ongoing process that begins with self-assessment, exploration and research, experiential learning, and career informed decision-making in choosing to enter the work force or graduate/professional school.

Towards these ends, we advocate a career management model, for entering students, which integrate a wide variety of exploration activities, career experience program, and networking opportunities. In order to provide these services, a team approach is used within our office to coordinate efforts among faculty, company recruiters and alumni. In this manner, many different types of resources are focused upon the career needs and goals of our students.

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 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 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. 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 our student body already work in professional offices. The majority of these students are already registered. 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.

II.4.4. Public Access to APRs and VTRs

The following documents are available electronically from the School of Architecture website (http://www.fau.edu/arch/).
> All *Annual Reports*, including the narrative (2006-2009)
> All NAAB responses to the *Annual Report*
> The final decision letter from the NAAB (2005)
> The most recent *APR* (2010)

The final edition of the most recent *Visiting Team Report*, including attachments and addenda (2005)

II.4.5. ARE Pass Rates

The pass rates for the School of Architecture have not been updated by NCARB. The following e-mail content confirms this.

Application has been made to the Florida Board of Professional Regulation for information regarding pass rates for FAU students. If or when they are available, they will be placed in the Team Room.

From: Yates, Michael [mailto:MYates@ncarb.org]
Sent: Friday, August 20, 2010 5:33 PM
To: Deirdre Hardy
Subject: ARE School Pass Rates

Dear Professor Hardy,

Thank you for your inquiry regarding ARE pass rates for Florida Atlantic University (FAU). Our testing consultant, Prometric, collects degree information from ARE candidates through a survey that is provided at the conclusion of each of their exam administrations. The question asked is as follows: "Indicate the school, college, or university where you received your highest architectural degree." This information is used to obtain ARE school pass rate statistics. Unfortunately, since no FAU statistics were being displayed in the reports our testing consultant generated, past statistics are not available. However, we have since verified that FAU is provided as an option and that a candidate's response is properly collected and recorded. As such, FAU statistics for CY 2010 should be available in 2011 and will be posted on NCARB's website at the following link http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2008-v4.aspx . Please feel free to contact me if you have any further questions.

Sincerely,

Michael Yates
Manager, ARE Administration

NCARB   1801 K Street NW   Suite 700K   Washington, DC 20006
202 783 6500 Main   202 879-0530 Direct   202 783 0290 Fax
myates@ncarb.org

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Part III. Progress Since Last Site Visit

III.1. **Summary of Responses to the Team Findings [2005]**

A. **Responses to Conditions Not Met**

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

	Met	Not Met
	[X]	[ ]

Comment from previous VTR 2005:
1. "While there have been some new faculty added within the last year directly ahead of the Accreditation Team's visit, the School's total enrollment, relative to the number of faculty, yields a ratio that requires faculty to stretch their time and energy in order to support a professional degree program in Architecture"

2. "The administration and faculty of the School are supported by one full-time assistant. This person, who is extremely dedicated and competent, cannot fully support needs for the entire School particularly in light of the growing student population and resulting increasing administrative load."

3. "The lack of sufficient teaching faculty requires the Director to take on additional teaching responsibilities at the expense of administrative duties."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009
The program has resolved these issues in the following ways:

1. The University approved three new faculty lines and all three positions have been filled. A special note should be made here that the University approved these faculty lines even when all other faculty lines at the University where frozen. These three faculty members have been hired to teach in modern history, structures and digital fabrication. The total number of full-time faculty for the program has increased to 12 from 9 positions in 2005. The Florida Board of Governors in May 2007 granted the program limited admissions status, so the number of FTE students could be decreased to 180 from 311 in 2005. The increase of faculty and decrease in the total number of total students brings the department in line with acceptable student to faculty ratios. The current student to faculty teaching ratios should remain at this level to continue to assure the quality of education that students in the design studio should have.

2. The Dean of the College agreed to fund an additional half-administrative position, an undergraduate program coordinator. This position was not filled by the time of the visit, but the Director has narrowed down the choices of which faculty member will fill this position that will start sometime during the 2009 spring semester. [It should be noted that as a consequence of a change in administration in summer of 2010, this situation is under further review.] Even though the student enrollment has decreased, the visiting team still sees the need to add additional administrative assistant beyond the 1 FTE that the department currently has. This single full time administrative position does not seem like it can support demands of the full time director, soon to be hired half-time director, the students, and the increased number of full-time faculty.

3. The program does now have an adequate number of full-time teaching faculty, so the director's current teaching schedule is not a concern to the visiting team.

8. Physical Resources
The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[ ]

Comment from previous VTR 2005:
1. "The program at FAU is particularly unique in the number of working students it attracts. As a result, the students prefer to maintain part-time student status. To accommodate these working students, design studios are taught after the "normal" workday ends. This reality of the student population distorts the School's Full Time Equivalent (FTE) population so the true picture of the pressure put upon its facilities is difficult to ascertain.

2. Particularly hard pressed is studio space where each student is provided a desk, but little else. In order to provide a studio experience for the multitude of students entering the program consideration is being given to extraordinary scheduling approaches including a "hot desk", which would deny dedicated studio space to each student. Such approaches may not comply with NAAB Conditions and Procedures should they be implemented."

3. When support spaces other than the design studios are considered, their number, type and location are not appropriate for a program serving and enrollment of this size. In particular, jury spaces do not meet the school's need. Building operations do not support the students well, as illustrated by the mechanical systems being turned off while students are occupying studio space. The School, College, and University need to clearly define how they intend to reconcile physical resources provided, particularly studio space, with the continuing growth of the student population."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009

The program has resolved these issues in the following ways:

1. The number of part-time students has decreased to 110 from 176 in 2005. The program still accommodates the work schedules of these part-time students by teaching 50% of the design studios during the evening, but visiting team was not aware of any undue pressure on the program's facilities because of these evening classes.

2. The space issues have been resolved in the following ways: a 152 design students cap has been established so that the program can match the number of desks in the studio spaces with the number of students. The summer time has been added as the third semester for teaching design studio to spread out the number of students that need to take the required course. Even though, this three-semester cycle is a welcomed solution for students who work part-time, and allows students to take studio fall and summer or

spring and summer, the program is still exploring options for expanding the space to accommodate students during fall and spring.

3. The support spaces, studio desks, and digital technology for the studio have been improved. A list of improvements include: each student has access to adequately sized workstation, the jury spaces have been improved with adequate lighting and well designed movable pin-up boards, a storage room was cleaned out on the 8th floor and was converted into a workshop annex, in the 7th floor workshop space a new CNC 3-axis router has been added, the noise from the mechanical system has been reduced, and a range of new digital technology have been purchased (plotter, two new printers, tabloid sized scanner and all studio computers and software have been replaced). Also a great addition to the studio spaces on the 7th and 8th floors of the building has been the addition of new exhibition space on the ground floor of the Askew Tower (shared resource for the art and design disciplines).

10. Financial Resources
An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[ ]

Comment from previous VTR 2005:
"The program budget has not kept pace with the growth in student enrollment. This is particularly true when the Architecture program is compared with other professional programs at FAU."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009
The program has done great deal to respond the budget concerns of the last visiting team:

FTE student enrollment has been decreased by almost 50% (see 2009 Focused Evaluation Assessment #3 under Human Resources).

Beginning fall 2006 the University increased the operating budget of the program by $42,000 annually to support information technology resources for faculty and staff (upgraded the computers of 3 faculty and 2 staff), and for the design studio (see list of equipment in visiting team's #3 response under Physical Resources).

The University funds to support information technology resources (tripled previous line item) allowed the department to release funds for faculty professional development.

Even though the program has done well in a short period of time in securing financial resources to meet the current needs of the professional program, the visiting team does have two concerns regarding future funding. The first concern is the limited availability of professional development funds, especially for the tenured track faculty. Currently up to $1,000 a year is available from the dean's budget for tenure track faculty to travel to conferences to present accepted papers. Establishing a fund that provides additional monies for tenure track faculty will provide the necessary support for their professional growth during their foundation years in the program. The second concern is the whether the outside monies that have been raised for 2007/2008 and 2008/2009 will continue at

the same level. A consideration might be given to exploring differential tuition solution to allow for a more consistent level of annual funding for the program.

12. 19 Life Safety Systems

Understanding of the basic principles of life-safety systems with an emphasis on egress.

	Met	Not Met
	[X]	[ ]

Comment from previous VTR 2005:
"There is no evidence in written work and insufficient evidence literally illustrating in graphic work to demonstrate that information about this important aspect of architectural design is provided to students to make decisions relative to this Student Performance criteria."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009
This criterion was well met in 4620 Environmental Technology II course.

B.   Responses to Causes of Concern of the March 2005 VTR

Comment 5.A. VTR 2005
"Given that the University has recently completed a new strategic plan the School of Architecture needs to take its internal faculty discussions regarding their strategic mission and record them so they can be aligned with that of the University."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009
The program fits into University's mission very well, due to a focus on "workforce development" and the strong student demand for the program, according to the Office of the Provost.

The program is in the process of developing a strategic plan that will align with the University's. The program has started the strategic planning process and expects to complete their plan by fall 2009. Consideration should be given to establishing both short and long term goals for the program. In the short term, issues that might affect the program in short duration should be identified (transitions of enrollment size, establishment of program advisory council, etc). In the long term, identify the projected broader vision of where the program is headed. Proposals for expanding capacity and programs for the school of architecture should be outlined regarding program space and resources.

Comment 5.B. VTR 2005:
"As noted in the previous visiting team's report, development of additional resources continues to be a concern. Intermittent staffing and lack of an alumni base from a young program have prevented resolution of this concern. The University has developed a plan in conjunction with the College of Architecture, Urban and Public Affairs to address development activities but that plan has yet to be implemented."

Response from Program [2005 APR]

Focused Evaluation Team Assessment 2009:

Great strides have been made since the last visit to address the issue of needing to develop a plan for raising additional resources along with securing these resources for the program (see '09 Focused Evaluation Team Assessment under Financial Resources). A list of these accomplishments include:

1. The College hired a new development officer who began summer 2007.
2. The University has hired a new Vice President for development.
3. The program has raised $19,752 in 2007/08 of outside monies and new commitments for 2008/09.
4. A new alumni association has been started and already has 100 of the 500 alums signed up to participate in a range of planned program activities.
5. $12,500 in sponsorship money for an urban design studio was put toward the purchase of a new CNC router.
6. A number of scholarships have been committed by alums and the Treasure Coast Chapter of the AIA.

Comment 5.C. VTR 2005:
"The program's representation within the College of Architecture, Urban and Public Affairs should be strengthened to be more effectively secure adequate resources to assure conformance with conditions for accreditation."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009:
As a result of the new director being in place since summer of 2005, the visiting team's evaluation of the communication between the Dean, faculty and the department seemed to be strong. The College has responded very well to the needs of the program (see responses to numbers 5, 8, & 10) in a short period of time.

Comment 5.D.
"There is a lack of a University, College, or School plan to reconcile the growing student populations with the fixed physical resources and dwindling financial resources."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009:
This issue has been resolved (responses to numbers 5, 8, & 10).

Comment 5.E.
"While Human Resource Development was deemed met, the program has little to no funding available for faculty research, scholarship, release time and creative activities. Faculty who need to travel outside of Fort Lauderdale for their development and growth opportunities pay for most, if not all, of their expenses."

Response from Program [2005 APR]
Focused Evaluation Team Assessment 2009:

While some improvements seem to have been made to the amount of funding that faculty can get for travel to conferences where they have papers accepted, this visiting team still has concerns regarding the limitations of professional development funds (see the response to in last bullet under #10). This issue will likely continue to pose challenges with the proposed reductions at the College level due to current economic circumstances.

III.2.   **Summary of Responses to Changes in the NAAB Conditions**

As part of its institutional process of annual program and curricular evaluation, the School of Architecture received and distributed the changes in the 2009 NAAB Conditions to the faculty and administration in order to assess the impact of the changes and recommend modifications to the program and resources in response to those to changes.

The summary of responses to the changes in the NAAB Conditions is enumerated as follows:

1. What was formerly called a "strategic plan" and referred to as "self-assessment document" is understood by the faculty as a means to document the ongoing planning and self-assessment process as the foundation for facilitating organizational change. The grouping together of expectations for long-range planning, self-assessment, and institutional culture has facilitated our ability to demonstrate that the professional architectural education occupies a unique and relevant position within the institution.

2. The Student Performance Criteria in effect at the time of the last site vist are reviewed annually so as part of the annual review, the 2009 revisions were introduced into the curricular planning effort. The Curriculum Committee recommended changes and the faculty reviewed and ratified the changes as reflected in the current "SPC Chart," and course syllabi. The grouping of SPCs into realms has generated lively discussion while facilitating a more coordinated alignment of the core areas of learning in our professional degree program with the "Learning Compacts," make these more understandable to both students and the public. Further, by relating SPCs under the various realms, the faculty has found that generally these groupings permit a more direct correlation of an individual criterion across the curriculum as well as the learning objectives as they relate to critical thinking and representation; integrated building practices and technical skills and knowledge; and, leadership and practice.

3. The faculty generally agrees that the elimination of "awareness," as a level of achievement for the performance criteria strengthens the pedagogical objectives by reinforcing "understanding" or "ability" as learning outcomes and provides more opportunity to demonstrate the learning that is the result of design inquiry and pedagogy across the curriculum. The two new criteria, Sustainable Design and Client Role in Architecture, reflect new realities in practice that have historically been embedded in the curriculum. The addition of phrases such as "appropriate application and performance" (added to four criteria); "trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others" (added to Professional Practice); "issues of growth, development, and aesthetics in their communities" (added to Leadership) clearly reflect professional concerns that have been the subject of discussion for many years. The curriculum of the School of Architecture has reflected from the outset that these concerns accrue to the development of an architectural thinker as an intellectual leader in society and therefore merit articulation in curricular planning and delivery.

4. The expansion of comparative data to fulfill expectations for statistical reporting has revealed the superior performance of the faculty in the area of teaching. [SPOT comparative data.] A record of ARE pass rates for the FAU School of Architecture have not been updated by NCARB. The testing consultant for NCARB, Prometric, has not provided FAU as an option for candidate response and has not displayed FAU statistics, nor are the past statistics available. The school has requested and has

received verification that FAU is provided as an option for CY 2010 and statistics should be available in 2011.

5. The written policy on Studio Culture, based on ongoing dialogue between the faculty and students, is developed by the students.

6. The extensive revisions to the Professional Degree and Curriculum requirements are reflected in the exhaustive review of the School's Professional Degree (B.Arch.) curriculum, as well as the Lower Division curriculum. Of particular concern, the revision of course distribution from 60/40 percent professional/general studies to a minimum of 45 credits of coursework with no architectural content, while appreciably reinforcing the values of a liberal arts education presents challenges to our geographically constrained program. The faculty have maintained a published list of recommended electives available to advising staff and students. Yet physical isolation of the downtown Fort Lauderdale campus from main campus and the lack of intercampus transport options for students presents challenges to meet the 45 credit hours even as students may avail themselves of course offerings downtown in graphic design, planning, and public administration, with limited offerings in criminal justice, information management systems, journalism, marketing and organizational behavior.

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Part IV. Supplemental Information

1.   Course Descriptions

2.   Faculty Resumes (see Section I.2.1.)

3.   Visiting Team Report (VTR) from the previous visit and Focused Evaluation Team
     Reports from and Subsequent Focused Evaluations.

4.   Catalog (or URL for retrieving online catalogs and related materials)

5.   Response to the Offsite Program Questionnaire. There is no off-site program connected
     with the Florida Atlantic University School of Architecture.

ARC 3320 Architectural Design 5, 4 credits

Course Description:
This course places an emphasis on integrating conditions of site, climate and environmental systems, circulation, and developing a material presence through the design of a project as an object in an existing architectural and/or natural landscape scales.

Course Goals & Objectives:
In particular, the studio projects in Architectural Design 5 will focus on passive design strategies for building in a subtropical climatic condition, and will place special emphasis on the interpretation and analysis of material expression and its interrelationship with architectural order and spatial composition. We will examine materiality and passive design strategies, not as responses, but as methods for configuring space and developing order. We will also examine the relationships between the structure and material, structure and space, material and place, and material and form.

Student Performance Criteria:
Primary Criteria
A.6   Fundamental Skills
B.3   Sustainability
C.2   Human Behavior
Secondary Criteria
A.3   Visual Communication Skills
A.8   Ordering Systems

Topical Outline:
Students will complete a sequence of related and projects sited in various ecosystems, as a means of engaging the locus of South Florida. Students will also focus on wood as a primary means of construction in this studio. Projects will increase in scale, duration and complexity throughout the semester.   Grades are distributed as follows:

Charrette:	5%
Project 1:	10%
Project 2:	25%
Project 3:	40%
Readings:	5%
Attendance and participation:	5%
Effort and Improvement	10%

Prerequisites:
Minimum grade of C in all pre-professional design studio courses. Completion of all required lower-division pre-professional and general education course work, and approved portfolio

Textbooks:
Building Construction Illustrated (3rd edition), Written by Francis Ching
Analyzing Architecture (2nd edition), Written by Simon Unwin
Readings from a variety of sources are also distributed to the students.

Offered:
Fall, Spring, Summer; annually

Faculty assigned:
James Archer, Carole Buhrmann, Christian Feneck, Deirdre Hardy, Francis Lyn, Mate Thitisawat

ARC3503 Structures 2, 3 credits

Course Description:
Structural analysis and design in wood, masonry, and steel with reference to integration of technical systems and architectural design decisions. Through studio consultation, theories are applied to studio projects..

Course Goals & Objectives:
The course progresses through exercises and problems complemented by structural design projects that inquire students to solve structural problems by building models and testing them. Furthermore, a series of lectures, working examples, video presentations, and case studies will provide insight into the 3 specific structural material covers by this course

Student Performance Criteria:
C-1 Collaboration
B-9 Structural systems
Design Thinking Skills
Use of Precedents
Applied Research
Building Materials and Assemblies

Topical Outline:
Project 1:   Egg drop   5%
Project 2:   Competition 20%
Project 3:   Steel   15%
Project 4:   Wood   15%
Test 1   10%
Test 2   10%
Test 3   10%
Final Test   15%
Prerequisites:
None.

Textbooks:
Structural Design, Underwood -Chiuini, **Structural Design,** Underwood, Rod; Chiuini, John Wiley and Sons 1998,

Fall - annually

Faculty assigned:
Jean Martin Caldieron, (F/T)

ARC 3710 Pre-Modern Architectural History & Theory, 3 credits

Course Description: Survey of the development of architecture and urban form through the Industrial Revolution. Particular emphasis is placed on the theoretical aspects of the interrelationships among cultures, architecture, urban form, and technology throughout the world.

Course Goals & Objective:
- Ability to research, analyze, and understand architecture and urban development.
- Ability to comprehend, through architecture or architectural images, significant issues relevant to the integration of that building in its culture and context.
- Awareness of the origins and development of the vocabulary of architecture.
- Awareness of the ways in which architecture reflects its place in history through an understanding of its social, political, and cultural context.

Student Performance Criteria addressed:
A 9 Historical Traditions and Global Culture
A10 Cultural Diversity

Topical Outline;
Lecture and visual presentation and discussion 75%
Presentation of analysis 15%
Testing 10%

Prerequisites:
junior level

Textbooks/Learning Resources:

Nuttgens, Patrick The Story of Architecture, Second Edition, Phaidon Press, 1997

Bacon, Edmund, Design of Cities, Penguin Press, 1976

Extensive digital image collection

Offered:
Fall, annually, occasionally Summer

Faculty assigned:
Deirdre J. Hardy, (F/T)

ARC 3463 Materials and Methods of Construction II, 3 credits

Course Description:
Building materials, their manufacture and assemblies, with emphasis on investigating the theories and practical applications of materials and tectonics to current studio projects. Strong focus on case studies of both contemporary and historical precedents.

Course Goals & Objectives:
Students will explore the characteristics of materials, the order of building construction and the functional purpose of various assemblies in the constructed building;
Students will learn about the assembly of materials as constituent elements in an architectural system;
Students will learn the roles of the various participants in the design and construction process.

Student Performance Criteria addressed:
A.4. Technical Documentation
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:
Characteristics of materials, order of construction, and functional purpose of assemblies (40%)
Assemblies of building materials (30%)
Role of participants (10%)
Technical Documentation (20%)

Prerequisites:
None

Textbooks/Learning Resources:
H. Leslie Simmons, *Olin's Construction Principles, Materials, and Methods. Eighth Ed.* (John Wiley and Sons. 2007)

Offered:
Fall only; annually

Faculty assigned:
Anthony Abbate (F/T)

ARC3321 Architectural Design 6, 4 credits

Course Description:
Emphasis on the interpretation and analysis of structural expression and its interrelationships with principles of architectural ordering; composition of space. Students will work collaboratively and individually on a project where imposed conditions of an urban site, program, and building system focuses on the interrelated aspects of an urban fabric. Knowledge of the elements of architectural design is developed in the decision-making process.

Course Goals & Objectives:
Design projects will typically deal with composite programs requiring complex adjacencies between public and private spaces. We will examine the impact of these adjacencies through program, material, form, and structure. You will be asked to examine the connection between interior and streetscape as a continuation of this analysis: beginning with the interior walls and ending with the sidewalk or curb.

We will examine structure, not as a response, but as a method for configuring space and developing order. We will also examine the relationships between structure and material, structure and space, and material and form

Student Performance Criteria:
A.6 Fundamental Design Skills
A.7 Use of precedents
B.9 Structural Systems

Topical Outline:
- Project 1: 10%
- Project 2: 40%
- Project 3: 50%

Prerequisites:
Prerequisites: ARC 3320, ARC 3503 and ARC 3610.
Textbooks:
Architectural Graphic Standards, Student Edition, 9th Edition, Wiley.
Analyzing Architecture. Simon Unwin 3rd Edition, Wiley.
Offered:
Fall, Spring, Summer; annually

Faculty assigned:
Christian Feneck, (adjunct)
Jean Martin Caldieron, (F/T)
Mate Thitiswat, (F/T)

ARC 3374 Site Planning & Engineering, 4 credits

Course Description:

Site Planning and construction engineering considerations in architectural decision-making. Theories to be applied to studio projects.

Course Goals & Objectives:
The course concentrates on the development of knowledge necessary to master the design of sites in architectural practice. To that end, the course seeks:
- to develop an understanding of the graphic representation of three-dimensional surfaces
- to develop the ability to manipulate the ground plane for architectural purposes
- to build an awareness of architecture in the larger environmental context of the natural world.

Student Performance Criteria:
B2 Accessibility
B4 Site Design
C2 Human Behavior

Topical Outline:
Grading & Drainage (20%)
Climate (20%)
Codes & Regulations (20%)
Circulation & Parking (20%)
Graphic Communication (10%)
Historical Perspective (10%)

Prerequisites:
None

Textbooks:
Edward T. White, *Site Analysis*

Offered:
Spring only, annually

Faculty assigned:
Ralph B. Johnson (F/T)

ARC 3610 Environmental Technology 1, 3 credits

Course Description:
Developing an understanding of fundamental building physics, the course investigates technologies, and design strategies that comply with control of heat, air, light and sound.

Course Goals & Objectives:
- Develop an understanding about the site specific implications of natural forces – sun, wind and daylight – and design strategies to advantageously take them into consideration.
- Develop an understanding about psychrometrics, human thermal comfort, and indoor air quality and ways that the design strategies can affect and improve comfort and air quality.
- Develop an understanding about basic principles governing building energy consumption and understand design strategies that can decrease the consumption.
- Develop an understanding about solar geometry and apply shading calculations for the purpose of solar control.
- Develop an understanding of a holistic passive design concept that combines multi-faceted design issues including passive solar design and daylighting design.
- Develop an understanding about the physics of acoustics and its basic principles applicable to building design.

Student Performance Criterion:
A.5.   Investigative Skills
A.11.   Applied Research
B.3.   Sustainability
B.8.   Environmental Systems
B.10.   Building Envelope Systems

Topical Outline:
Quizes and exams   40%
Site analysis project   10%
Daylighting case study 25%
Airflow study project   25%

Prerequisites:
None

Textbooks/Lerning Resources:
Grondzik, Walter T., Alison G. Kwok, Benjamin Stein, and John S. Reynolds. 2010. *Mechanical and Electrical Equipment for Buildings* (MEEB), 11th edition, Hoboken: John Wiley and Sons.

Offered:
Spring only; annually

Faculty assigned:
Mate Thitisawat
Giancarlo Mangone (adjunct)

ARC4326 Architectural Design 7, 4 credits

Course Description:
Applied principles of programming are explored in developing a design process by combining existing buildings with new development in the making of space and form. These issues are investigated collaboratively and individually in a project with a specific, predominant use within a clearly defined architectural context and in connection to open urban, public space(s).

Course Goals & Objectives:
Primary Objectives
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.
Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
Ability to apply the basic principles of life-safety systems with an emphasis on egress.
Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

Student Performance Criteria:
Primary: A3; A5; B1; B2; B5; C9; Secondary: A2; A8; A10; B12; C1

Topical Outline:
- Programming analysis and development: 15%
- Existing building study and integration: 15%
- Design development: 20%
- ADA and life safety requirements. 10%
- Response to urban and natural context: 10%
- Presentation: 20%
- Active participation – individual and team: 10%

Prerequisites:
ARC 3321; ARC 3710; ARC 3463

Textbooks:
Architectural Graphic Standards, Student Edition, 9th Edition, Wiley.
The Architect's Studio Companion, 3rd Edition, Wiley

Offered:
Fall, Spring, Summer; annually

Faculty assigned:
Philippe d'Anjou; Ralph Johnson; E. Vermisso

ARC 4620, Environmental Technology 2, 3 credits

Course Description:
This course introduces students to building services systems. Theoretical and practical applications of the building services systems will be investigated.

Course Goals & Objectives:
- Develop an understanding of the role of the designer in reducing the consumption of non-renewable resources and protection of the environment.
- Develop an understanding of the principles of environmental systems and building service systems including fundamental concepts and language.
- Develop an understanding of the impact of standards, regulations, principles, and architectural requirements that inform design decisions of these systems.

Student Performance Criterion:
A.4.   Technical Documentation
A.11.   Applied Research
B.3.   Sustainability
B.5.   Life Safety
B.8.   Environmental Systems
B.11.   Building Services Systems
C.1.   Collaboration

Topical Outline:
Quizes and exams	50%
Design project	25%
Building services system case study	25%

Prerequisites:
None

Textbooks/Lerning Resources:
Grondzik, Walter T., Alison G. Kwok, Benjamin Stein, and John S. Reynolds. 2010. *Mechanical and Electrical Equipment for Buildings* (MEEB), 11th edition, Hoboken: John Wiley and Sons.

Offered:
Fall only; annually

Faculty assigned:
Mate Thitisawat

ARC 4504, Architectural Structures 3, 3 credits

Course Description: Structural analysis and design in concrete and composite materials with reference to integration of technical systems and architectural design decisions in small, medium, and large buildings. Theories applied – through consultation – to studio projects.

Course Goals & Objectives:
- Understanding of the design of structural elements of concrete structures using analytical methods.
- Understanding of basic principles of concrete design.
- Ability to assess, select, and integrate appropriate structural systems in architectural design.
- Awareness of the role of professional engineers and the scope of their services in the design process.
- Awareness of codes and regulatory standards in structural design.
- Ability to research, analyze, and evaluate the behavior of structural concrete systems including long span systems.
- Ability to research, analyze, and evaluate the relevant concrete structural systems of important precedents.
- Integration of material from this course into Senior Phase Design Studio through consultation.

Student Performance Criteria Addressed:
B.9. Structural Systems
B.12. Building Materials & Assemblies
A.2. Design Thinking Skills
Topical Outline:

Prerequisites:
ARC 3503, Architectural Structures 2

Textbooks/ Learning Resources:
Structural Design: A Practical Guide for Architects, Underwood & Chiuini, John Wiley & Sons, Inc., Second Edition.

Offered:
Fall only (annually)

Faculty Assigned:
David Rogers (adjunct)

ARC 4219 Architectural Theory II, 3 Credits

Course Description: Basic philosophical considerations in architecture as manifested in the works and writings of recognized authorities in the field.
Course Goals & Objectives:
-Understanding of how architectural *theory* is equivalent to architectural practice, and as manifested in past and current architectural writings and projects of recognized authorities in the field.
-Cultivation and growth of each student's ability to think about pertinent theoretical issues as a practice.
-Understanding of existential questions that can influence the oncoming mode of our theoretical endeavors and how we act.
-Challenging each student to build imaginary constructs from which he/she can recognize an architectural issue or issues that will assist him/her in framing a specific interest within a much larger framework.

Student Performance Criteria:

A.1 Communication Skills
A.8 Ordering Systems
A.9 Historical Traditions and Global Cultures
C.8 Ethics and Professional Judgement

Topical Outline:
- Theory and Practice   6%
- Technology and Art   10%
- Modernity and the Avant-garde Movements   12%
- The Bauhaus and Total Architecture   3%
- The Space of the Pure, the Brutal, and the Machine for Living   3%
- The Post-war and the New Social Space 6%
- Modernity and Post-modernity   6%
- Typology and Transformation   6%
- Urban Theory after Modernism   6%
- Phenomenology: Of Meaning and Place 6%
- Critical Regionalism, Nature, Tectonic Expression   6%
- Post-structuralism and Deconstruction   6%
- Designing a Theoretical Space Between (Frameworks) 24%

Prerequisites:
All lower division coursework.

Required Texts:
Conrads, Ulrich, *Programs and Manifestoes of 20th Century Architecture.* Translation by M. Bullock, Cambridge, Mass.: The MIT Press, 1964
Nesbitt, Kate, ed., *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995.* New York: Princeton Architectural Press, 1996.
Le Corbusier, *Towards a New Architecture*, Frederick Etchells, trans., originally published: London, J. Rodker, 1931 and New York, Dover Publications, 1986.

(Other readings are assigned as per topic theme).
Kruft, Hanno-Walter, *A History of Architectural Theory from Vitruvius to the Present*, Translated by Ronald Taylor, Elsie Callander and Anthony Wood, New York, Princeton Architectural Press, 1994.
(Recommended)
Offered:
Fall; annually
Faculty Assigned:
John Sandell, Associate Professor, (F/T)
Philippe D'Anjou, Associate Professor, (F/T)

ARC4327 Architectural Design 8, 4 credits

Course Description:
This design studio concerns the development of a theoretical framework through which a comprehensive architectural response may be considered and developed simultaneously at multiple scales.

Course Goals & Objectives:
The focus of the studio is on contextual sensitivity, integration of environmental
Control, techniques and technology, articulation of the public, private, and mediate
realms through investigations of a large urban building and its surrounding architectural and natural landscape.

Student Performance Criteria:
A.1 Critical Thinking Skills
A.2 Design Thinking Skills
B.2 Accessibility
B.6 Comprehensive Design

Topical Outline:
- Self-directed inquiry, research, analyses, historical precedence, progressive design development work, sketches, models, and drawings representing process and completed architectural response. 55%
- Plan conventions, (plan/elevation/section), are understood. 10%
- ADA and life safety requirements. 10%
- Materials, structural and environmental systems as source systems and design modifiers. 15%
- Representing and responding to context: man-made urban and natural environments. 10%

Prerequisites:
ARC 4326, ARC 3374, ARC 4620, Co-requisite: ARC 4712

Textbooks:
Architectural Graphic Standards, Student Edition, 9th Edition, Wiley.
The Architect's Studio Companion, 3rd Edition, Wiley

Offered:
Fall, Spring, Summer; annually

Faculty assigned:
Diego Camargo, (adjunct)
Christian Feneck, (adjunct)
John Sandell, (F/T)
Emmanouil Vermisso, (F/T)

ARC 4270, Professional Practice 1, 3 credits

Course Description:
This course is the first in the three-course sequence focusing on professional practice. The course introduces principles of professional practice focusing on the historical, ethical, and legal framework of the practice of architecture.

Course Goals & Objectives:
- This course is intended to provide an introduction to issues of professional practice.
- We examine issues of professional communication
- We discuss the transition between school, internship, and licensure
- We discuss ethics and professional judgment, and the legal context of architectural practice.
- At the conclusion of this course students should understand the architect's legal responsibilities as a registered professional including various office structures, contracts forms, and the importance of precise documents in effective practice and the mitigation of liability.
- Course material considers the architects various role in serving the client, the end user and, in a public context, as advocate for a better built environment.

Student Performance Criterion/a addressed:
C.3 Client Role in Architecture
C.4 Project Management
C.5 Practice Management
C.6 Leadership
C.8 Ethics and Professional Judgment

Topical Outline:
Ethics and Judgment (10%)
Firms Legal Structure (10%)
State Licensing Law (10%)
Intern Development Program(20%)
Project Delivery Methods (10%)
Leadership and Volunteer Opportunities (10%)
Zoning and Building Codes (20%)
Project Management (10%)

Prerequisites:
None, this course is open to all upper division architectural majors

Textbooks/Learning Resources:
- *Professional Practice 101: A Compendium of Business and Management Strategies in Architecture* by Andrew Pressman
- *Professional Practice: A guide to turning designs into Buildings* by Paul Segal, FAIA

Offered:
Annually

Faculty assigned:
Ann Chaintreuil (adjunct)

ARC 4712 Modern Architectural History and Theory, 3 credits

Course Description: Continuation of the study of the development of architecture and urban form from the Industrial Revolution to the present. Particular emphasis is placed on the theoretical aspects of design as revealed in the interrelationships among cultures, architecture, urban development and technology throughout the world.

Course Goals & Objectives:
- To acquaint students with the complex history and theory of modern architecture around the world;
- To develop a vocabulary to competently discuss the architecture of the recent past;
- To develop basic research skills in architecture and architectural history.

Student Performance Criteria addressed:
A.1 Communication skills
A.9 Historical traditions and global culture
A.10 Cultural diversity
C.9 Community and social responsibility

Topical Outline:
ENCOUNTERING MODERNITY: Cities Transformed, the Arts and Crafts movement, Engineering vs. Historicism
USA, 1890-1914: The Chicago School, the Beaux-Arts reaction, F.L. Wright
EUROPE, 1890-1914: *Art Nouveau,* Wagner, Loos, Perret, *Deutscher Werkbund*
AVANT-GARDES: Futurism, Expressionism, De Stijl, Constructivism
REINTERPRETING TRADITIONS: Lutyens, Asplund, Plečnik, Wright, Art Deco
THE THREE HEROS OF THE MODERN MOVEMENT: Gropius, Mies, Le Corbusier
ARCHITECTURE AND POLITICS: Colonialism, social programs, the totalitarian state, the Cold War
POSTWAR TRANSFORMATIONS: Wright, Mies, Le Corbusier
GLOBAL MODERNISMS: Aalto, Tange, Niemeyer, Barragán, O'Gorman, Dieste
QUESTIONING MODERNISM: Team X, Paul Rudolph, Louis Kahn
POSTMODERNISM(S): The Grays vs. the Whites
FROM A TECHNO-UTOPIA TO SUSTAINABILITY: Archigram, Foster, Rogers, Piano, Nouvel
RETHINKING THE BASICS: Koolhaas, Herzog&DeMeuron, the digital revolution

Prerequisites:
None.
Co-requisite: ARC 4327

Textbooks/Learning Resources:
> William J. R. Curtis. *Modern Architecture since 1900.* Third Edition. London: Phaidon Press, 1996. ISBN-10: 0714833568.
> Additional readings from other sources are posted on Blackboard before each class.

Offered:
Spring only; annually

Faculty assigned:
Vladimir Kulić (Assistant Professor)

ARC 5328 Advanced Architectural Design 1, 6 credits

Course Description:
This advanced level studio focuses on developing graphic tools, expanding the scales of design, urban design and complex architectural urban interventions. Coursework includes advanced design research, urban analysis, and study of the social and physical attributes of public and semi-public space. Clear communication through drawing, writing, and speaking are practiced through public presentations and workshops.

Course Goals & Objectives:
This design studio focuses on the development of comprehensive architectural and urban design at multiple scales and the impact of transportation modes as determinants of urban development and redevelopment. As an extension of human circulation, normatively considered in architectural analysis and design, transportation alternatives will be examined in a local site-specific context. Further the studio is situated in a real-world community design process whereby students engage with local communities to develop a vision for the built environment that supports a livable sustainable and specifically subtropical urban future.

Student Performance Criteria addressed:
A.3. Visual Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents;
B.1. Pre-Design
C.1. Collaboration
C.3.Client Role in Architecture
C.6.Leadership
FA.1. Subtropical Sustainability

Topical Outline:
Reflexive discussion (20%)
Design inquiry, Community Design and Design praxis (80%)

Prerequisites:
ARC 4327 with a minimum grade of "C" and ARC 4504

Textbooks/Learning Resources:
Course Reader: Felix Guattari *The Three Ecologies*, Reprinted from: new formations, No. 8, Summer 1989, 131-147; Alex Marshall *The Sex of Cities.* Reprinted from: How Cities Work (Austin: University of Texas Press) 2000. Pages i-xxiii; Alex Marshall *A Tale of Two Towns*. Reprinted from: How Cities Work (Austin: University of Texas Press) 2000. Pages 1-39; Kevin Lynch *The City Image and Its Elements*.Reprinted from: The Image of the Cty (Cambridge: MIT Press) 1960. Pages 46-90

Offered:
Fall and Spring; annually

Faculty assigned:
Christian Feneck (AI), Diego Camargo (AI), Javier Negroni (AI). Anthony Abbate (F/T),
Vladimir Kulić (F/T), Deirdre Hardy (F/T)

ARC 5910 Project Research Methods, 3 credits

Course Description:
Research and data gathering, analysis, organization, and evaluation of information and observation of the design process, in preparation for the Thesis Phase design project.

Course Goals & Objectives:
- Are able to develop research questions
- Are able to identify and utilize an appropriate research mode to acquire knowledge to be applied to design for a particular experience
- Are able to demonstrate awareness about people, activity, context, and culture
- Are able to demonstrate understanding of the impacts of cost, quality, and time on design
- Are able to allow insights via alternative, or other points of view
- Are able to develop strategic and tactical skills
- Are able to conduct interviews and gather input from various sources
- Are able to make insightful observations and identify patterns and problems
- Are able to analyze and interpret findings
- Are able to effectively develop and present project scenarios
- Are able to create project proposals, programs, and outline design specifications
- Are able to maintain a project resource log, including bibliographical references and proper citation of sources

Student Performance Criterion/a addressed:
A.5   Design Thinking Skills
A.2   Investigative Skills
A.11 Applied Research
B.1   Pre Design
B.7   Financial Considerations
C.8 Ethical and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
Assignment 1: Value of a Research Based Firm
- Research a Research Based Architectural Firm (5%)

Assignment 2 Site: (25%)
- Site Selection and Zoning Inquiry, Zoning Code Impact on Site
- Site Ecological Research and Analysis
- Site Macro and Micro Impact
- Establish potential use for site based on findings

Assignment 3 Program: (25%)
- How to Prepare an Architectural Program
- Program Research and Interviews

Assignment 4 Code: (25%)
- Building Code Review Assignments

Assignment 5 Report: 15%)
Cost Analysis Exercises and Reading (5%)

Prerequisites: None, this course is open to all upper division architectural majors

Textbooks/Learning Resources:
- *Programming for Design*, Edith Cherry, FAIA, John Wiley &

Offered:
Annually

Faculty assigned:
Ann Chaintreuil (adjunct), Deidre Hardy, Professor, Francis Lyn, Assistant Professor

ARC 5271 Professional Practice 2, 3 credits

Course Description: Introduction to cash flow and discounting techniques, project financial analysis, cost allocation, income tax considerations, project economic analysis, and life-cycle costing. Follows IDP and ARE guidelines.

Course Goals & Objectives:
- Understanding of the implication of economic systems, finance and building costs within the framework of a design project.
- Understanding of the various concepts and methods of construction cost control, cost estimating and evaluation.
- Understanding of the architect's role in preparing and evaluating a project budget in relationship with others involved in the project.
- Understanding of the types of documentation required to render competent and responsible professional service.
- Understanding of relevant tax considerations in the formation of design firms and other legal entities.
- Awareness of the value and cost implications with respect to environmental and resource conservation.
- Awareness of the ethical issues involved in making judgments affecting design and practice.

Student Performance Criteria Addressed:
B.7. Financial Considerations
C.4. Project Management
C.3. Client Role
C.5. Practice Management
C.8. Ethics & Professional Judgment
Topical Outline:
Prerequisites:
None

Textbooks/ Learning Resources:
Professional Practice 101, Andrew Pressman, FAIA, Second Edition, John Wiley & Sons, Inc.

Offered:
Fall (annually)

Faculty Assigned:
James Anstis (adjunct)

ARC 5352 Advanced Architectural Design 2, 6 credits

Course Description:
This capstone studio focuses on comprehensive design development for a complex building and site location.   Projects will demonstrate competent design research, a balance of convention and invention, and a high level of effectiveness with regard to building technology, site development, graphic and linguistic modes of communicating a design solution.

Course Goals & Objectives:
This design studio concerns the development of a comprehensive architectural design response considered and developed at multiple scales that meet the Student Performance Criteria for this course. Excellence in design conceptualization, communication, process, product, and presentation are key expectations for this graduate level design studio.

Student Performance Criteria addressed:
A.2. Design Thinking Skills
A.4. Technical Documentation
B.6. Comprehensive Design
B.11. Building Service Systems

Topical Outline:
Reflexive discussion (20%)
Design inquiry, Design praxis (80%)

Prerequisites:
ARC 5328, with a minimum grade of "C" and ARC 5910

Textbooks/Learning Resources:
Edward Allen and Joseph Iano. *The Architect's Studio Companion* John Wiley and Sons (1989 to current)

Offered:
Fall and Spring; annually

Faculty assigned:
Leo Hansen (AI)
Caroline Weibe (AI)
Ann Chantreuil (AI)
Enrique Madia (AI)
Philippe D'Anjou (F/T)
Anthony Abbate (F/T)

ARC 5272 Professional Practice 3, 3 credits

Course Description: Introduction to principles of professional office practice, focusing on the economic and business aspects of the practice of architecture. Follows new models of office structures, as well as IDP and ARE guidelines. Sums up ARC 4286 and ARC 5287 and connects them to ARC 5288.

Course Goals & Objectives:
- Understanding of architectural and current developments that shape the practice of architecture in the contexts of society, politics, technology, and economics.
- Awareness of the diversity of client and public needs, values and social patterns that characterize different cultures, and the implications for the responsibilities of architects.
- Awareness of the ethical issues involved in forming professional judgments in architectural practice, as well as the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities.
- Understanding of strategies for contract negotiation, conflict management and mediation, office organization and project delivery methods, and other activities involved in the practice of architecture.
- Understanding of the role of internship and the rights and responsibilities of interns and employees.
- Understanding of the historical and current shifts occurring in the ecological factors shaping the practice of architecture.

Student Performance Criteria Addressed:
A.4. Technical Documentation
B.1. Pre- Design
B.7. Financial Considerations
C.2. Human Behavior
C.3. Client Role
C.4. Project Management
C.5. Practice Management
C.6. Leadership Skills
C.7. Legal Responsibilities
C.8. Ethics & Professional judgment
Topical Outline:
Prerequisites:
None

Textbooks/ Learning Resources:
Professional Practice 101, Andrew Pressman, FAIA, Second Edition, John Wiley & Sons, Inc.

Offered: Spring (annually)

Faculty Assigned:
Edward A. O'Donnell (adjunct)

Name: Anthony Abbate, AIA, LEED AP

Courses Taught:
ARC3463 Materials and Methods of Construction II
ARC4482 Architectural Detail Generation
ARC5328 Advanced Architectural Design I
ARC4322 Vertical Studio
ARC4327 Architectural Design VIII
ARC5328 Architectural Design X
ARC4930 Cartagena Project

Educational Credentials:
M.Architecture, Washington University in St. Louis, 1982
B.S. Architecture, The Catholic University of America, 1980

Teaching Experience:
Associate Professor, Florida Atlantic University, Fort Lauderdale 2003-present
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:
Allan Shulman, Ed., Miami Modern Metropolis (Balcony, 2010)
Anthony Abbate, Sustainable Subtropical (FAU, 2009)

Professional Memberships:
The American Institute of Architects (AIA)
United States Green Building Council (USGBC)
National Council of Architectural Registration Boards (NCARB)

Name: James H. Anstis, FAIA, NCARB

Course Taught:
ARC 5271 Professional Practice 2

Educational Credentials:
University of Florida.

Professional Experience:
He served four Gubernatorial appointments to the Capitol Center Planning Commission in Tallahassee, Florida between 1986 and 2002. He served as chair of the commission for his last four years.

Practice experience includes a traditional practice for thirty years followed by many years performing construction defect analysis and providing expert witness services as well as dispute resolution services as an American Arbitration Association certified construction dispute arbitrator and mediator.

Mr. Anstis was a member of the National AIA Contract Documents Committee for ten years from 1997 through 2008. Using that knowledge he has developed and taught seminars covering the AIA Contract Documents through AIA Florida as well as at AIA National Conventions. He was a certified by the State of Florida as an instructor to teach the mandatory continuing education programs teaching both the 2001 and the 2004 Florida Building Codes. Mr. Anstis developed and taught a seminar titled Pathology of Failed Projects through AIA Florida and at the AIA National Convention held in Charlotte, NC. This program was also given to The Frank Lloyd Wright School of Architecture at Taliesin West in Scottsdale, AZ.

Teaching Experience:
He is an adjunct professor at the School of Architecture at Florida Atlantic University and regularly teaches practice seminars through AIA as well as occasionally serving as guest critic and lecturer at other universities.

Honors and Awards
Among his recognition and awards are the AIA Florida Gold Medal, the AIA Palm Beach Gold Medal and AIA Florida's Anthony L. Pullara award. He was elevated to the AIA College of Fellows in 1988.

Licenses/Registration:
Florida

Professional Memberships:
He was chair of The AIA Trust in 2004 and was a trustee 1999-2004. Mr. Anstis represented the AIA on the National Architectural Accrediting Board from1996-1999 and served as NAAB President in1999 and has served on numerous accreditation teams evaluating programs at schools of architecture in the US and Canada. Service as AIA Secretary during 1995 and 1996 was preceded by representing the Florida/Caribbean Region on The American Institute of Architects Board from 1991 through 1993. He served as president of AIA Florida in 1984.Mr. Anstis is a veteran of service in the US Navy.

Name: James Archer

Course Taught:
ARC 3319 Architectural Design Techniques   ARC 3321 Architectural Design 6

Educational Credentials:
University of Miami, B.Arch, professional degree, 1981
San Francisco Institute of Architecture, M.Arch, post professional degree, 2007
University of Colorado, Passive Solar Design course, 1982
Florida Solar Energy Center, Energy Efficient Florida Home Building Course, 1993

Professional Experience:
Intern, Carl A. Petersen Architect, Pompano Beach, Florida, 1978-1981
Architectural illustrator, Thomas A. Spain Architect, Miami, Florida, 1979-1981
Designer and partner in Passive solar design-build firm, PAARC Studios Architects, Denver, CO, Peter D. Pappas Architect, 1982-1985
Principal, James Archer Architect, P.A., Ft. Lauderdale, Florida, 1985-present
Adjunct Prof., Design Techniques and Design Studio, FAU SoA, Ft. Lauderdale, Florida, 1998-present

Licenses/Registration:
Registered architect: State of Florida registered General Contractor,
       Florida (#AR-11726)   #CGC-052836 (inactive)
       Colorado (#306296)   State of Florida registered Architectural
       North Carolina (#10646)   Corporation, #AA-26001407
       Massachusetts (#31008)
       Alabama (#5308, inactive)

Honors and Awards
AIA Award of Mention 2002 – Bryntesen Residence, Ft. Lauderdale
AIA Award of Merit 1999 – The Florida Keys Transit Greenway, Monroe County
AIA Award of Merit 1998 – Himmarshee Bar and Grille, Ft. Lauderdale
AIA Award of Mention 1998 – Proposed North Lauderdale/Progresso Mixed Use Zoning Overlay District and Design Guidelines, Ft. Lauderdale
AIA Award of Mention 1996 – Beach House, Ft. Lauderdale, Florida (unbuilt)
City of Ft. Lauderdale Community Appearance Award 1995 –Residential Remodel, Ft. Lauderdale
City of Ft. Lauderdale Community Appearance Award 1994 – Residential Addition, Ft. Lauderdale
AIA Award of Mention 1994 – 2300 Residence, Ft. Lauderdale
City of Ft. Lauderdale Community Appearance Award 1993 – 2300 Residence, Ft. Lauderdale
Honor Award, Florida Solar Energy Center – 1991, Affordable expandable Florida Home Competition

Publications and Research:
Broward County County-Wide Community Design Guidebook, (Abbate), 2004
Regional Activity Center Subarea Mobility Study, Fort Lauderdale, (EDSA, Abbate), 2002
Town of Lauderdale by the Sea Community Visioning Plan, (FAU/SOA Center for Architectural and Cultural Heritage; Johnson), 2000
The Florida Keys Transit Greenway, Intermodal Transit Oriented Greenway Study, (Gustafson, Archer), 1999
Flagler Heights Urban Pattern: Master Plan, Fort Lauderdale, Florida, (Benjamin-Archer), 1999
North Lauderdale/Progresso Mixed Use Overlay District and Design Guidelines Study, Fort Lauderdale, Florida, (Abbate, Archer, Gustafson, Schnidman, Talib), 1997

Professional Memberships:
AIA   American Society of Architectural Illustrators
NCARB   (ASAI)
                                 Design Communication Association (DCA)

Name: Randall I Atlas Ph.D., AIA CPP, Adjunct Professor

Courses Taught:
ARC 5328 Architectural Design 8
ARC 4384 Design Safe Cities with CPTED

Educational Credentials:
Bachelor of Architecture, University of Florida, 1974
Master of Architecture, University of Illinois, 1976
Bachelor of Science, University of South Florida, 1976
Doctorate of Criminology, Florida State University, 1982

Teaching Experience:
Adjunct Professor, Florida International University, 1984-1991, 1997.
Adjunct Professor, University of Miami, 1989-1995
Adjunct Professor, Florida Atlantic University, 1998 – Present
Adjunct Professor, University of Louisville, National Crime Prevention Institute, 1993 – present.

Professional Experience:
Atlas Safety & Security Design Inc. 1988 - Present

Licenses / Registration:
NCARB Registered #31121
Registered architect in the State of Florida, State of Louisiana
Certified Protection Professional from the American Society of Industrial Security
Certified in Critical Infrastructure and Asset Protection – ACAM and PCII, April 2010
Certified Anti-terrorism Specialist by Anti-Terrorism Accreditation Board #100342

Selected Publications and Recent Research:
Atlas, Randy. 21st Century Security and CPTED- Designing for Critical Infrastructure Protection and
Crime Prevention. CRC Press, Taylor and Francis, Boca Raton, Fl. 2008
"Security Site Design and Landscaping". Planning and Urban Design. Graphic Standards, Wiley. March 2006
"The Security Audit and Premises Liability". Spotlight on Security for Real Estate Managers 2nd Ed. IREM, 2005.
 "Designing Safer Schools". The Construction Specifier. February 2008. Pp. 71-85.
"Fear of Parking". Security Management Magazine. February 2008. Pp. 52-59.
"Schools Behind Bars: Designing safe and secure Schools & Colleges". Security Technology & Design Magazine.
August 2007.
"Is there a difference designing for Crime or Terrorism" Interagency Cooperation. Law Enforcement Executive
Forum. Vol. 6, No. 6. November, 2006
"Premises Liability: Design Against Security Lawsuits". Gangs Drugs and Violence Prevention. Law Enforcement
Executive Forum. Vol. 6, No. 2. March, 2006
"Architect as Nexus: Cost effective security begins with design".   ArchiTech May June 2006. Pp. 30-34.

Professional Memberships:
American Institute Of Architects, Architecture For Justice Committee Member;
American Correctional Association, Design And Technology Committee Member;
American Society Of Industrial Security
American Society Of Safety Engineers
Environmental Design Research Association
National Safety Council, Falls Prevention Committee
National Fire Protection Association Premises Security Committee
American Society Of Testing Materials (Astm)
National Institute Of Corrections Technical Assistance Consultant.
International Society Of Crime Prevention Practioners;
International Association Of Counterterrorism And Security Professionals

Name: Carol Buhrmann

Courses Taught:
FAU, ARC 3320 Architectural Design 5
FAU, ARC 1301 Architectural Drawing 1

UC Berkeley, College of Environmental Design, ENV DES 11B, 2010—Coordinator
UC Berkeley, College of Environmental Design, ARCH Design 101, 2007-2009
UC Berkeley, College of Environmental Design, ARCH Design 100A, 2007-2009

West Valley College, Architecture, ARCH 60, Green Building and Sustainable Design, 2010

California College of the Arts, Architecture, Undergraduate Design Studios 1-4, 2001-2008—Coordinator
California College of the Arts, Architecture, Graduate Design Studio 3, 2006
California College of the Arts, Architecture, Viewing Architecture/Seeing Film, 2003, 2006, 2008
California College of the Arts, Architecture, From Aalto to El Lissitzky, 2004

University of Kentucky, Department of Architecture, First, Third and Vertical Studios, 1993-1999
University of Kentucky, Department of Architecture, Scandinavian and Russian Arch, 1998
University of Kentucky, Department of Architecture, Contemporary Architectural Theory, 1997
University of Kentucky, Department of Architecture, Introduction to Architecture, 1994
University of Kentucky, Department of Architecture, Scandinavian Architecture, 1993

Educational Credentials:
Master of Science, Columbia University, 1990
Bachelor of Architecture, Cornell University, 1987

Teaching and Administrative Experience:
Visiting Assistant Professor, School of Architecture, Florida Atlantic University, Fall 2010
Lecturer, Department of Architecture, University of California, Berkeley, 2007-2010
Adjunct Professor, West Valley College, Saratoga, CA, 2009-2010
Associate Professor and Coordinator, 2nd and 3rd Year Architecture Studios, California College of the Arts, San Francisco 2001-2008
Assistant Professor, University of Kentucky, 1992-1999
Visiting Professor, Georgia Tech, Atlanta, GA, 1991-1992

Professional Experience:
Volume21:Office for Architecture, San Francisco, 2000-present
Kohn Pedersen Fox, New York, 1987-1989
Fred Thomas Assoc., Ithaca, NY, 1984-1986

Grants and Awards:
AIAS Outstanding Teacher of the Year, University of Kentucky, 1999
3 Research Committee Grants, University of Kentucky Research Foundation, 1996-1999
Fulbright Scholar Fellowship, Ekaterinburg, Russia, 1996

Selected Publications and Recent Research:
Time Diagrams: MOSTLY LA FILMS, self-published by Lulu.com, 2010
5 invited Lectures on Early Soviet Architecture, 1996-2008
"Tracing the Constructivist Influence on the Buildings of Ekaterinburg, Russia", Published in the
Proceedings of the ACSA Berlin International Conference, 1997

Professional Memberships:
Association of Collegiate Schools of Architecture
Fulbright Association

Name: Jean Martin Caldieron Ph.D.

Courses Taught:
ARC 3321 Architectural Design 6
ARC 4326 Architectural Design 7
ARC 4322 Vertical Studio
ARC 2580 Architectural Structures 1
ARC 3503 Architectural Structures 2
ARC 4930 Latin American Architecture
ARC 4930 Architecture of the Caribbean

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 Studios, Simón Bolívar University, Caracas, Venezuela.
Assistant Professor of Architecture, Simón Bolívar University, Caracas, Venezuela,
1991-1993; 1994-1997
Assistant Professor of Architecture,   St. Petersburg College, Clearwater, Florida, 2003-2007
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 Lluberes, Caracas, Venezuela, 1985-1987
Assistant of Architect, Emile Vestuti Architecture, Caracas, Venezuela, 1987-1988
Director, Je-cal Architecture Caracas, Venezuela, 1988-1993; 1995-1998
Architect and Project Architect Arber and Consulting, Caracas, Venezuela, 1988-1993
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:
Co-existence of La Perla Shantytown and the city of San Juan Puerto Rico
Accepted by ICBEDC- Penang Malaysia 2010
Education and Innovation trough communal gardens and casitas in New York City
Accepted by ICERI 2010, Spain
Caracas Informal Settlements. Accepted by Verlag Publications, Germany 2010
Vehicular access and shelter self-improvement, Submitted, under revision Housing International, 2010

Professional Memberships:
La Dolorita NGO Association, Caracas, Venezuela
Open Building International Association.

Name: Diego Camargo

Courses Taught:
ARC-5328 Advanced Architectural Design 1
ARC-4327 Archiectural Design 8

Educational Credentials:
B.Arch., Florida Atlantic University, 2001
Master of Adv. Arch., Universidad Politecnica de Catalunya, 2007

Educational Credentials:
Assistant Tutor, Institute of Advanced Architecture of Catalunya (WAW workshops), 2007

Professional Experience:
Intern, Singer Architects, Ft. Lauderdale, FL 2000-2001
Intern Architect, Rodriguez & Quiroga, Miami, FL 2001
Project Coordinator, Glavovic Studio, Ft. Lauderdale, FL 2001-2004
Project Manager, Rizo, Carreno & Partners, Miami, FL 2004-2006
Project Manager, Mateu Architecture, Miami, FL 2008-2009

Name: Cecilia G. Catizone

Courses Taught:
University of South Florida (USF) /ARC 2131/spring 08, summer 08, fall 08, spring 09
USF/ARC 5361/fall 08
USF/ARC 5362/spring 08, spring 09
Florida Atlantic University (FAU)/ARC 2003-02 /fall 09
FAU/ARC 1302-001/fall 09
FAU/ARC 2304-002/spring 10
FAU/ARC 1302-002/spring 10

Educational Credentials:
B. Arch., Universidad Central de Venezuela, 1980
M.S. Arch., Oklahoma State University, 1984

Other Studies:
Construction Management Course, Oklahoma State University, 1985
Landscape Course, Colegio de Arquitectos del Estado Carabobo, Valencia, 1986
Real Estate Course, Marta Shingler Institute. Caracas, 1987
Civil Appraisal Course, C. de Capacitación Financiera Acedo Mendoza International, 1989
Financing Management for Design Firms Course, Harvard University, Boston, 1991

Teaching Experience:
Adjunct Professor, José Antonio Páez University, Valencia, Venezuela, 2000-2005
Adjunct Professor, University of South Florida, Tampa, Florida, 2005-2009
Adjunct Professor, Florida Atlantic University, Boca Raton, Florida, 2009-present

Professional Experience:
Founder and Director of "Arquitectura & Ingeniería A&I, C.A.", Valencia, Venezuela, 2000-2005
Founder and General Manager of "Planeamiento Axial, C.A.", Valencia, Venezuela, 1991-1999.
Private practice, Valencia, Venezuela, 1985-1991
Twenty-five years of practice and diversified exposure to different kinds of projects of architecture, urban planning, interior design and construction management in Venezuela and in the Caribbean

Licenses/ Registration:
CAV/Registered under No. 2806, 1985-present
CIV/Registered under No. 45,494, 1985-present

Area of Research:
Design process
Analytical topology: Relationship between architecture, space and emotion, i.e. the psychological dimension of architecture.
Hyper density: Investigations related to high rise urban design and the development of compact cities. Cities that have been used as case studies both for analytical research and for design proposals include Hong Kong, Shanghai and Manhattan.
Vernacular architecture
Contemporary Latin-American architecture

Name: Ann R. Chaintreuil, FAIA, NAAB

Courses Taught (Two academic years to current visit):
ARC 4270 Professional Practice 1
ARC 5910 Project Research Methods
ARC 5352 Advanced Architectural Design 2

Educational Credentials:
B. Arch., Syracuse University, 1970
M. Arch., Syracuse University, 1971
Intermediate Studies, Architectural Association, London England, 1969

Teaching Experience:
Visiting Lecturer, Cornell University, School of Architecture, 1981
Adjunct Professor, Rochester Institute of Technology, 1983
Adjunct Professor, Florida Atlantic University, 1998-1999, 2002, 2008-present

Professional Experience:
Principal, Chaintreuil Jensen & Stark Architects, PLLC, Rochester, NY 1971-2006
Principal, CJS Architects, PLLC, Boca Raton FL 2006-Present

Licenses/Registration:
New York
Florida
NAAB Certified

Professional Memberships:
American Institute of Architects 1971-Present
        Past Chair of the EPN (Educator Practitioner Network),
        Chair of the Internship Conference "Designing Tomorrow's Architects" 2005
NCARB, Board of Directors 1992-1999
        Past President 1998
        ARE Writing Committee 1986-1988
        Exam Grader 1986-1996
        Chair Research Committee 1995-1997
NAAB, Board of Directors, 2000-2003
        Past NAAB Team member and Chair (served on 12 teams)

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 4930 Contemporary Design Theories

Educational Credentials:
B.Arch., Laval University, 1991
M.Arch., Laval University, 1993

Teaching Experience:
Visiting Professor, Superior Institute of Technology of Monterrey (Mexico), 1993
Assistant Professor, University of the Americas (Mexico), 1994-1996
Visiting Professor, 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:
"Theoretical & Methodological Elements for Integrating Ethics as a Foundation into the Education of Professional & Design Disciplines." *Journal of Science & Engineering Ethics* 10, 2 (2004): 211-218.
"The Project of the Project in Design." In *New Design Paradigms: Proceedings of the International Design Congress-IASDR Held in Yunlin, Taiwan 1-4 November 2005.*
"The Project as Encounter with the Others: Towards an Ethical Opportunity in Design." In *Getting Real, Design Ethos Now: Proceedings of the 94th ACSA Annual Conference Held in Salt Lake City, Utah 30 March-2 April 2006*, edited by Renee Cheng and Patrick J. Tripeny, 465-470. Washington DC: ACSA Press, 2006.
(W/ Weiss, G.) "The Forgotten Project in New Urbanism." *Design Philosophy Papers* 2 (2007).
"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.
"Toward an Horizon in Design Ethics." *Science and Engineering Ethics* 16, 2 (2010): 355-370.
"Beyond Duty and Virtue in Design Ethics." *Design Issues* 26, 1 (2010): 97-107.
"An Alternative Model for Ethical Decision-Making in Design: a Sartrean Approach." *Design Studies* (2010), doi:10.1016/j.destud.2010.06.003.
"The Ethics of Authenticity in the Client-Designer Relationship." *The Design Journal* 14, 1 (2011).

Professional Memberships:
AIA Associate.

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: Leo Hansen, AIA

Courses Taught (Two academic years prior to current visit):
ARC 5352 Comprehensive Design Project
ARC 5930 Comprehensive Design Continuum
ARC 2208 Culture and Architecture: Master Builders

Educational Credentials:
Bachelor of Architecture, University of Notre Dame, 1978
Master of Arts and Liberal Studies, University of Miami, 2003

Teaching Experience:
Adjunct Professor, Florida Atlantic University, 2004-present

Professional Experience:
Hansen Associates Architecture and Design, P.A., Principal, Fort Lauderdale, FL (2005-present)
Leo Hansen, A.I.A., Architect, Fort Lauderdale, FL, Principal, (1987-2005)
Loebl Schlossman and Hackl, Chicago, IL , Project Architect, Designer (1983-1987)
Robert E. Hansen, F.A.I.A., Architect, Draftsman, Project Architect , Fort Lauderdale, FL (1981-1983)
Michael Shiff & Associates Draftsman, Fort Lauderdale FL Project Architect (1979-1981)
Robert E. Hansen, F.A.I.A., Architect, Draftsman, Project Architect , Fort Lauderdale, FL (1978-1979)
N.T.A., Engineers, Nappannee, IN, Draftsman, (1977)

Licenses / Registration:
Florida #9093

Professional Memberships:
Member of the American Institute of Architects (AIA)
LEED Certified
Past President of the Fort Lauderdale AIA Chapter
Past State Director of the Fort Lauderdale AIA Chapter
Past Vice-president of the Fort Lauderdale AIA Chapter
Past Secretary of the Fort Lauderdale AIA Chapter
Past Treasurer of the Fort Lauderdale AIA Chapter
Member of the Society of Architectural Historians (SAH)
Past Member, Ways and Means Committee, Stranahan House (1982-1983)
Board Member, Stranahan House (current)
Board Member, Board of Adjustment, Alternate (2010)
Board Member, Planning and Zoning Board, City of Fort Lauderdale (current)

Name: Deirdre J. Hardy, AIA

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

Courses Taught:
ARC 5328 Advanced Architectural Design 1 (Design 9)
ARC 3320 Architectural Design 5
ARC 3710 Pre-Modern History and Theory I
ARC 5910 Project Research Methods
ARC 2208 Culture and Architecture, Master Builder

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, current
Association of Collegiate Schools of Architecture
Smart Growth, Fort Lauderdale Chapter

Name: Henning Haupt, Ph.D.

Courses Taught:
ARC 1301 Architectural Design 1
ARC 2304 Architectural Design 4
ARC 4134 Color Material Space
ARC 3321 Architectural Design 6
ARC 5328 Advanced Architectural Design 1

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 and Teaching Position (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, 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

Licenses/Registration:
Berlin, Germany, #09076, 1998

Selected Publications and Recent Research:
Experiments in Color - Integration of painted color spaces in an architectural design process, *(Library Technical University at Braunschweig, Germany, Dissertation, 2009)*

Professional Memberships:
Architektenkammer Berlin, Germany

Name: Ralph B. Johnson

Courses Taught:
ARC 4328, Architectural Design 7
ARC 3374, Site Planning & Engineering
ARC 4801, Historic Preservation
ARC 4850, Historic Buildings Documentation
ARC 2208, Culture & Architecture: the Master Builder

Educational Credentials:
BArch, Howard University, 1967
March, Yale University, 1969
Master of City Planning, Yale University, 1969

Teaching Experience:
Assistant Professor, University of Miami, 1974-1979
Assistant Professor, Florida International University, 1980-1986
Associate Professor & Assistant Dean, University of Florida, 1986-1996
Professor, Florida Atlantic University, 1996-2010
Director, FAU Center for Urban Redevelopment and Education, (CURE), 2004-2008
Director, SoA Center for the Conservation of Architectural & Cultural Heritage, (CCACH), 1996-2010

Selected Publications and Recent Research:
Smart Growth Policy for City of West Park, Florida, Smart Growth Partnership & Broward Community Foundation
ELAD Tower, An Evaluation of Impacts on Historical Resources, EL-AD FL Beach LLC
Maydays Operations Building, North Perry Airport, Historic Designation Report, Broward County
New River Boat Storage, An Evaluation of Impacts on Historical Resources, Cabi New River, Inc.
Stranahan House, Expert Witness, Stranahan House, Fort Lauderdale
Historic Context Study: Israel Lafayette "Parson" Jones, National Park Service, Biscayne Bay, Miami
City of Hollywood Design Guidelines for Historic Properties & Districts, Hollywood
Guidelines for Historic Structures and Properties; Historic District Designation Report; Hollywood
Guidelines for Historic Structures and Properties; Historic District Designation Report; Hollywood
Liberia History Exhibition & Oral History Project, Hollywood, FL
The Fifth Biennial African American Heritage Preservation Conference, Fort Lauderdale
Gentrification Summit, Fort Lauderdale
Bahama Conch Village Conceptual Master Plan, Key West
New River (North Fork) Cultural and Environmental Survey, Bureau of Historic Preservation, Division of Historical Resources; South Florida Water Management District; Broward Urban River Trails
Conservation Policies in North American Cities; Puebla, Mexico, St. Augustine, Florida, & Quebec City, Canada, El Colegio de Mexico, Mexico
The WellsBuilt Hotel, Orlando, FL, National Register of Historic Places Nomination, Orlando, FL
Historic American Building Survey (HABS), Bonnet House Campus, Fort Lauderdale
Exuma, Bahamas Historic Monuments & Sites Inventory Report, Antiquities, Monuments, and Museums Corporation of the Bahamas
An Evaluation of Historic Preservation Activity in Cuba, UNESCO and the National Center for Conservation, Restoration and Museology, Havana, Cuba

Professional Memberships:
Gullah/Geechee Cultural Heritage Corridor Commission, 2008-present
National Trust for Historic Preservation, Board of Advisors, 2008-present
Florida Trust for Historic Preservation, Board of Directors Emeritus, 1991-2008

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-present

Selected Publications and Recent Research:
"An Avant-Garde Architecture for an Avant-Garde Socialism: Yugoslavia at EXPO '58," accepted for publication in the *Journal of Contemporary History* (London: Taylor&Francis).
Modernism in Between: Architecture in Socialist Yugoslavia, with Maroje Mrduljaš, photographs by Wolfgang Thaler (under review).
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 late 2010).
Architettura e politica dell'interpretazione: il caso del Generalštab a Belgrado. Rome: Fondazione Bruno Zevi, 2010.
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.

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

Name : Francis Lyn, Assistant Professor

Courses Taught (Two academic years prior to current visit):
ARC 1301 Architectural Design 1 (Drawing)
ARC 1302 Architectural Design 2 (Studio and Drawing)
ARC 2303 Architectural Design 3
ARC 4322 Vertical Design Studio
ARC 4327 Architectural Design 8
ARC 4930 Analysis of Masterworks

Educational Credentials:
Bachelor of Architecture, University of Miami, 1990
Master of Architecture, Princeton University, 1995

Teaching Experience:
Assistant Professor, University of South Florida, 2002-2004
Assistant Professor, Florida Atlantic University, 2004-present

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 and Recent Research:
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. Paper accepted for publication, Spring 2010.*
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.*
Thitisawat, Mate, Francis Lyn and Lester Machado. "Revealing Skin: Visualization-Informed Façade Design for the Tropics." *Seeking the City: Visionaries on the Margins,* Proceedings form the 2008 ACSA National Conference, Houston, TX, March 27-30, 2008, edited by Dietmar Froehlich and Michaele Pride, pp. 223-30. *Full paper published, 2008.*
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, Abdesselem Mahmoud, Ali Djerbi, pp. 751-762. *Full paper published, 2007.*

Professional Memberships:
American Institute of Architects, Associate Member
DoCoMoMo, Member

Name : Giancarlo Mangone, Adjunct Professor

Courses Taught (Two academic years prior to current visit):
ARC 4327 Architectural Design 8
ARC 3610 Environmental Technology I
ARC 4620 Environmental Technology II
LEED Green Associate Prep Course

Educational Credentials:
Bachelor of Architecture, Summa Cum Laude, University of Florida, 2007
Master of Architecture, University of Virginia, 2009

Teaching Experience:
Adjunct Professor, Florida Atlantic University, 2010 – Present
Adjunct Professor, Indian River State College, 2010

Professional Experience:
Mangone Architect, West Palm Beach, Florida, 2003-present
Schenkel Schultz Architecture, West Palm Beach, Florida, 2005
Ruhl Walker Architects, Boston, Massachusetts, 2007
Neri & Hu Design Research Office, Shanghai, China, 2008
William McDonough & Partners, Charlottesville, VA, 2008
Symbiosis, West Palm Beach, Florida, 2009 - Present
Fielding Nair International, Remote, 2010 - Present

Licenses / Registration:
None

Selected Publications and Recent Research:
Carbon Neutral Design Project
        Contributing Researcher___Funded by the AIA, SBSE
*Constructing Air Flow: Development of Interior Natural Ventilation Ducts to Maximize Interior Residential
        Natural Ventilation Potential*
*Designing for Outdoor Comfort in a Subtropical Environment : Assessment and Criteria for Outdoor
        Comfort.*
        In collaboration with Professor Mate Thitisiwat, Dr. Kasama Polakit, Dr. Jean Martin Caldieron,
        Fort Lauderdale, FL (Funded by FAU and the ARCC_**$7000)**
Mangone, Giancarlo "Heating and Cooling." *Green Consumerism: An A-to-Z Guide. 2010.* Thousand
Oaks, CA : SAGE.   *peer reviewed*
Mangone, Giancarlo "In Search of Symbiosis: Constructing Built Environments Based on Site Thermal
Climatic Characteristics", *Interdisciplinary Environmental Review*, Vol. 11, No. 1. 2010. p. 57 – 68.
        peer reviewed
Mangone, Giancarlo "Solid and Human Waste." *Green Consumerism: An A-to-Z Guide. 2010.* Thousand
Oaks, CA : SAGE.   *peer reviewed*
*Productive Waste : Generating New Energy Streams_*2009 Renewable Energy Teacher Grant Sponsored
by FPL _*$1000*

Professional Memberships:
USGBC Treasure Coast & Palm Beach Branch, FL Chapter : *Branch Governing Committee
        Member_Emerging Professionals Chair*

Name: Pedro Negroni

Courses Taught (Six academic years to current visit):
ARC 3320 Arch. Design 5
ARC 3321 Arch. Design 6
ARC 4327 Arch. Design 8
ARC 5328 Advanced Architectural Design 1
ARC 5352 Comprehensive Design

Educational Credentials:
B. Environmental Design with High Honors, University of Puerto Rico, 1994
M. Arch., Syracuse University, 1996

Teaching Experience:
Teaching Assistant, University of Puerto Rico, 1992-1994
Graduate Teaching Assistant, Syracuse University, 1994-1996
Adjunct Professor, Florida Atlantic University, 2004-2009, 2010-present

Professional Experience:
Intern, Puerto Rico Housing Department-Secretary of Planning, San Juan, Puerto Rico, 1994
Project Architect, Morris Architects, Orlando, Florida, 1997-2002
Project Manager, US Coast Guard-Department of Homeland Security, Miami, Florida, 2002-2003
Project Architect, Dorsky Hodgson Parrish Yue, Fort Lauderdale, Florida, 2003
Project Architect, Pavlik Design Team, Fort Lauderdale, Florida, 2003-2005
Project Architect, Saltz Michelson Architects, Fort Lauderdale, Florida, 2005-present

Name: David Rogers

Courses Taught:
ARC 4504 Architectural Structures 3

Educational Credentials:
Bachelor of Science, Civil Engineering, University of Cincinnati, 1987
Master of Science, Civil Engineering, University of Cincinnati, 1989

Teaching Experience:
Adjunct Professor, Cincinnati Technical and Community College, 1993-1999
Assistant Professor, Florida Atlantic University, 2003 – Present

Professional Experience:
LJB Group, Dayton, Ohio, Structural Engineer, 1989-1999
DeRose Design Consultants, Pompano Beach, FL, Structural Engineer, 1999-2009
David B. Rogers, P.E., Consulting Engineers, Boca Raton, Florida, 2009-Present

Licenses / Registration:
Licensed Professional Engineer, State of Florida

Name: John Sandell

Courses Taught:
ARC2461 Materials and Methods of Construction
ARC4009 Fundamentals of Form-making
ARC4940 Italy: Architecture and Urbanism Study Abroad
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 architecttura, 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
Senior Project: The Opera of Boris Godunov

Teaching Experience:
Assoc. Prof., Florida Atlantic University School of Architecture, Fort Lauderdale, Florida, 2010-present.
Assist. Prof., Florida Atlantic University School of Architecture, Fort Lauderdale, Florida, 2004-2010
Co-Chair (2009), Chair (2007), Co-Chair (2006) and instructor
International Study Abroad Program – Florida Atlantic University
Visiting Prof., California Polytechnic State University, Florence, Italy. Fall 2002-Spring 2004
Adjunct Prof., Portland State U., Department of Architecture, Portland, Oregon. Spring and Summer 2002
Adjunct Prof., U. 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. **"**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 & Michaele Pride. Washington D.C.: ACSA Press, March 2008. Print.

Professional Affiliations:
Ordine degli architetti, Provincia di Sondrio, Italia, 1993-present
Associate member of the American Institute of Architects, 2007-present

Name: Aron Temkin, AIA, Professor and Dean

Courses Taught:
ARC 3320 Architectural Design 5 (Florida Atlantic University)
ARC 3321 Architectural Design 6 (Florida Atlantic University)
ARC 4057 Dynamic Design Methods 1 (Florida Atlantic University)
ARC 4930 Assembly: Material, Grain and Craft (Florida Atlantic University)
ARC 4930 In[form]ed City (Florida Atlantic University)
ARC 5328 Architectural Design 9 (Florida Atlantic University)
ARC 5352 Architectural Design 10 (Florida Atlantic University)
URP 5930 Graphics for Planning (Florida Atlantic University)

Educational Credentials:
Fellowship, École d'Art Americaine, Fontainbleau, France, 1991
B.Arch., Carnegie Mellon University, Pittsburgh, PA 1992
M.Arch., Cranbrook Academy of Art, Bloomfield Hills, MI 1997

Teaching Experience:
Ombudsman and Instructor, Carnegie Mellon University, 1997-1998
Visiting Assistant Professor, Carnegie Mellon University, 1998-1999
Assistant Professor, Florida Atlantic University, 1999-2005
Associate Professor and Director, Florida Atlantic University, 2005-2010
Professor and Dean, Norwich University, 2010-Present

Professional Experience:
Intern, L.P. Perfido Associates, Pittsburgh, Pennsylvania, 1992-1994
Intern, UDA Architects, Pittsburgh, Pennsylvania, 1995
Associate, studio d'ARC, Pittsburgh, Pennsylvania, 1997-1999
Principal, Temkin Gottlieb Studio, Fort Lauderdale, Florida 1999-2004
Principal, Aron Temkin, Architect, Fort Lauderdale, Florida 2000-Present

Licenses / Registration: Massachusetts, Florida

Selected Publications and Recent Research:
2003   *Seeing Architecture Through A Filmmaker's Eyes presented* at the Association for Computer Aided Design in Architecture, Indianapolis, Indiana
2004   Editor, *Evolving Tools: Digital Fabrication in Architectural Education*, White papers from the Education Summit of the ACADIA 2004 Conference: Fabrication in Cambridge, Ontario
2006   Addition to the Stockholm Public Library with Francis Lyn and Peter Magyar: submission for the *Stockholm Public Library Competition*
2008   Presentation: *Granularity of Scales and Models* at The Intelligence of Structures Conference, Dessau, Germany
2009   *Flexible Walkway, Maquette* installation developed for *Faculty Biennial* at the Schmidt Center Gallery, Boca Raton, Florida
2010   Responsive Envelope Home (ongoing)

Name: Mate Thitisawat

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-present

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

Licenses/Registration:
Thailand

Selected Publications and Recent Research:
Thitisawat, M., Lyn, F., and Machado, L. (2008), Revealing Skin: Visualization Informed Façade Design for the Tropics, Proceedings of Association of Collegiate Schools of Architecture (ACSA) Annual Meeting, March 27-30, 2008, Houston, Texas.
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.
Rashid, M., Craig, D., Zimring, C., and Thitisawat, M. (2006), Sedentary and Fleeting Activities and Their Spatial Correlates in Offices, Proceedings of the Environmental Design Research Association (EDRA) 37th Conference, Atlanta, Georgia, May 03-07, 2006.
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
Messadi, T., and Thitisawat, M. (2000), The Menil Collection: Light as Design Impetus, Proceedings of the 2000 Annual Illuminating Engineering Society (IES) Conference, Jul.31-Aug2, Washington D.C.

Professional Membership:
Council of Thai Architects
Association of Siamese Architects
Society of Building Science Educators
Building Technology Educators' Society

Name: Emmanouil Vermisso

Courses taught (2008-2010):
ARC4326 Architectural Design 7 (fall 2008, fall 2009)
ARC4327 Architectural Design 8 (spring 2009, spring 2010)
ARC4930 Digital Fabrication (fall 2008, summer 2009, fall 2009, spring 2010)
ARC4930 Biomorphic Design (spring 2009)
ARC4930 Bio-prototypes (summer 2010)
ARC4907 Directed Independent Study (summer 2009)

Educational Credentials:
Dipl.Arch, University of Westminster, 2001
M.Arch. II, Syracuse University, 2005

Teaching Experience:
Design Teaching Assistant, Syracuse University, 2004
Assistant Professor, FAU, 2008-present

Professional Experience:
Assistant Architect, AHMM, London, UK 2007-2008
Assistant Architect, Foster + Partners, London, UK 2006-2007
Architectural Assistant, SZAL, London, UK 2002-2003
Architectural Assistant, Porphyrios Associates, London, UK 2001-2002

Licenses/Registration:
Greece

Selected Publications and Recent Research:
Seeking an inherent historicism in digital Design: Who Care(d)? Tracing an archaeology of Digitality within the shifting paradigms in architectural history, Critical Digital 2009 (Cambridge MA)
Using formal & behavioral patterns in nature to evaluate the design of bio-inspired structural shapes: The case of a canopy for a south-east Asian masterplan, Acadia 2008 (Minneapolis MN)
The Dancing Curve: An emerging paradigm in cross-stylistic discourse, eCAADe 2007 (Frankfurt)

Professional Memberships:
Technical Chamber of Greece
eCAADe
ACADIA

Name: Carolina Wiebe, R.A., LEED AP

Courses Taught (Two academic years to current visit):
ARC 5328 Advanced Architectural Design 1
ARC 5352 Advanced Architectural Design 2

Educational Credentials:
B. Design with High Honors, University of Florida, 1992
M. Arch., University of Florida, 1994

Teaching Experience:
Teaching Assistant, University of Florida, 1989-1992
Graduate Teaching Assistant, University of Florida, 1992-1993
Adjunct Professor, Florida Atlantic University, 1998-1999, 2002, 2008-present
Professional Experience:
Intern, Eisenman Architects, New York, New York, 1991
Intern, Donald Singer Architect, P.A., Fort Lauderdale, Florida, 1992
Project Architect, Donald Singer Architect, P.A., Fort Lauderdale, Florida, 1993-1997
Project Architect, SingerArchitects, Inc., Fort Lauderdale, Florida, 1997-1999
Principal, SingerArchitects, Inc., Fort Lauderdale, Florida, 2000-2001
Principal, Carolina Wiebe, Architect, R.A., LEED AP, Fort Lauderdale, Florida, 2001-present

Licenses/Registration:
Florida

Florida Atlantic University School of Architecture

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architectural Accrediting Board
March 23, 2005

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

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Summary of Team Findings

1. Team Comments

A.   The School of Architecture and the College of Architecture, Urban and Public Affairs graciously hosted the team. The visit was well planned and implemented by the School. Questions or concerns of the team were answered quickly and efficiently by the School and College when requested by the Team.

B.   The Architecture program is young, having achieved its first accreditation in 1999. It has been extremely successful in responding to the educational needs of students and the community, evidenced by the soaring increase in enrollment since the last accreditation visit.

C.   The School is led by a highly dedicated director. Dr. Magyar has been involved with the school since its inception, and has led it through the last few years of increased enrollment and State budgetary cuts.

D.   The full-time faculty is highly competent and very dedicated to supporting the student's learning and growth. Despite their small number, they have gone beyond their written job description to provide a quality architectural education experience, often at personal expense.

E.   The student body is composed of rich mixture of cultures that enlivens the discussions within the classroom and studio settings. It was observed that the student's design projects, particularly studio projects, are not reflecting this rich cultural mix and resulting dialogue which could lead to broader range design vocabularies.

F.   The AIAS chapter at FAU is a very strong student organization that is funded through the University Student government. Their budget, rather than the School's operating budget or development funds, provides the School with enrichment programs such as guest lecturers, workshops, student travel and visiting critics. Because of the afternoon/evening/night time studio schedule, the student's ability to participate in lectures and seminars is limited.

G.   There exists a strong relationship with the Local AIA chapter, evidenced by AIA member participation in the School's lectures and seminars. The deep pool of local practitioners, from which to draw adjunct faculty, is an advantage of the School's urban context. Full-time faculty are participants in AIA chapter as well as local civic affairs. As a young program, the School has not yet developed an alumni body to draw upon for additional moral or economic support.

H.   Despite the concerns expressed by the Team in the Conditions portion of this report, 36 of the 37 Student Performance Criteria were considered met, evidence of the outstanding work of the students and faculty in the School of Architecture.

2. Progress Since the Previous Site Visit

   Condition 7, Physical Resources.

   Previous Team Report: *The team applauds the University for the foresight to develop a new building that is located in a significant urban location in downtown Fort Lauderdale to house the architecture program as well as the pre-architecture program of Broward Community College. However, the team finds that the planning and design for the space housing architecture fails to address the particular requirements of an architecture program beyond minimal studio and office spaces. The pedagogy of architecture education demands space types beyond that of the traditional academic program: It requires design review and jury space, exhibition space, shops (with freight elevators to get supplies to upper floors), seminar rooms, rooms housing high-end*

computing peripherals, fully networked and data connected spaces, and resource spaces for slides/videos/cd-roms and material samples and catalogues, among other spaces.

What is even more critical than the space needs listed above are two other important items: First, there is not a space in the facility that creates a sense of community for this emerging school that is has evolved into a wonderful community. It would be tragic if the new facility eroded that quality. Second, the expression of the building does nothing to articulate the presence of the architecture program as part of the facility, robbing it of identity as part of the city and the University.

Although the new building, which will have ground breaking in mid-November, minimally houses the School of Architecture, it does not provide the necessary education setting for the program to fully achieve its mission.

> The School has occupied the University space described in the previous Team's report. While the students and faculty have gone to extensive lengths to make the space their own, the two concerns voiced by the previous Team have not been fully addressed in the School's physical resources.

> There is no space, within the HEC, that can be identified as the "heart" of the Architecture School for student gatherings nor is there secure space for exhibits or similar activities that would build the architectural community at FAU. Although some space does exist on the floors housing the studios, they cannot be secured, have inadequate lighting and lack acoustic isolation.

> Additionally, there is no opportunity for the School's activities or programs to be expressed through physical means. The School and its success are anonymous within the HEC Building without a public face. This is not merely an issue of signage on each floor, but a matter of limited space allocation and inadequate lighting, resulting from previous budgetary restrictictions. Failure to address either of these issues observed in the Previous Site Visit report is a serious consideration in the context of a growing student population, placing increased demands on the School's physical resources.

> This Condition remains unmet.

Criterion 11: *Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world.* Previous Team Report: *Very superficial level of addressing this criterion. Exposure to this material could occur in a variety of courses.*

> This Criterion is met in lectures and exams, as well as in studio work.

Commentary on Causes of Concern

> **Development of Additional Resources:** Having been noted as a concern in the previous site visit, this item continues to be a concern. Intermittent staffing and lack of an alumni base from a young program have prevented resolution of this concern. The University has developed a plan in conjunction with the College of Architecture, Urban and Public Affairs to address development activities, but that plan has yet to be implemented. As a result, this issue remains a cause of concern.

> **Unique College Configuration:** Dr. Carter, Dean of the College of Architecture, Urban and Public Affairs, has increased her involvement with the School's governance and activities. As a result she has been involved in the establishment of a combined Master of

Urban and Regional Planning and B Arch degree program and developed two joint teaching positions in the two departments. This is clear evidence that communication and coordination within the College is being addressed on a continuous basis. The Team does not believe this issue remains a cause of concern.

3. Conditions Well Met

A. 1.2 Architecture Education and Students - The student's overwhelming enthusiasm for architectural knowledge is reflected in their actions at the University. The students maintain a high standard in their own work, eagerly accepting leadership roles in a variety of areas. Their rich cultural and economic diversity has created a valuable resource for the institution.

B. 1.5 Architecture Education and Society – It is apparent to the Visiting team that the overall School of Architecture program equips students with an understanding of social and environmental problems. Beyond being informative, the program develops students' capacity to deal with and address these issues through architectural and urban planning solutions.

This societal interface is enhanced by the immediate presence of the Center for Urban Development and Education (CURE), which participate in area-wide community planning assistance. The Center for Conservation of Architecture and Cultural Heritage (CCACH) promotes involvement in projects locally and relating to heritage preservation. The newly formed Broward Design Collaborate provides new ideas for workforce housing, enhancing the School's participation in the community. All are hosted by FAU and are directly connected to the School of Architecture.

C. 12.2 Graphic Skills - Student work, at all levels, evidences an exceptionally high level in both hand drawn and computer drawn representation. Hand drawn work displays subtlety and nuance, combined with an artistic balance, which enhances presentation. Computer drawn projects utilize the most current rendering programs and techniques to bring design ideas to virtual life.

4. Conditions Not Met

For the purpose of accreditation, noteworthy aspects of the program cannot override deficiencies in other aspects. The Team found the following conditions unmet:

A. 5. Human Resources –

The administration and faculty of the School are supported by one full-time assistant. This person, who is extremely dedicated and competent, cannot fulfill the support needs for the entire School particularly in light of the growing student population and resulting increasing administrative load.

The lack of sufficient teaching faculty requires the Director to take on additional teaching responsibilities at the expense of administrative duties.

While there have been some new faculty added within the last year directly ahead of the Accreditation Team's visit, the School's total enrollment, relative to the number of faculty, yields a ratio that requires faculty to stretch their time and energy in order to support a professional degree program in Architecture.

B.   7. Physical Resources –

The program at FAU is particularly unique in the number of working students it attracts. As a result, the students prefer to maintain part-time student status. To accommodate these working students, design studios are taught after the "normal" workday ends. This reality of this student population distorts the School's Full Time Equivalent (FTE) population so the true picture of the pressure put upon its facilities is difficult to ascertain.

Particularly hard pressed is studio space where each student is provided a desk, but little else. In order to provide a studio experience for the multitude of students entering the program, consideration is being given to extraordinary scheduling approaches including a "hot desk", which would deny dedicated studio space to each student. Such approaches may not comply with NAAB Conditions and Procedures should they be implemented.

When support spaces other than the design studios are considered, their number, type and location are not appropriate for a program serving an enrollment of this size. In particular, jury spaces do not meet the School's needs. Building operations do not support the students well, as illustrated by the mechanical system being turned off while students are occupying studio space. The School, College and University need to clearly define how they intend to reconcile physical resources provided, particularly studio space, with the continuing growth in student population.

D.   9. Financial Resources

The program budget has not kept pace with the growth in student enrollment. This is particularly true when the Architecture program is compared with other professional programs at FAU.

Comparative data shows that the School of Architecture has the lowest annual budget per undergraduate student of comparable programs in the Institution. In 2003/2004, the budget was:
Program Total Budget Budget/FTE Budget/Student * Architecture $786,819 $6,104 $2,038 Mechanical Eng. $1,710,015 $18,308 $6,021 Electrical Eng. $1,871,703 $13,340 $5,031 Civil Eng. $986,615 $37,513 $5,220 Urban & Reg Planning $581,735 $9,927 $5,436

*Refer to attached information provided by the Chief Financial Officer of the College.

E.   12.19 Life Safety Systems - There was no evidence in written work and insufficient evidence literally illustrated in graphic work to demonstrate that information about this important aspect of architectural design is provided to students to make decisions relative to this Student Performance criteria.

5. Causes of Concern

The team expressed concern about the School's future performance in the following areas:

A.   Given the University has recently completed a new strategic plan, the School of Architecture needs to take its internal faculty discussions regarding their strategic mission and record them so they can be aligned with that of the University.

B.   As noted in the previous visiting team's report, development of additional resources continues to be a concern. Intermittent staffing and lack of an alumni base from a young program have

prevented resolution of this concern. The University has developed a plan in conjunction with the College of Architecture, Urban and Public Affairs to address development activities but that plan has yet to be implemented.

C.   The program's representation within the College of Architecture, Urban and Public Affairs should be strengthened to more effectively secure adequate resources to assure conformance with conditions for accreditation.

D.   There is a lack of a University, College or School plan to reconcile the growing student population with the fixed physical resources and dwindling financial resources.

E.   While Human Resource Development was deemed met, the program has little to no funding available for faculty research, scholarship, release time and creative activities. Faculty who need to travel outside of Fort Lauderdale for their development and growth opportunities pay for most, if not all, of their own expenses.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met Not Met

[**x**] [ ]

1.2 Architecture Education and Students

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

Met Not Met

[**x**] [ ]

1.3 Architecture Education and Registration

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

Met Not Met

[**x**] [ ]

1.4 Architecture Education and the Profession

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

Met Not Met

[**x**] [ ]

1.5 Architecture Education and Society

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

Met Not Met

[**x**] [ ]

2. Program Self-Assessment

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

Met Not Met

[**x**] [ ]

3. Public Information

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

Met Not Met

[**x**] [ ]

4. Social Equity

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

Met Not Met

[**x**] [ ]

5. Human Resources

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

Met Not Met [] [**x**]

The administration and faculty of the School are supported by one full-time assistant. This person, who is extremely dedicated and competent, cannot fulfill the support needs for the entire School particularly in light of the growing student population and resulting increasing administrative load.

The lack of sufficient teaching faculty requires the Director to take on additional teaching responsibilities at the expense of administrative duties.

While there have been some new faculty added within the last year directly ahead of the Accreditation Team's visit, the School's total enrollment, relative to the number of faculty, yields a ratio that requires faculty to stretch their time and energy in order to support a professional degree program in Architecture.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.
Met Not Met

[**x**] [ ]

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning: office space for the exclusive use of each full-time faculty member; and related instructional support space.
Met Not Met [] [**x**]

The program at FAU is particularly unique in the number of working students it attracts. As a result, the students prefer to maintain part-time student status. To accommodate these working students, design studios are taught after the "normal" workday ends. This reality of this student population distorts the School's Full Time Equivalent (FTE) population so the true picture of the pressure put upon its facilities is difficult to ascertain.

Particularly hard pressed is studio space where each student is provided a desk, but little else. In order to provide a studio experience for the multitude of students entering the program, consideration is being given to extraordinary scheduling approaches including a "hot desk", which would deny dedicated studio space to each student. Such approaches may not comply with NAAB Conditions and Procedures should they be implemented.

When support spaces other than the design studios are considered, their number, type and location are not appropriate for a program serving an enrollment of this size. In particular, jury spaces do not meet the School's needs. Building operations do not support the students well, as illustrated by the mechanical system being turned off while students are occupying studio space. The School, College and University need to clearly define how they intend to reconcile physical resources provided, particularly studio space, with the continuing growth in student population.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.
Met Not Met

[**x**] [ ]

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.
Met Not Met [] [**x**]

The program budget has not kept pace with the growth in student enrollment. This is particularly true when the Architecture program is compared with other professional programs at FAU.

Comparative data shows that the School of Architecture has the lowest annual budget per undergraduate student of comparable programs in the Institution. In 2003/2004, the budget was:
Program Total Budget Budget/FTE Budget/Student * Architecture $786,819 $6,104 $2,038 Mechanical Eng. $1,710,015 $18,308 $6,021 Electrical Eng. $1,871,703 $13,340 $5,031 Civil Eng. $986,615 $37,513 $5,220 Urb & Reg Planning $581,735 $9,927 $5,436

*Refer to attached information provided by the Chief Financial Officer of the College.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.
Met Not Met

[**x**] [ ]

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.
Met Not Met

[**x**] [ ]

12. Student Performance Criteria

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

The evidence supporting fulfillment of student criteria was obfuscated by the labeling system employed in the team room; some of the most exemplary evidence of fulfilling certain criteria was found in places other than where labeled.

12.1 Verbal and Writing Skills

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

Met Not Met

[**x**] [ ]

12.2 Graphic Skills

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

Met Not Met

[**x**] [ ]

12.3 Research Skills

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

Met Not Met

[**x**] [ ]

12.4 Critical Thinking Skills

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

Met Not Met

[**x**] [ ]

12.5 Fundamental Design Skills

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

Met Not Met

[**x**] [ ]

12.6 Collaborative Skills

Ability to *identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings*
Met Not Met

[**x**] [ ]

12.7 Human Behavior

Awareness of *the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment*
Met Not Met

[**x**] [ ]

12.8 Human Diversity

Awareness of *the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects*
Met Not Met

[**x**] [ ]

12.9 Use of Precedents

Ability to *provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects*
Met Not Met

[**x**] [ ]

12.10 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*
Met Not Met

[**x**] [ ]

12.11 Non-Western Traditions

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

Met Not Met

[**x**] [ ]

12.12 National and Regional Traditions

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

Met Not Met

[**x**] [ ]

12.13 Environmental Conservation

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

Met Not Met   [**x**] [ ]

12.14 Accessibility

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

Met Not Met

[**x**] [ ]

12.15 Site Conditions

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

Met Not Met

[**x**] [ ]

12.16 Formal Ordering Systems

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

Met Not Met

[**x**] [ ]

12.17 Structural Systems

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

Met Not Met

[**x**] [ ]

12.18 Environmental Systems

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

Met Not Met

[**x**] [ ]

12.19 Life-Safety Systems

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

Met Not Met **[]** [**x**]

There was no evidence in written work to support this criteria. A studio project showed the location of sprinkler heads in a building section, which was not enough to fulfill this criteria.

12.20 Building Envelope Systems

Understanding of *the basic principles that inform the design of building envelope systems*   Met Not Met

[**x**] [ ]

12.21 Building Service Systems

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

Met Not Met

[**x**] [ ]

12.22 Building Systems Integration

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

Met Not Met

[**x**] [ ]

12.23 Legal Responsibilities

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

Met Not Met

[**x**] [ ]

12.24 Building Code Compliance

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

Met Not Met

[**x**] [ ]

12.25 Building Materials and Assemblies

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

Met Not Met

[**x**] [ ]

12.26 Building Economics and Cost Control

Understanding of *building economics, and construction cost control within the framework of a design project*

Met Not Met

[**x**] [ ]

12.27 Detailed Design Development

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

Met Not Met

[**x**] [ ]

12.28 Technical Documentation

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

Met Not Met

[**x**] [ ]

12.29 Comprehensive Design

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

Met Not Met

[**x**] [ ]

12.30 Program Preparation

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

Met Not Met

[**x**] [ ]

12.31 The Legal Context of Architectural Practice

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

Met Not Met

[**x**] [ ]

12.32 Practice Organization and Management

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

Met Not Met

[**x**] [ ]

12.33 Contracts and Documentation

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

Met Not Met

[**x**] [ ]

12.34 Professional Internship

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

Met Not Met

[**x**] [ ]

12.35 Architects' Leadership Roles

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

Met Not Met

[**x**] [ ]

12.36 The Context of Architecture

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

Met Not Met

[**x**] [ ]

12.37 Ethics and Professional Judgment

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

Met Not Met

[**x**] [ ]

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2004 Florida Atlantic University Architecture Program Report:

The Florida State Legislature established Florida Atlantic University (FAU) in 1961 as the fifth university in the state system.

When it originally opened in 1964, FAU was the first university in the country to offer only upper-division and graduate-level work based on the theory that freshmen and sophomores could be served by the community college system. Located in rapidly growing Southeast Florida, the University responded to the need to provide increased access to educational opportunities by opening its doors to freshmen in 1984.

Organizationally, it is most notably characterized by what has come to be known as its distributed campus structure in which the university's programs and services are geographically dispersed while being academically, technologically, and administratively linked. This structure has been developed in order to best meet the institutional mission, which is to provide public access to higher education along with the necessary support services to an unusually large service area comprising six counties spread over 100 miles along Florida's southeast coast. Today, with its developed system of distributed campuses, where the same high-quality education is offered at seven different locations, Florida Atlantic University serves as a model for urban, regional universities of the future.

Florida Atlantic University is a member of the Southern Association of Colleges and Schools, the National Association of State Universities and Land-Grant Colleges, and the Council of Graduate Schools in the United States. FAU recently completed a comprehensive institutional self-study for its ten-year reaffirmation of accreditation by the Southern Association of Colleges and Schools. It can be accessed at http://www.fau.edu/sacs. FAU is accredited to award Associates, Bachelors, Masters, Specialist and Doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools.

In 2003, the fall semester began with an enrollment of 24,961 students. FAU has the most diverse student body in Florida's State University System, with minority enrollment of 34.6 percent.

The students are served through eight colleges: the College of Architecture, Urban and Public Affairs (CAUPA), the Dorothy F. Schmidt College of Arts and Letters, the Charles E. Schmidt College of Science, the Christine E. Lynn College of Nursing, the Harriet L. Wilkes Honors College, and the Colleges of Business, Education, and Engineering. Together, these colleges offer one hundred and twenty-five different academic degree programs. In 1999, FAU opened a new residential Honors College, which provides a unique and challenging four-year curriculum for the brightest students from Florida and beyond. In addition, the University is home to one of the largest lifelong learning and continuing education programs in the Nation. The Lifelong Learning Society offers additional educational programs serving approximately 46,000 individuals. In fulfillment of the original vision of the university's founders, FAU is currently able to make full use of distance learning technology, delivering many courses online via interactive television and videotape.

Research and scholarship play a vital role in fulfilling the mission of the university. In addition to the many research projects and other creative endeavors being conducted by individual faculty, more than 30 centers and institutes dedicated to specific disciplines and areas of investigation are in operation. Some examples in the fields of science and technology are the Center for Complex Systems and Brain Sciences, the Center for Molecular Biology and Biotechnology, the Florida Center for Electronic Communication and the Institute for Ocean Systems Engineering. Other areas of specialized pursuits can be found in the Anthony James Catanese Center for Urban and Environmental Solutions, the Stuart-James Research Center with online access to business data including census-tracking information, the Carl DeSantis Business and Economics Center for the Study and Development of the Motion Picture and the Christine E. Lynn Center for Caring.

In 2000, the statewide Board of Regents was dissolved by action of the Legislature and replaced by a Board of Trustees at each of Florida's public universities. Governor Jeb Bush and the newly created Florida Board of Governors appointed Florida Atlantic University's Board of Trustees. Under a constitutional amendment approved by voters, the newly created Florida Board of Governors appoints five of the thirteen members of each state university's Board of Trustees, and the governor appoints another six. The remaining two members are faculty and student representatives. In 2002, Florida's voters approved creation of a statewide Florida Board of Governors to oversee the State University System. The Boards of Trustees serving individual universities remain intact.

In the fall of 2001 the 12-story Florida Atlantic University/Broward Community College Higher Education Complex (HEC) opened on the Downtown Fort Lauderdale campus adjacent to the Reubin O'D. Askew University Tower. It is the first facility in the nation designed to house both university and community college programs. The facility houses the university's School of Architecture professional degree program and the Broward Community College Associate Degree program in Architecture.

In 2002, the State of Florida awarded FAU $10 million to establish the Center of Excellence in Biomedical and Marine Biotechnology; and, FAU's first capital campaign ended with $199 million in donations and pledges, almost twice the original goal.

President Anthony J. Catanese resigned in 2002 to accept the presidency of the Florida Institute of Technology in Melbourne. After a national search, the FAU Board of Trustees named FAU alumnus Frank T. Brogan, Florida's incumbent Lieutenant Governor, the fifth president of Florida Atlantic University on November 14, 2002.

President Brogan has taken the reins of an institution that bears little resemblance to the university that opened its doors on an abandoned airfield 40 years ago. In the aftermath of a 12-year period of rapid expansion, President Brogan is focusing on bringing added depth and quality to all of the university's programs and services.

2. Institutional Mission

The following text is taken from the 2004 Florida Atlantic University Architecture Program Report:

The current officially endorsed mission statement in effect for Academic Year 2004-2005 is published on the official University website at www.fau.edulacademic/iea/factbk/mission.htm and is excerpted as follows:

Florida Atlantic University Mission Statement 2000

Florida Atlantic University is a public university committed through its distributed campus structure to providing access to challenging opportunities in higher education for students in Southeast Florida and beyond. Its mission is to serve its region, state, and nation by preparing students to make meaningful contribution in an increasingly complex global society, by encouraging reflection on and evaluation of merging needs and priorities, and by supporting research and service that enhances human, economic, and cultural development.

FAU accomplishes its mission through its teachers and researchers, its undergraduate educational programs, its graduate and professional offerings, and its linkages to other educational institutions and the community.

Teachers and Researchers

Florida Atlantic University fosters an intellectual environment that values the role of faculty as researchers-teachers. As researchers and scholars, faculty discover and create new knowledge, design solutions, and develop new means of expression. As teachers committed to effective student learning, faculty share results, processes, and perspectives with students. Inside and outside the classroom, students at Florida Atlantic University find opportunities to become a part of a dynamic community of inquiry and learn to value intellectual activities and personal qualities that contribute to an enriched and productive life.

Undergraduate Educational Programs

Florida Atlantic University prepares its undergraduate students to be productive and thoughtful citizens by offering a broad liberal education coupled with the development of competency in fields of special interest. By providing both disciplinary and multi-disciplinary approaches to the pursuit of knowledge and the solving of problems, FAU encourages students to think creatively and critically and provides intellectual tools needed for lifelong learning. A variety of curricular and extra-curricular opportunities enable students to appreciate the rich diversity that characterizes their region and world.

Graduate and Professional Offerings

With its graduate and professional programs, Florida Atlantic University offers advanced education responsive to evolving societal needs. These programs promote original scholarship and basic and applied research, thereby contributing to the new knowledge and approaches needed to respond effectively to complex and critical issues. By working closely with faculty in the classroom, laboratory, studio, and field, students experience first-hand the ways in which knowledge is discovered, applied, and extended.

Community Linkages and Educational Partnerships

Through its partnerships with other educational institutions, local businesses, industries, and civic and cultural organizations, Florida Atlantic University enhances the economic, human, and cultural development of Southeast Florida and beyond. By collaborating with others to address critical problems and expand cultural and educational opportunities, the University connects learning and discovery with the needs and priorities of the communities that it serves.

3. Program History

The following text is taken from the 2004 Florida Atlantic University Architecture Program Report:

After the preparatory process consisting of the appointment of an acting head and an Advisory Council, conducting a survey of potential students and the approval of the "Request for Authorization to Implement Architecture Program" through the State University System by the Board of Regents, the history of the Florida Atlantic University School of Architecture (FAUSA) may be summarized in three phases:

Formulation Phase (1996-1999) Consolidation Phase (1999-2001) Evolution Phase (since 2001)

Although there is no sharp distinction between each of the phases, and there is a necessary overlap, the dominant foci of the faculty and administration makes this grouping feasible.

Formulation Phase (1996-1999)

Vindicating the thorough preparation, from the first Architectural Design 9 studio in the spring of 1996 to the successful accreditation in the fall of 1999, this period represented the most aggressive growth, quantitatively (with increases from 16 to 115 students, and 1 to 6 faculty), as well as qualitatively.

The unique program, with students entering in the third and fifth years from community colleges and other universities, posed unique pedagogical opportunities for the faculty. On one hand, the nontraditional (adult) students, many with professional experience, had to face the challenge of the academic side of the discipline **of** architecture. In contrast, at the lower end of the program, the introduction of academic rigor and discipline was necessary. Hence, both recapitulation and acceleration techniques were applied, all of these in an office building, with only makeshift studios and hallways for the juries, making this time the heroic period **of** the School, indeed. Fluctuating numbers of adjunct faculty were involved. The School's students and faculty enjoyed the honeymoon era's short-lived advantages: funded lectures and distinguished guest professors enriched the program. Characterizing the enthusiasm of the students, the AIAS Chapter organized the National Forum in Fort Lauderdale in just its third year of existence. This enthusiasm was shared and generated by the faculty, supported by the intimacy of the relative smallness of the School, and resulted in an exceptionally successful accreditation, yielding a five-year duration, the then longest possible time available. For a new and very special program, it was **a** great boost. **Its** timely delivery diffused the fear of the small "window of opportunity," and provided every graduate the permission to take the Architecture Registration Exam.

Consolidation Phase (1999-2001)

Consistent with the NAAB Visiting Team's recommendation, this time period was characterized by programming, reprogramming, and finally redesigning the two floors of the School of Architecture in the newly constructed Florida Atlantic University/Broward Community College "Higher Education Complex." It was completed **in** the summer of 2001. The School of Architecture commenced its 2001/2002 academic year in its new facility. The pride of its students, faculty, staff, and higher administration, its two floors were showcased to many visitors and groups.

During this time, the School's student population doubled, achieving the ideal mass of 250 headcount. With multiple venues for concurrent juries and group discussions, the operation **of** the School became smoother. Simultaneously, it lost some of the intimacy of

a small program and together with it the full-time faculty's shared participation in each other's juries. Also, towards the end of this time frame, **a** noticeable shift occurred, when the majority of the students and most of the professionals involved as adjunct professors preferred the late afternoon and evening classes.

Due to the coincidence of brutal state budget reductions and shifted attention of the higher administration to other programs during the School's post-accreditation period, its enrichment programs were vastly under-funded. Even the single new faculty line and the ensuing search were revoked midway.

Despite these conditions, and thanks to the activist approach of its students and faculty, the School of Architecture had its share of guest lecturers and exhibitions. The most noticeable deficiency – beyond the constant number of full-time faculty versus the growing student population – was the travel freeze. Faculty were unable to attend conferences and exhibitions, unless they paid for those themselves.

An issue that came to the forefront during this time was the growing sophistication of our students in the area of applied digital technology. This was the result of three components: the newly installed equipment and software, the role of students in disseminating new ways of their application, and last but not least, the excellent pedagogical methods and personal involvement of the faculty member (Professor Temkin), who taught these courses.

Another activity in this phase is signified by the increased involvement of the faculty members in community art and design. Several such studio and research projects were conducted benefiting students, faculty, and community members alike.

Evolution Phase – (since 2001)

The previous President of FAU urged us to explore the possibility of embracing interior design, landscape architecture, and construction management programs as part of the School of Architecture. Consequently, several iterations of new program planning and schedules were completed. Also, we were encouraged to establish lower division and Master's Degree programs in the next several years. Although we had strong support for these from the faculty and Dr. Rosalyn Carter, Dean of the College of Architecture, Urban and Public Affairs, only the latter ones (lower division in Boca Raton and Master's Degree programs) survived the turbulent times of change in the Office of the President, and the simultaneously occurring devastating budget cuts. Naturally, we will retain the region's community colleges as our main feeder programs, but we broadened our curriculum by offering the first two years at the main campus of FAU in Boca Raton, where these lower division students will be exposed to the rich cultural and interdisciplinary offerings of a large university campus. They, hopefully, will arrive at our somewhat skeletal downtown campus, equipped with a well-grounded liberal arts background.

The coursewares of the new MArch and MSArch programs were prepared and have been approved by the University Curriculum Committee in 2003. We intend to implement first the non-professional MSArch degree-granting program in the very near future (the 5+1 format). Our graduates will, most probably, fill it immediately to capacity. While we plan to retain the present BArch professional program, responding to the NAAB guidelines, we also plan to begin our first professional MArch and the related undergraduate BSArch programs. Two other graduate programs are enriching the options from which our students can select: the combined Master of Urban and Regional Planning/Bachelor of Architecture professional degree-granting track in a specially arranged fifth and sixth year, and the Master of Architecture degree from the Dessau Institute of Architecture by the Bauhaus. This latter degree can be obtained through three

(earlier only two) semesters in residence, and one thesis semester, which students can spend anywhere of their choosing. The program concludes with a thesis defense event, in which the Director of the FAU School of Architecture participates. Several of our students completed one or the other of these options, or are currently studying in them.

Meanwhile, we were blessed with the largest student number so far, reaching 346 in the fall of 2004. This was a very good problem to have; however, considering the 136-workstation capacity of our studios, this posed a dilemma: the faculty faced a choice – containing growth enrollment, a source of badly needed funds, or petitioning a limited access approval. Momentarily postponing the decision, a system has been established, which at least in the short run, eliminates the overcrowding in the studios. Students have to select from one of the two options: they can enroll in design studios in Summer 2004 or Fall 2004, and Spring 2005 or Summer 2005. Since most of the students prefer to progress with the studios, leaving the pre and co-requisite, and the elective courses to the very last minute, this seemed to be a very good strategy from the faculty's point of view. But students – who were already noticing the lean financial resources took this action as an encroachment on their freedom of choice, and resisted the either/or registration option in large numbers. Consequently, the faculty is investigating the idea of the introduction of a limited access program in the near future, hoping to resolve the dilemma of growth versus cold desk requirements. Until then, the active and creative participation of our academic advisors in the admission process, a newly outfitted studio on the second floor with 16 additional workstations, as well as the increase in full-time faculty, will ameliorate the situation. This increase, a full 50 percent, revises the number of faculty to nine as of the Fall Semester of 2004. Although they were not able to fully participate in this self-assessment process, our search yielded new colleagues who share our views, both in the pedagogical and professional areas. At the time of the visit, their contributions will certainly be detectable.

Due to constant changes of the State's educational policies and budget reductions, the School suffers from the absence of university budget allocation for guest lecture series and faculty travel (to attend conferences and to present papers).

4. Program Mission

The following text is taken from the 2004 Florida Atlantic University Architecture Program Report:

The School *of* Architecture is an institution of shared learning, an operative organization within the "laboratory" *of* the city of Fort Lauderdale, South Florida, and the Florida-Caribbean and Latin American regions. Through projects and programs that are interdisciplinary and internationally relevant, students and faculty have the opportunity to work cooperatively with communities, allied professionals, artists, builders, developers, manufacturers, and governmental agencies. This participation extends into the pedagogical objectives of the College of Architecture, Urban and Public Affairs, to which the School of Architecture belongs, and the University itself, which emphasizes the concept of "learning by doing."

The School of Architecture prepares students for the profession of architecture. By developing an understanding of the design process as it embraces the interrelated and interdependent processes of construction, planning, and governance, students will acquire a broadened capacity to exercise good judgment and recognize their societal responsibilities in improving the quality of our physical environment, and with it, our quality of life.

School of Architecture Educational Mission

The aim is to develop an educational program of excellence in architecture, which builds upon pre-professional, prerequisite architecture courses offered at our main campus in Boca as well as in selected community colleges and universities, and culminates in a first professional degree.

 The faculty intends to educate architecture students as leaders of the future by:

1   Exploring the role of design and architectural decisions in the full range of scales of human habitation, including but not limited to buildings, cities, and open areas.
2   Researching, documenting, and advocating for the values of a diverse local cultural heritage, and enriching the global community with this experience.
3   Inspiring excellence in the work of students and faculty by nurturing an intellectual ambience of mutual respect, tolerance, and trust.
4   Developing and assembling a range of cognitive, experiential, and physical tools and methods to further expand the boundaries of the discipline of architecture, including its scientific and technological aspects.
5   Building a model curriculum that prepares students to base design and architectural decisions on ethical principles and to think, act, and work creatively as professionals within the context of a diverse and changing society. The faculty realizes that to deliver such an education in three years at the undergraduate level requires continual assessment, evaluation, and refinement of the curriculum.

The faculty articulation of their vision of learning was adopted in 2001 and is published in the university catalog. *(FAU Undergraduate Catalog 2004-2005, p. 125)*

5.   Program Strategic Plan

The following text is taken from the 2004 Florida Atlantic University Architecture Program Report:

The faculty developed its Strategic Plan in the fall of 2000. The summary of the School's Strategic priorities included five goals, and these have been continually under development as changing conditions warranted:

1.   Accelerate the increase in full-time faculty resources (number of full-time faculty) in fulfillment of the university's commitment articulated in the Architecture Program Report (APR) of 1999.

2.   Conclude the lower and upper divisions with a Bachelor of Science in Architecture degree and establish an accredited graduate first professional degree program – the Master of Architecture.

3.   Support applied research by judiciously granted time releases.

4.   Gradually develop and implement programs in allied fields, such as Interior Design, Landscape Architecture, and Construction Management.

5.   Establish a lower division program in pre-architecture on the Boca Raton main campus.

Immediately prior to the writing of the 2004 Architecture Program Report, a revision to the University's articulated goals was adopted by the FAU Board of Trustees (see A.2.2). In the process of reviewing the University's Strategic Plan, the School of Architecture revised the goals and objectives of their Strategic Plan to accord with the University's goals articulated by the Board of Trustees in their revised Strategic Plan in 2004. The School of Architecture Strategic Plan in support of the University goals follows.

Supporting University Goal 1: To increase degree production and student diversity on FAU's campuses Related School of Architecture Goals

1.a Develop and implement a plan for recruitment of academically stronger and more diverse student body.

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.

Supporting University Goal 2: To contribute to meeting statewide professional and workforce needs.

Related School of Architecture Goals

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.

2.b Expand the seamless articulation opportunity for students at regional community colleges seeking the highest quality education in architecture.

2.c. Explore research opportunities and partnerships with professional, educational, and other organizations.

2.d Improve access to technology and resources in the areas of design communication research and Computer Aided Manufacturing technology.

2.e Develop proposed new academic offerings in the lower division responsive to student demand.

2.f Provide faculty the resources to design pedagogical strategies and curricular innovations that respond to needs of architecture students in the 21st Century.

Supporting University Goal 3: To build world-class academic programs and research capacity.

Related School of Architecture Goals

3.a Develop and implement goals and measures of achievement in student learning and intellectual discovery within the School of Architecture.

3.b Attract and retain faculty and staff who support the pedagogical philosophy and goals of the School of Architecture.

3.c Achieve national and international recognition for the excellence of the School of Architecture's academic programs and faculty scholarship.

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).

3.e. Enhance faculty support and establish an endowment for distinguished visiting professor(s) to support and enhance research capacity and cross-disciplinary studies.

3.f. Seek opportunities for collaboration with and adjust degree offerings for the students and faculty of the FAU Honors College.

3.g. Develop collaborative and fund raising opportunities with local, national, and international organizations.

Supporting University Goal 4: To meet the needs of FAU's community and to fulfill the University's unique institutional mission..

<u>Related School of Architecture Goals</u>

4.a. Develop and provide continuing education (CE) in architecture and urban design responsive to community demand for continuing professional education and lifelong learning.

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.

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.

The revision of the School of Architecture's strategic plan takes as its starting point the four strategic goals articulated by the university. Its refinement and further development and implementation will require the continued work and consensus of faculty, staff, and students.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

SCHOOL OF ARCHITECTURE
FLORIDA ATLANTIC UNIVERSITY
NAAB ACCREDITATION VISIT
MARCH 19-23, 2005

AGENDA

ACCREDITATION TEAM

Melinda E. Pearson, AIA, NCARB, Team Chair, representing the NCARB
Daniel I. Vieyra, Ph.D., AIA, representing the ACSA RK Stewart, FAIA,
representing the AIA Travis Jeffery Bridges, representing the AIAS
Donald Singer, FAIA, Observer for FAU

CAMPUS BUILDINGS

HEC AT   Higher Education Complex (111 E. Las Olas Boulevard, Ft. Lauderdale, FL) Reubin O'D. Askew Tower (220 S. E. 2nd Avenue, Ft. Lauderdale, FL)

        (Both buildings are across from each at the corner of Las Olas and 2nd Avenue)

AD   Administration Building (777 Glades Road, Boca Raton, FL 33431)

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SATURDAY, MARCH 19

12:00 p.m.   Introductions and orientation of Team Chair – Dr. Peter Magyar and Csilla Magyar. Tour of Team Room.

Faculty members welcome and transport members of Accreditation Team from the Fort Lauderdale airport to the Riverside Hotel in accordance with their arrival schedules.

6:00 p.m.   Introductions and orientation – Accreditation Team and Mr. Donald Singer, FAIA, Observer

SUNDAY, MARCH 20

8:00 a.m.	Accreditation Team breakfast at hotel
9:00 a.m.	Dr. Magyar leads team members from hotel to the Team Room in the Reubin O'D. Askew Tower.
	Overview of Team Room and Exhibit Room by Dr. Magyar
10:30 a.m.	Accreditation Team initial review of exhibits and records.
12:30 p.m.	Luncheon for Accreditation Team hosted by the College of Architecture, Urban and Public Affairs. Attending: Dr. Rosalyn Y. Carter, Dean Dr. Floydette (Skip) C. Cory-Scruggs, Associate Dean Dr. David B. Kalinich, Associate Dean Dr. Jacobus J. Vos, Chair, Department of Urban and Regional Planning
2:00 p.m.	Tour of FAU School of Architecture (7th and 8th floors of the HEC)
3:00 p.m.	Entrance meeting with School of Architecture faculty (Trustee's Conference Room, HEC 1110)
4:30 p.m.	Continued review of exhibits and records (AT 728 and 729)
7:00 p.m.	Accreditation Team dinner
8:30 p.m.	Accreditation Team debriefing

MONDAY, MARCH 21

8:00 a.m.	Accreditation Team breakfast with Dr. Magyar in the Riverside Hotel
10:00 a.m.	Entrance meeting with Dr. Rosalyn Y. Carter, Dean, College of Architecture, Urban and Public Affairs (Dean's Conference Room, HEC 1107)
11:30 a.m.	Entrance meeting with Frank T. Brogan, University President, and Dr. John Pritchett, University Provost (Office of the President, AD 339, Boca Raton Campus). Transportation provided.

1:00 p.m.	Lunch with tenured faculty:
	   Deirdre J. Hardy, AIA, Professor
	Ralph B. Johnson, OMA, Professor
	   Anthony J. Abbate, AIA, Associate Professor

2:00 p.m.	Visit and observation of Furniture Design class taught by Aron Temkin, Associate Professor
2:30 p.m.	Meeting with faculty (HEC 911)

5:00 p.m.	School-wide entrance meeting with students (HEC 910)
6:30 p.m.	Reception with faculty, administrators, alumni, and local `
8:00 p.m.	practitioners (AT 728, 729, and terrace) Accreditation
9:30 p.m.	Team dinner Accreditation Team debriefing session

TUESDAY, MARCH 22

8:30 a.m.	Accreditation Team breakfast with Dr. Magyar at the Riverside Hotel
	Review of general studies, electives, and related programs
10:30 a.m.	Continued review of exhibits and records Accreditation Team visits
11:00-1:00 p.m.	studio (Dr. Magyar, Deirdre Hardy, Margi Glavovic Nothard)
1:00 p.m.	Team lunch with student representatives Review of exhibit records
2:30 p.m.	(AT 728 and 729) Accreditation Team deliberation and completion
6:30 p.m.	of the Visiting Team Report Accreditation
9:00 p.m. WEDNESDAY,	Team dinner

MARCH 23 8:00 a.m. 9:00

a.m.	Accreditation Team breakfast with Dr. Magyar Exit meeting with the college administrators (HEC 1008 Conference Room): Dr. Rosalyn Y. Carter, Dean Dr. Floydette (Skip) C. Cory-Scruggs, Associate Dean Dr. David B. Kalinich, Associate Dean Dr. Jacobus J. Vos, Chair, Department of Urban and Regional Planning
10:00 a.m.	Exit meeting with Dr. John Pritchett, Provost (President's Conference Room, HEC 1108)
11:00 a.m.	Exit meeting with students and faculty (Trustee's Conference Room, HEC 1110)
12:00 p.m.	Accreditation Team member departures

**Florida Atlantic University
School of Architecture**

Focused Evaluation Team Report

Bachelor of Architecture (*N* undergraduate credit hours)

The National Architectural Accrediting Board
2008

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

III.3. Table of Contents

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III.3.1.1.Summary of Team Findings

Team Comments

The Focus Evaluation Visiting Team appreciated the hospitality provided by the program Director and college Dean and also for the comprehensiveness in responding to the Conditions Not Met and Causes for Concern since the 2005 visit. The visiting team observed a young program that was making excellent use of limited resources but with great effect.

Responses to Causes for Concern in the March 2005 VTR

Regarding VTR item 5.A.

> **2005 Visiting Team Comments:**

> *"Given that the University has recently completed a new strategic plan the School of Architecture needs to take its internal faculty discussions regarding their strategic mission and record them so they can be aligned with that of the University."*

> **2009 Focused Evaluation Team Assessment:**

> - The program fits into University's mission very well, due to a focus on "workforce development" and the strong student demand for the program, according to the Office of the Provost.

> - The program is in the process of developing a strategic plan that will align with the University's. The program has started the strategic planning process and expects to complete their plan by fall 2009. Consideration should be given to establishing both short and long term goals for the program. In the short term, issues that might affect the program in short duration should be identified (transitions of enrollment size, establishment of program advisory council, etc). In the long term, identify the projected broader vision of where the program is headed. Proposals for expanding capacity and programs for the school of architecture should be outlined regarding program space and resources.

Regarding VTR item 5.B.

> **2005 Visiting Team Comments:**

> *"As noted in the previous visiting team's report, development of additional resources continues to be a concern. Intermittent staffing and lack of an alumni base from a young program have prevented resolution of this concern. The University has developed a plan in conjunction with the College of Architecture, Urban and Public Affairs to address development activities but that plan has yet to be implemented."*

> **2009 Focused Evaluation Team Assessment:**

> Great strides have been made since the last visit to address the issue of needing to develop a plan for raising additional resources along with securing these resources for the program (see '09 Focused Evaluation Team Assessment under Financial Resources). A list of these accomplishments include:

> - The College hired a new development officer who began summer 2007.
> - The University has hired a new Vice President for development.

- The program has raised $19,752 in 2007/08 of outside monies and new commitments for 2008/09.
- A new alumni association has been started and already has 100 of the 500 alums signed up to participate in a range of planned program activities.
- $12,500 in sponsorship money for an urban design studio was put toward the purchase of a new CNC router.
- A number of scholarships have been committed by alums and the Treasure Coast Chapter of the AIA.

Regarding VTR item 5.C.

2005 Visiting Team Comments:

"The program's representation within the College of Architecture, Urban and Public Affairs should be strengthened to be more effectively secure adequate resources to assure conformance with conditions for accreditation."

2009 Focused Evaluation Team Assessment:

As a result of the new director being in place since summer of 2005, the visiting team's evaluation of the communication between the Dean, faculty and the department seemed to be strong. The College has responded very well to the needs of the program (see responses to numbers 5, 8, & 10) in a short period of time.

Regarding VTR item 5.D.

2005 Visiting Team Comments:

"There is a lack of a University, College, or School plan to reconcile the growing student populations with the fixed physical resources and dwindling financial resources."

2009 Focused Evaluation Team Assessment:

This issue has been resolved (responses to numbers 5, 8, & 10).

Regarding VTR item 5.E.

2005 Visiting Team Comments:

"While Human Resource Development was deemed met, the program has little to no funding available for faculty research, scholarship, release time and creative activities. Faculty who need to travel outside of Fort Lauderdale for their development and growth opportunities pay for most, if not all, of their expenses."

2009 Focused Evaluation Team Assessment:

While some improvements seem to have been made to the amount of funding that faculty can get for travel to conferences where they have papers accepted, this visiting team still has concerns regarding the limitations of professional development funds (see the response to in last bullet under #10). This issue will likely continue to pose challenges with the proposed reductions at the College level due to current economic circumstances.

II.   **Compliance with the Conditions for Accreditation**

Program Response to the NAAB Focused Criteria

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation*. Each school is expected to address these interests consistent with its scholastic identity and mission.*

5.   **Human Resources**

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

	Met	Not Met
	[X]	[ ]

2005 Visiting Team Comments:

1. "While there have been some new faculty added within the last year directly ahead of the Accreditation Team's visit, the School's total enrollment, relative to the number of faculty, yields a ratio that requires faculty to stretch their time and energy in order to support a professional degree program in Architecture"

2. "The administration and faculty of the School are supported by one full-time assistant. This person, who is extremely dedicated and competent, cannot fully support needs for the entire School particularly in light of the growing student population and resulting increasing administrative load."

3. "The lack of sufficient teaching faculty requires the Director to take on additional teaching responsibilities at the expense of administrative duties."

2009 Focused Evaluation Team Assessment:

The program has resolved these issues in the following ways:

1. The University approved three new faculty lines and all three positions have been filled. A special note should be made here that the University approved these faculty lines even when all other faculty lines at the University where frozen. These three faculty have been hired to teach in modern history, structures and digital fabrication. The total number of full-time faculty for the program has increased to 12 from 9 positions in 2005. The Florida Board of Governors in May 2007 granted the program limited admissions status, so the number of FTE students could be decreased to 180 from 311 in 2005. The increase of faculty and decrease in the total number of total students brings the department in line with acceptable student to faculty ratios. The current student to faculty teaching ratios should remain at this level to continue to assure the quality of education that students in the design studio should have.

2. The Dean of the College agreed to fund an additional half-administrative position, an undergraduate program coordinator. This position was not filled by the time of the visit, but the Director has narrowed down the choices of which faculty member will fill this position that will start

sometime during the 2009 spring semester. Even though the student enrollment has decreased, the visiting team still sees the need to add additional administrative assistant beyond the 1 FTE that the department currently has. This single full time administrative position does not seem like it can support demands of the full time director, soon to be hired half-time director, the students, and the increased number of full-time faculty.

3. The program does now have an adequate number of full-time teaching faculty, so the director's current teaching schedule is not a concern to the visiting team.

8.   **Physical Resources**

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
	[X]	[ ]

2005 Visiting Team Comments:

1. "The program at FAU is particularly unique in the number of working students it attracts. As a result, the students prefer to maintain part-time student status. To accommodate these working students, design studios are taught after the "normal" workday ends. This reality of the student population distorts the School's Full Time Equivalent (FTE) population so the true picture of the pressure put upon its facilities is difficult to ascertain.

2. Particularly hard pressed is studio space where each student is provided a desk, but little else. In order to provide a studio experience for the multitude of students entering the program consideration is being given to extraordinary scheduling approaches including a "hot desk", which would deny dedicated studio space to each student. Such approaches may not comply with NAAB Conditions and Procedures should they be implemented."

3. When support spaces other than the design studios are considered, their number, type and location are not appropriate for a program serving and enrollment of this size. In particular, jury spaces do not meet the school's need. Building operations do not support the students well, as illustrated by the mechanical systems being turned off while students are occupying studio space. The School, College, and University need to clearly define how they intend to reconcile physical resources provided, particularly studio space, with the continuing growth of the student population."

2009 Focused Evaluation Team Assessment:

The program has resolved these issues in the following ways:

1. The number of part-time students has decreased to 110 from 176 in 2005. The program still accommodates the work schedules of these part-time students by teaching 50% of the design studios during the evening, but visiting team was not aware of any undue pressure on the program's facilities because of these evening classes.

2. The space issues have been resolved in the following ways: a 152 design students cap has been established so that the program can match the number of desks in the studio spaces with the number of students. The summer time has been added as the third semester for teaching design studio to spread out the number of students that need to take the required course. Even though, this three-semester cycle is a welcomed solution for students who work part-time, and allows students to take studio fall and summer or spring and summer, the program is still exploring options for expanding the space to accommodate students during fall and spring.

3. The support spaces, studio desks, and digital technology for the studio have been improved. A list of improvements include: each student has access to adequately sized workstation, the jury spaces have been improved with adequate lighting and well designed movable pin-up boards, a storage room was cleaned out on the 8th floor and was converted into a workshop annex, in the 7th floor workshop space a new CNC 3-axis router has been added, the noise from the mechanical system has been reduced, and a range of new digital technology have been purchased (plotter, two new printers, tabloid sized scanner and all studio computers and software have been replaced). Also a great addition to the studio spaces on the 7th and 8th floors of the building has been the addition of new exhibition space on the ground floor of the Askew Tower (shared resource for the art and design disciplines).

10.   **Financial Resources**

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met   Not Met
[X]   [ ]

2005 Visiting Team Comments:

"The program budget has not kept pace with the growth in student enrollment. This is particularly true when the Architecture program is compared with other professional programs at FAU."

2009 Focused Evaluation Team Assessment:

The program has done great deal to respond the budget concerns of the last visiting team:

-    FTE student enrollment has been decreased by almost 50% (see 2009 Focused Evaluation Assessment #3 under Human Resources).

-    Beginning fall 2006 the University increased the operating budget of the program by $42,000 annually to support information technology resources for faculty and staff (upgraded the computers of 3 faculty and 2 staff), and for the design studio (see list of equipment in visiting team's #3 response under Physical Resources).

-    The University funds to support information technology resources (tripled previous line item) allowed the department to release funds for faculty professional development.

-    Even though the program has done well in a short period of time in securing financial resources to meet the current needs of the professional program, the visiting team does have two concerns regarding future funding. The first concern is the limited availability of professional development funds, especially for the tenured track faculty. Currently up to

$1,000 a year is available from the dean's budget for tenure track faculty to travel to conferences to present accepted papers. Establishing a fund that provides additional monies for tenure track faculty will provide the necessary support for their professional growth during their foundation years in the program. The second concern is the whether the outside monies that have been raised for 2007/2008 and 2008/2009 will continue at the same level. A consideration might be given to exploring differential tuition solution to allow for a more consistent level of annual funding for the program.

12.19   Life Safety Systems
Understanding of the basic principles of life-safety systems with an emphasis on egress.

	Met	Not Met
	[X]	[ ]

2005 Visiting Team Comments:

"There is   no evidence in written work and insufficient evidence literally illustrating in graphic work to demonstrate that information about this important aspect of architectural design is provided to students to make decisions relative to this Student Performance criteria."

2009 Focused Evaluation Team Assessment:

This criterion was well met in 4620 Environmental Technology II course.

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III.   **Appendices**

Appendix A: The Focused Evaluation Team

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Appendix B: The Visit Agenda (in the event there is no visit; the team is to document its process of research, review, and evaluation in this section).

Focus Evaluation Visit
January 29, 2009

1.28 Wednesday

4:06pm   **Thomas Fowler** arrives via flight #2920/183 on USAir.
Henning Haupt (cell: 954-304-7106) will meet Professor Fowler at the airport.

2:21pm   **Melinda Pearson** arrives via flight #2037 from Atlanta? on Delta Airlines.
Philippe d'Anjou (cell: 954-604-7178) will meet Ms. Pearson at the airport.

Both reservations are the Hampton Inn under confirmation #82553379 under Fowler

6:30pm   Dinner with Dean Rosalyn Carter and Director Aron Temkin

1.29 Thursday

7:45   Depart from hotel for breakfast with Aron Temkin

8:45   Tour of School facilities with Aron Temkin

9:30   Meeting with Aron Temkin; Rosalyn Carter; Associate Provosts Diane Alperin and Norman Kaufman [via video], HE 1103C

10:30   Meeting with Aron Temkin; Daniel Morris, Director of Development; and Paula Nasta (A'07) SoA Alumni Association Director.

11:15   *Visiting Team Only*: overview of curriculum in the Second Street Gallery followed by focus team review of Life Safety Systems in student projects (on display).

12:15   Lunch with SoA faculty: Anthony Abbate, Ann Chaintreuil, Philippe d'Anjou, Deirdre Hardy, Ralph Johnson, Javier Negroni, Aron Temkin, Mate Thitisawat, Emmanouil Vermisso, Carolina Wiebe,

1:45   visit by team members to Philippe d'Anjou's Architectural Design 7 studio [7th floor, SW corner]

2:45   Return to Second Street Gallery for debrief meeting of team members (optional).

1.30 Friday

7:00am   **Thomas Fowler** departs via flight #1456 on Delta Airlines.
Aron Temkin (cell 954-993-1901) will take Professor Fowler to the airport.

12:15pm **Melinda Pearson** departs via flight #2038 to Atlanta on Delta Airlines.
Vladimir Kulic (cell 512-784-3201) will take Ms. Pearson to the airport.

IV.   Report Signatures

Respectfully submitted,

Thomas Fowler, IV, AIA, NCARB	**Repr**	**esenting the Academy**

Melinda E. Pearson, FAIA, NCARB	**Repr**	**esenting the Profession**

Table 0-1: A List of URLs Provided throughout the APR

Title	URL
University	
FAU	http://www.fau.edu
Career Development Center	http://www.fau.edu/cdc/
Regulations	http://wise.fau.edu/regulations/chapter4/index.php
Academic Integrity Policy	http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf
Academic Grievance	http://wise.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf
Accreditation Statement	http://www.fau.edu/academic/registrar/catalogRevs/ [click: Colleges /Program Descriptions /Design and Social Inquiry /School of Architecture]
Graduating Senior Survey	http://iea.fau.edu/Reports/gss.aspx
Student Satisfaction Survey	http://iea.fau.edu/Reports/stusat.aspx
Student Perception of Teaching	http://iea.fau.edu/Reports/spot.aspx
Enrollment History	http://iea.fau.edu/Reports/headcount.aspx
Admissions Qualifications	http://iea.fau.edu/Reports/admissions.aspx
Fact Book	http://www.fau.edu/iea
Police (FAU)	http://www.fau.edu/police/
Self-study for accreditation by the Southern Association of Colleges and Schools	http://www.fau.edu/iea/index.php).
FAU mission statement 2009–10	http://iea.fau.edu/factbk/mission09.htm
Applicantion to the University / Undergraduate	http://www.fau.edu/admissions/want-to-apply.php
Applicantion to the University / Undergraduate	http://www.fau.edu/admissions/want-to-apply.php http://www.fau.edu/undergraduate
General Education requirements	http://business.fau.edu/clientuploads/Undergraduate/Majors_and_Minors/GenEdvsCore.pdf
Intellectual Foundation Program (IFP) requirements	http://www.fau.edu/freshmanadvising/pdf/2009_2010/2009-2010_Intellectual_Programs_Foundation.pdf .
Equal Employment Opportunity - Affirmative Action Policy	http://www.fau.edu/regulations/chapter7/7.001_EEO_Affirmative_Action.pdf
Equity Status Report	http://wise.fau.edu/eop/files/Equity_Status_Report.pdf
Financial aid information	http://www.fau.edu/finaid/
University Diversity Initiatives	http://www.fau.edu/president/files/diversity_report06.pdf (Page 15 and 16)
Students Admission Policies	http://www.fau.edu/admissions/
Sabbatical information	http://www.fau.edu/provost/files/sabbatical.pdf
Anti-discrimination and Anti-Harassment regulation	http://www.fau.edu/regulations/chapter5/5.010_Anti-Discrimination_and_Anti-Harassment.pdf
Academic Integrity	http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf
Pictures	http://fau.bizsecure.com/cgi-bin/ImageFolio42/imageFolio.cgi?search=Architecture&cat

	=FAU_IMAGES&bool=and
College	
College for Design and Social Inquiry - Promotion and Tenure Criteria	http://www.fau.edu/divdept/caupa/pdf/guidelines.pdf
College for Social Inquiry Administration	http://www.fau.edu/cdsi/administration.html
School of Architecture	
FAU School of Architecture	http://www.fau.edu/caupa/arch/
Student Handbook	http://www.fau.edu/arch/pdf/2010-Student-Handbook-revised%208-19-10.pdf
Library	
Broward Library Services virtual office hours	http://www.broward.org/library/
Descriptions for librarians and staff	http://www.broward.org/library/
Literacy program / Integration with the curriculum	http://www.library.fau.edu/policies/pubpol/ilis_affiliated.htm
others	
Translation services for international transcripts	www.NACES.org
NCARB	http://www.ncarb.org/

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