Florida International University
Department of Architecture

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Master of Architecture
Track 1 [non-baccalaureate degree + 174 credits]
Track 2 [baccalaureate degree + 105 credits]
Track 3 [preprofessional degree + 60 credits]

Year of the Previous Visit: [2011]
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Section 1. Program Description

I.1.1 History and Mission

The University - History

Florida International University, Miami's public research university, is one of America's most dynamic institutions of higher learning. Since opening in 1972, FIU has achieved many benchmarks of excellence that have taken other universities more than a century to reach. FIU, a member institution of the State University System of Florida, was established by the Florida Legislature in 1965. Classes began in September 1972, with 5,667 students enrolled in upper division and graduate programs – the largest opening day enrollment in the history of American higher education. In 1984, FIU received authority to begin offering degree programs at the doctoral level, and in 1994, the Carnegie Foundation for the Advancement of Teaching classified FIU as a Doctoral I University. In 2005, FIU was classified by the Carnegie Foundation as a Research University/High Research Activity. In February 2016, the Carnegie Classification of Institutions of Higher Education moved FIU into the top category—R1: Doctoral Universities – Highest Research Activity.

Appointed in 2009, Mark B. Rosenberg became Florida International University's fifth president and continues the work of his predecessors – Charles E. Perry, FIU's first president appointed in July 1969; Harold B. Crosby, who succeeded him in June 1976; Gregory B. Wolfe, named the third president in February 1979 and Modesto A. Maidique who was named FIU's fourth president in 1986. Rosenberg is the former chancellor of the State University System of Florida, former FIU Provost and the first FIU faculty member to ascend to the presidency of the university. "Today we begin a new era that speaks to the times we are in," said Rosenberg to thousands who gathered at the U.S Century Bank Arena, on the Modesto A. Maidique Campus in West Miami-Dade County. "In this new era, we must put our students at the center of who we are, engage our community like never before and reinforce our partnerships with key institutions in South Florida." These words, from Dr. Rosenberg's installation speech, capture the essence of what will be the future of FIU: *We are here today because of our commitment to the life of the 21st century mind - our commitment to learning, to entrepreneurship, research, innovation, and to creativity. We are here today because we know we can work better together to prevent and solve problems using the blessings of our knowledge and passion. We are here today because there is more to be done. In this New Era, students will be at the center, research and creative activity will be the driver, engagement and partnerships will be the mode.*

FIU has nationally and internationally renowned faculty known for their outstanding teaching and cutting-edge research, students from throughout the U.S. and more than 130 foreign countries and alumni who have risen to prominence in every field. These alumni are a testament to the University's academic excellence. FIU is the youngest university to have been awarded a chapter of Phi Beta Kappa, the nation's oldest and most distinguished academic honor society. FIU is ranked #1 in the nation in awarding bachelor's and master's degrees to Hispanic students.

The University – Description

Florida International University offers more than 192 baccalaureate, master's and doctoral degree programs in 21 colleges and schools, which include a variety of fully online programs.

College of Arts, Sciences & Education
- School of Education
- School of Environment, Arts and Society
- School of Integrated Science & Humanity

College of Communication, Architecture + The Arts
- School of Architecture
- School of Music
- School of Journalism and Mass Communication

College of Business Administration
    School of Accounting
    Alvah H. Chapman Jr. Graduate School of Business
    R. Kirk Landon Undergraduate School of Business
Chaplin School of Hospitality and Tourism Management
College of Engineering and Computing
    School of Computing and Information Sciences
    OHL School of Construction
Herbert Wertheim College of Medicine
The Honors College
College of Law
Nicole Wertheim College of Nursing & Health Sciences
Robert R. Stempel College of Public Health and Social Work
    School of Social Work
Steven J. Green School of International and Public Affairs

FIU has more than 54,000 students, 3,300 full-time faculty, and nearly 200,000 alumni, making it the largest university in South Florida and placing it in the top 10 of the nation's largest public universities. The University has two campuses: The Modesto A. Maidique Campus in western Miami-Dade County and the Biscayne Bay Campus in northeast Miami-Dade County. It has an educational facility at FIU at I-75 in nearby Broward County, the Miami Beach Urban Studios and the FIU Downtown Facility on Brickell Avenue in the City of Miami.

Faculty
Ninety-five percent of the university's full-time faculty hold the highest degree attainable in their field.

Arts & Culture
In recent years, FIU has emerged as one of South Florida's major cultural assets, offering programs to both students and the local community. Several of its programs are nationally renowned for their excellence.

The Patricia & Phillip Frost Art Museum opened in 2008. See: https://thefrost.fiu.edu

The Wolfsonian-FIU museum, located in Miami Beach, promotes the collection, preservation and understanding of decorative art and design from the period 1885-1945. See: http://www.wolfsonian.org

The Department of Theatre produces a wide variety of live student performances, and the School of Music presents an annual fall series of concerts that showcase talent in a variety of genres. The festival features FIU musicians as well as distinguished visiting performers.

The Chaplin School of Hospitality and Tourism Management helps present the annual South Beach Wine & Food Festival, one of the major culinary events in the nation.

In 2012, the Jewish Museum of Florida, located on Miami Beach, partnered with Florida International University to form the Jewish Museum of Florida - FIU. See: https://jmof.fiu.edu

FIU Mission Statement
Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

FIU Values Statement
As an institution of higher learning, Florida International University is committed to the following core values:
Truth- in the pursuit, generation, dissemination, and application of knowledge

Freedom- of thought and expression
Respect- for diversity and the dignity of the individual
Responsibility- as stewards of the environment and citizens of the world
Excellence- in intellectual, personal and operational endeavors

FIU Vision Statement
Vision: Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

FIU Strategic Plan- Beyond Possible 2020
In 2015, FIU launched its new strategic Plan, FIU *Beyond Possible 2020*. Development of this plan was a collaborative effort in which students, faculty, staff, alumni and community leaders offered their feedback through their participation on strategic planning committees. The process focused on four key areas:

1. Student Success
"We will offer our students an intense, rigorous learning experience in a supportive academic community, celebrating the intellectual energy that flows from our diverse student population. As part of their university experience, FIU students will gain the critical-thinking skills necessary to meet the challenges of the 21st century. They will learn from world-class faculty who are leading scholars in their fields and who are also well versed in the latest evidence-based teaching practices. Students will work shoulder-to-shoulder with faculty on meaningful research inside and outside the classroom and engage in service learning that impacts our community, our nation and our world."

2. Preeminent Programs
"Building preeminent programs and teams will strengthen FIU's capacity to provide high-quality teaching, engage in state-of-the-art research and creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21st century."

3. Carnegie Very High Research
"Knowledge creation is the cornerstone of the academy. FIU will continue to build its research reputation and develop an infrastructure to support its growing research enterprise. We will support the scholarly work of our faculty as they expand the frontiers of innovation, technology and creativity in the sciences, humanities and arts. Striving for Very High Research designation acknowledges FIU's mission and vision as a public research university. FIU will continue to drive economic growth and job creation by increasing patent production, technology transfer and industry collaboration. We recognize that a research-enriched environment leads to a culture of transformative learning that promotes student success and produces graduates who are ready to be leaders in their chosen professions. Outstanding faculty will attract outstanding graduate students who will add to the fabric of knowledge and innovation while inspiring undergraduates to achieve excellence in scholarship and attain a terminal degree."

4. Financial Base / Efficiency
"FIU*BeyondPossible*2020 is FIU's roadmap for the future. To truly realize its promise, the university must be resilient in the way it responds to external challenges. The legislative funding gap will vary depending upon factors not in our control, and FIU must be prepared to manage those fluctuations and adapt as necessary. We must change our own internal funding model to direct new resources and to ensure existing resources are strategically invested in the units making the greatest impact on improving student success and research. New sources of revenue must be generated while ensuring our current base funding remains intact. To do that, we must strive to exceed Florida SUS BOG performance standards every year."

FIU*BeyondPossible*2020 reaffirms four collaborative content areas that were identified in the 2010-2015 FIU *Worlds Ahead* strategic plan: the Arts, Environment, Globalization and Health.

There are 20 Critical Performance Indicators in FIU*BeyondPossible*2020:

1. FTIC 2-year retention with GPA above 2.0
2. FTIC 6-year graduation rate
3. AA transfer 4-year graduation rate
4. Percent bachelor's degrees without excess hours
5. Percent of bachelor's graduates employed full-time or in continuing education
6. Bachelor's degrees in strategic areas
7. Graduate degrees in strategic areas
8. Average cost per bachelor's degree
9. Median wage of bachelor's graduates
10. Bachelor's degrees awarded to minorities
11. Number of First Generation in college graduates
12. Number of students participating in internships
13. Research doctoral degrees per year
14. Research staff/post-doctoral Fellows
15. Number of patents per year
16. Number of startups-AUTM:SBDC definitions
17. Private gifts - overall endowment, Private gifts - annual gifts
18. Auxiliary revenue per year, Auxiliary operating income
19. Research expenditures, S&E expenditures
20. Total number of FIU students enrolled, Mode of delivery (face-to-face:hybrid:online)

The full details of this strategic plan and the Florida SUS BOG performance can be found at:
http://stratplan.fiu.edu/docs/Strategic%20Plan.pdf

Student Body
FIU's Student body reflects the vibrant diversity of South Florida. *Who we serve:*
63.1% Hispanic American
11% Non-Hispanic White
14% African American
3.4% Asian American
<1% Native American
6.7% International Student

College Strategic Plan

CARTA 2020, Strategic Plan 2015-2020 was developed in 2014. This plan supports the college mission: *To use the power of architecture + the arts to create, innovate, and inspire solutions to local challenges with national and global impacts.* The vision of the plan is: *By 2020, the College of Architecture + The Arts (CARTA) will be recognized nationally as a preeminent college operating at the forefront of innovative teaching, learning, engagement, research, and creative activities*.

The full details of this strategic plan can be found at:
http://carta.fiu.edu/wp-content/uploads/2016/04/CARTA-2020.pdf

Architecture Program History & Mission

Program - History

Founding

A product of a 25-year history of growth and reorganization, Florida International University's School of Architecture originated in 1973 as part of the School of Technology's Department of Construction. From 1973 to 1982, the department included programs in Architectural Technology, Landscape Architecture**,** Urban Studies, Interior Design, Fashion and Apparel Studies, Construction Management, Civil Engineering Technology, and Construction Engineering Technology.

College of Engineering

In 1986, the School of Technology was transformed into the College of Engineering & Applied Science. Subsequent reorganization of the College subdivided the construction department into two programs: (1) Construction, consisting of a Bachelor of Science in Construction Management, and a Master of Science in Construction; and (2) School of Design, offering a Bachelor of Science in Interior Design, a Bachelor of Science in Architectural Technology Studies, a Bachelor of Science in Apparel Studies, and a Master of Landscape Architecture degree. In 1991, a reevaluation of the strengths and weaknesses of the Construction Department resulted in a program reorganization. The construction department became an independent unit within the College of Engineering, and the School of Design retained the three professions of Architectural Studies, Interior Design, Landscape Architecture, but eliminated the Apparel Studies program. The Landscape Architecture Program, the first program within the School of Design to seek professional accreditation, was accredited by Landscape Architectural Accreditation Board (LAAB) in 1993. Largely through the lobbying efforts of students, the Florida Board of Regents approved the creation of the professional graduate program in architecture 1996.

School of Architecture and Accreditation

Application for initial accreditation from The National Architectural Accrediting Board was made in 1997 and granted In January 1999, for an initial three-year term. This precipitated the creation of the School of Architecture as an independent academic unit with programs in Architecture, Interior Architecture, and Landscape Architecture. Its founding dean was William G. McMinn, FAIA. The accredited architecture program went through its first full term 6-year re-accreditation in March 2002. The program was re-accredited in 2009, and in 2011, it received a 6-year accreditation term.

New Building

The first home of the School of Architecture was the existing Viertes Haus building on the University Park Campus (now known as Modesto A. Maidique Campus). At the request of the School of Architecture and its students, the University Administration and the State of Florida Board of Regents, the Florida State Legislature approved funding for a new building to house the School of Architecture. The University held an international design competition and Bernard Tschumi's submission, developed in conjunction with Miami Architects Bruno-Elias and Associates, was selected for the Paul L. Cejas School of Architecture Building. In January 2003, the School of Architecture occupied its new $15.5 million signature structure. The new building and the focus on improving quality inspired several significant changes in the School's curricular structure. The School implemented a completely new interdisciplinary lower division. Together in the first four semesters, architecture students along with those in interior design and landscape architecture follow a 60-credit hour foundation curriculum developed to introduce core aspects interdisciplinary curricula of design shared by all three professions. The ongoing review of curriculum content resulting from this interdisciplinary focus has produced new rigor within the lower division curriculum along with improved efficiencies in faculty assignments.

College of Architecture + The Arts

In AY 2006-07, the School of Architecture, and the visual, performing and communication arts were incorporated into an new college, the College of Architecture + The Arts (CARTA). The administrative structure of the college consisted of a dean and three associate deans (Associate Dean of Finance, Associate Dean of Academic Affairs, Associate Dean of Community Engagement). A staff and a student advising office supported the College administration. The college was composed of four schools:

Architecture, Art + Art History, Music, and Theatre + Speech with each having its own director. The seven academic units in CARTA were: the departments of Architecture, Interior Design and Landscape Architecture which together form the School of Architecture, the School of Music, the Department of Art and Art History, the Department of Theatre, and the Department of Speech.

College of Communication, Architecture + The Arts
In the spring of 2016, the College of Architecture + The Arts (CARTA) was reorganized into the College of Communication, Architecture + The Arts (CARTA). The former School of Journalism and Mass Communication was merged into the College as the School of Communication and Journalism. The Department of Architecture program became one of nine units in the college. The administrative structure of the college consists of a dean and four associate deans (Associate Dean of Strategic Initiatives, Associate Dean of Students, Associate Dean of Faculty Development, Associate Dean for Cultural and Community Engagement). The College administration is supported by a staff and a student advising office. The eight academic units in CARTA are: the departments of Architecture, Interior Design and Landscape Architecture which together form the School of Architecture, the School of Music, the Department of Art and Art History, the Department of Theatre, the Department of Journalism & Media, and the Department of Communication.

Controlled Admissions
The new building and the focus on improving quality inspired several significant changes in the school's curricular structure. The school implemented a completely new interdisciplinary pre-graduate curriculum. Together in the first four semesters, architecture, interior design and landscape architecture students follow a foundation curriculum that introduces core design aspects that form the basis of each discipline's professional degree. The interdisciplinary focus has produced both new rigor and breadth along with improved efficiencies in faculty assignments. In order to ensure that every student had an individual workspace, the school developed a controlled admissions and enrollment policy. This replaced the open admissions policy and beginning in 2003 dramatically reduced enrollment from 330 lower division students in Fall 2000 to under 100 in Fall 2009. As a result of a managed admissions process, the average GPA of our entering freshman (FTIC) class has increased from 2.3 in 2001 to 3.6 in 2009. In 2016, the Architecture Department had 256 applicants for 70 FTIC seats.

Curricular Revisions
The qualitative transformation of the student demographics led to thorough curriculum assessments in 2003 and in 2008. The 2003 assessment led to curricular modifications in 2004 as a response to the new admissions policy and to create a more coherent path of study. The 2008 assessment led to a curricular modification that allowed incoming freshman to take advantage of a seamless five or six year path towards the M.Arch without the conferral of a non-professional Bachelor degree. This change increased departmental revenue dramatically, allowing the department to offer significantly more value-added components to its students. Additionally, the modification allows students to choose between taking their course of study in either five or six years. This option allows students to take advantage of either un-programmed summers in the six-year M.Arch path (thus facilitating summer internships, travel and work opportunities) or they can accelerated their path to graduation (with summer study) by taking the course of study in the five-year M.Arch path.

Genoa Program
In Spring 2005, the Architecture department initiated a semester-long study-abroad program in Genoa, Italy. Located in a dedicated facility and taught by full-time faculty, this 13-15 credit hour semester is now an integrated and highly popular semester abroad option for our students. In the Fall 2015 semester, 23 students attended the Genoa program. 25 students are planned to attend in Fall 2016.

Summer Study Abroad
To expand study abroad options for our students, many of who work or have families and cannot participate in a full semester program, the department began its summer study abroad offerings. These programs typical involve 12 credits of study (a studio and two electives) and 2 weeks of travel. The following summer programs have been offered:

In 2013, 48 students participated in three programs: Tokyo, Rotterdam and Barcelona/Rome.
In 2014, 50 students participated in three programs: Tokyo, London/Berlin and Paris/Milan.
In 2015, 49 students participated in three programs: Tokyo, London/Berlin and Paris/Milan.
In 2016, 30 students participated in two summer study abroad programs: Tokyo and London/Berlin.
In 2016, Senior Instructor, Eric Peterson lead a college-wide interdisciplinary study abroad program to the Bauhaus in Dessau, Germany with 15 students.

Cejas Eminent Scholars
Thanks to a $1,000,000 gift from Ambassador Paul L. Cejas, the school has been able to create the Paul L. Cejas Eminent Scholar program. Initiated in 2006, this gift allows the Architecture department to bring internationally recognized visiting faculty, practitioners and scholars to work with our students. To date, the Cejas Architectural Scholars have taught graduate level advanced seminars as part of the accredited graduate degree program.

Cejas General Endowment
Since the $750,000 state match to the gift from Ambassador Paul L. Cejas, the school has been able to create the Paul L. Cejas General Endowment. Inaugurated in 2007-08, this endowment is expected to fund approximately $25,000 annually towards faculty research, student support, department initiatives, programs and events.

Notable projects and interdisciplinary collaborations
FIU was selected to be one of twenty universities to participate in the 2011 Department of Energy's Solar Decathlon. Collaborative efforts between the Architecture Department, the Departments of Interior Architecture and Landscape Architecture, the College of Engineering and Computing, and the College of Journalism and Mass Communication led to the design and fabrication of the FIU Solar House in 2011. The 2011 entry garnered a first place award in Energy Balance and an eleventh place award in the 2011 National Solar Decathlon. The previous 2005 entry with the College of Engineering garnered a first place award in energy balance, a first place award in people's choice and an overall 13th place in the 2005 National Solar Decathlon. Subsequently, the department was also a team member of the FIU China Solar Decathlon in 2015.

Miami Beach Urban Studios (MBUS)
The Miami Beach Urban Studios (MBUS) was opened in September of 2011. This 16,000 square foot college facility provides the program with studios and exhibition space. (See section 1.2.2 Physical Resources for description). The mission of MBUS is to use the power of communication, architecture + the arts to create, innovate, and inspire solutions to local challenges with national and global impacts. *The vision of MBUS is to build upon the vision of the College of Communication, Architecture + The Arts by utilizing the innovation, community engagement, and expertise afforded by its participating faculty members, facilities, and location to be at the forefront of teaching, research, and service in art, design, performance, and communication.*

The Miami Beach Urban Studios offer undergraduate and graduate students a unique opportunity to study in one of the most vibrant, artistic urban centers in the world for one semester, while gaining valuable professional experience at design firms, and by working with innovative public, private, and non-profit arts organizations throughout the city. Located in the iconic Art Deco 420 Lincoln Road building, the Miami Beach Urban Studios give students and faculty access to Miami Beach's burgeoning arts and design culture.

I-Cave
In 2016, the Department of Architecture in partnership with the Department of Computer Science opened an Integrated Computer Augmented Virtual Environment (I-Cave) for the university. Professor Shahin Vassigh serves as its co-director.

Program – Mission and Vision

First adopted by faculty vote April 2007 then amended by the faculty in spring of 2016:

Mission: As part of FIU, a "top public research university," the Architecture department is dedicated to educating future generations of ethical professionals, creative designers and informed citizens.

Vision: We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry that addresses the built and natural environments from the scale of the city to the scale of the detail. The department is committed to producing conceptual thinkers and skilled makers who are versed in the techniques and knowledge of the discipline and who are cognizant of: critical theory, history, science and progressive social values. To realize these objectives, design is taught as a critical, speculative and creative endeavor embracing both the humanities and the sciences.

To achieve our mission and vision, our decisions and actions are informed by the following seven core values and beliefs:

1. Diversity
Serving a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.

2. Design as Critical Thinking
Presenting architecture as a reflective and conceptually based discipline. We encourage students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and life-long learning.

3. Education of the Professional
The department educates professionals. Students learn the disciplinary norms of knowledge and skills necessary to take leadership roles in a changing profession.

4. Commitment to Innovation
Celebrating the power of innovation and experimentation and our discipline's commitment to imagine and construct beautiful, healthful and responsible environments.

5. Appreciation for the Constructed and the Natural Environments
Fostering sensitivity and appreciation for the constructed and natural environments of South Florida and engaging our communities' challenges. The Architecture department values the unique opportunities and challenges for creative exploration and problem-solving afforded by South Florida's rich sub-tropical ecologies, urban contexts as well as multicultural and multilingual populace.

6. Culture of Connectivity
Promoting connections between the Department of Architecture and members of the design community in local, national and international, academic, professional and lay contexts. In particular, we seek to engage our colleagues in the college and the school, local practitioners in design education and to develop cooperative links with schools of design in the Americas, Asia, Africa, and Europe.

7. Ethos of Trans-Disciplinarily
Engaging adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation in order to collaboratively address the complex spatial, economic, social and environmental challenges of contemporary practice.

Program's benefit to the institution

The University administration and our colleagues across the campus recognize the Architecture department's contributions to the university community through our transdisciplinary teaching, cross-disciplinary grants uniting our faculty with those from other colleges and schools, through the department's community engagement and outreach work and through the faculty's substantial university service.

Professor Jamie Canaves serves as a senator on the University Faculty Senate and Senior Instructor; Malik Benjamin serves on the university technology committee. Professor John Stuart served as the Provost's Faculty Fellow for the 2010-11 academic year. In spring 2016, Senior Instructor, Malik Benjamin was appointed to serve as the Office of the Provost's Changemaker Faculty Fellow. Gray Read, Jaime Canaves and Thomas Spiegelhalter serve on the University Environmental Committee. Associate professor Winifred Newman served as the Chair of the University Graduate Council in 2014-2015. Three faculty serve on the University's Sea Level Solution Center steering committee: John Stuart, Marilys Nepomechie and Shahin Vassigh. Professor Shahin Vassigh as serves as the co-director of Sustainable Built Environments and Informatics (SBEI). Camilo Rosales is a member of the University Nature Preserve Committee. Marilys Nepomechie and Jaime Canaves are members of the University's Cuba Research Institute.

Our faculty (adjunct and fulltime) have been recognized by the university with awards and honors for excellence in teaching and scholarship (7 faculty have received FIU Top Scholar Awards). Jaime Canaves received the FIU Service Medallion in 2011. John Stuart, Marilys Nepomechie and David Rifkind have all won the Provost's Faculty Award for Research and Creative Activities. John Stuart and David Rifkind have both won the Provost's Faculty Award for Teaching.

Faculty were instrumental in the development of the university's strategic plan: FIU*BeyondPossible*2020. Associate professor Winifred Newman served on the Very High Research Committee. Once the university strategic plan was released, associate professor Jason Chandler served on Preeminent Programs implementation and selection committees. Additionally, each semester the department teaches courses that are part of the University Core Curriculum (required for all FIU students) thus allowing the department to reach out to almost a thousand non-Architecture majors each year.

Within the College of Communication, Architecture + The Arts, four faculty members serve as associate deans: (Professor Marliys Nepomechie: Associate Dean of Strategic Initiatives, Associate Professor David Rifkind: Associate Dean of Students, Professor Shahin Vassigh: Associate Dean of Faculty Development, Professor John Stuart: Associate Dean for Cultural and Community Engagement). Marilys Nepomechie, Gray Read and Jason Chandler have all served as the chair of the College of Architecture + The Arts's faculty assembly. Associate professor Gray Read served as the chair of the faculty assembly during the transition of the college into the College of Communication, Architecture and The Arts and now serves as the co-chair of the faculty assembly.

A number of departmental annual and bi-annual happenings have become prominent events within the life of University and the city. "Walk on Water" and "Eco-Couture" draw hundreds to the university.

The department has used the advanced design studios as community outreach and civic engagement vehicles for the university. Recent examples include: In the Summer and Fall of 2012, faculty and students from the Department of Architecture designed the "Oasis Center" for teens and young adults in Liberty City, Miami. This Pro-Bono community engagement project provided The Advisory Committee of Liberty City (TACOLCY) with a vision for a new community center, which will provide an environment for social services and will help support the transition into successful adult life for Liberty City's at-risk youth. In 2013-2016, the department received $100,000 in grants from the Townhouse Center, the Knight Foundation and the Joselow Foundation to study infill housing for Miami. In the Fall of 2013, the department was awarded a $791, 531 Energy and Climate Partnership of the Americas (ECPA) Grant by the U.S. Department of State. This grant will work to create programs that support energy reduction, and

it joins FIU with three Latin American Universities and the three cities of Valdivia (Chile), Goiania (Brazil), and Port of Spain (Trinidad and Tobago). In 2013 FIU was awarded an 11.4 million dollar US Department of Transportation Tiger grant to "support an innovative package of technology, streetscaping and transit improvements to connect the town of Sweetwater with Florida International University (FIU)." Two Department of Architecture faculty members will serve as co-principal investigators on this grant. In 2015, associate professor Winifred Newman served as the PI for two grants totaling $800,000 to build an Integrated Computer Augmented Virtual Environment (I-Cave) for the university. The I-cave opened in the spring of 2016 and Professor Shahin Vassigh serves as its co-director.

Benefits derived from the institutional setting

FIU*BeyondPossible*2020 reaffirms four collaborative content areas that were identified in the 2010-2015 FIU *Worlds Ahead* strategic plan: the Arts, Environment, Globalization and Health. The collaborative area of The Arts supports the mission of the department. From the plan: "The Arts are a major driver of the South Florida economy and critical to the life of the mind at FIU. They inform the way we think, create, discern, solve problems and adapt to our rapidly changing world. The creative and academic activities of FIU's faculty, curatorial staff and students in our colleges, schools and three accredited museums – The Patricia and Phillip Frost Art Museum on MMC and The Wolfsonian-FIU and The Jewish Museum of Florida-FIU on Miami Beach – support our quest for excellence and enrich the regional arts scene in our community. Our Miami Beach Urban Studios on Lincoln Road is located in one of the country's most dynamic cultural and entertainment centers. It is an innovative and collaborative hub, bringing together students and professionals in the creative and performing arts." The department has built strong collaborative relationships with the Wolfsonian-FIU Museum in Miami Beach, the Wolfsonian Museum in Genoa, the Patricia and Phillip Frost Museum at FIU and the Miami Art Museum. We regularly work with these institutions as teaching and research venues for many of our courses. The Miami Beach Urban Studios provide the department with a studio of 64 desks and a School of Architecture exhibition space. This venue is extremely accessible to the community and allows professions and alumni to engage with our students and faculty for lectures, exhibitions, studio reviews and workshops.

The collaborative area of Environment also supports the mission of the department. From the plan: "The fragile South Florida ecosystem is a major national point of research, study and concern. FIU enjoys unique opportunities to leverage our tropical location for learning and research that focuses on environmental issues." The newly formed FIU Sea Level Rise Solutions Center allows the department faculty to engage in research and creative activities with colleagues from around the university. The following faculty are part of this critical center: Marilys Nepomechie, Shahin Vassigh, Thomas Spiegelhalter, Jordan Trachtenberg, Jason Chandler, Nikolay Nedev, David Rifkind, Malik Bemjamin and Claudia Busch. See: http://slsc.fiu.edu. The university has showcased the work of the department most notable with the reconstruction of the 2011 Solar Decathlon as the university's new Office of Sustainability. This structure is prominently located at the entrance of the university near the Paul L.Cejas School of Architecture Building.

Since the last accreditation visit, the university supported the department with a series of technology fee grants that enhance the program's facilities: in 2015, $800,000 for a new Integrated Computer Augmented Virtual Environment (I-Cave), in 2013, $424,000 for a new Structural and Environmental Technologies Lab, in 2012, $338,000 for 11 new flat screen monitors for our review rooms, in 2012-2013 $1,000,000 for renovations of the Paul I. Cejas School of Architecture Building included replacement of skylights in the faculty wing and acoustical paneling in 12 review rooms and our BEA Gallery.

Program Description

FIU Architecture is dedicated to the education of future generations of ethical professionals, creative designers and informed citizens. We are committed to educating students to form independent design judgments grounded in intellectual inquiry and the general pursuit of knowledge. Our graduates are versed in the professional knowledge and technical skills required of the discipline and are conceptual thinkers who are cognizant of, and enlightened by the constellation of humanist ideas and societal values that inspire and engender the production and reception of architecture. To realize these objectives, design is taught as a critical, speculative and creative endeavor.

Our faculty are recognized for excellence in teaching, creative work and research and have earned international acclaim for their architectural design work, their prolific scholarship and for excellence and innovation in architectural education. Our graduate and undergraduate students come to us with a variety of academic backgrounds, experiences and interests but always with a passion for the study of architecture and a desire to use their creative abilities to improve our world and to make it both sustainable and more beautiful.

Ideally situated in one of the most extraordinary and fertile urban laboratories for the study of architecture, Miami and the South Florida region provide limitless possibilities for faculty and students to explore global and regional challenges and apply innovative approaches and new technologies to those challenges. Miami also offers our students the opportunity to study numerous new and cutting-edge works of architecture by many of the world's leading designers.

The department's mission and vision statement highlights the significance of professional training and knowledge and the importance of situating that knowledge and disciplinary specific skills and training in relation to the liberal arts: "We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry that addresses the built and natural environments from the scale of the city to the scale of the detail. The department is committed to producing conceptual thinkers and skilled makers who are versed in the techniques and knowledge of the discipline and who are cognizant of, critical theory, history, science and progressive social values."

Professional curricula focus upon the discipline with coursework that covers five thematic areas of disciplinary knowledge; design, history/theory, building technology & sustainability, digital technology, and professional and business practices. This curriculum is organized into two distinct, yet complementary spheres: the core and elective. In the core curriculum, students gain the requisite skills and training to establish a critical knowledge base for self-directed study. In the elective curriculum, we offer a range of research and pedagogic tracks: from the development of a building detail to the planning of the infrastructure of a city or the envisioning of possible futures. The elective track culminates in our master project sequence of a seminar and studio, directed by a single faculty member with a specific research focus.

Additionally, the professional curricula incorporate a broad and liberal education with course work covering four thematic areas; written and verbal communication composed of courses focusing on writing, verbal communication and rhetoric; environmental contexts composed of courses focusing on global issues and societal values as well as the physical sciences; cultural contexts with courses focusing on ethics and the humanities; and finally creative contexts composed of courses focusing on the fine arts and on art history.

The goal is to develop a holistic and broadly constructed knowledge base in which to situate the discipline of architecture.

I.1.2 Learning Culture

Learning Culture
The Learning and Studio Culture Policy is available to students, faculty and staff on the department's website.

The department's Learning Culture Policy emerges from the University's values and from the mission and vision statements of the department. Faculty and students meet periodically to review, modify and affirm these policies. At the beginning of every Fall and Spring semester, faculty and students meet for the semester "Kick-off" meeting. This meeting is held for faculty and students for both the lower and upper divsion students. In this meeting the Learning and Studio Culture Policy is presented. In Fall 2015 and Spring 2016, faculty and students held a series of "studio and learning culture meetings" to discuss concerns related to the life of the studio and to review the culture policies and affirm its content. These conversations yielded two new value statements: "Travel" and "Social Space" which were added at the end of the spring 2016 term.

Departmental Context

Balancing: We strive to communicate the importance of balance between academic, civic, professional and personal responsibilities. Many of our students are non-traditional students and are underrepresented minorities. Many commute to school from a job or from home and are involved in numerous extracurricular and co-curricular activities. These external activities frequently make juggling the schedule and responsibility of studio, work and family difficult.

Workload Expectations: We believe that one of the most important elements of a positive studio experience is for all participants to have fair and reasonable workload expectations. This approach not only allows for a well directed and managed sense of timing for the investigation and production of the studio projects, but also provides students with a sense of direction and optimism regarding the timely completion of their work. Instructors produce clear syllabi that function as a contract of expectations between faculty and students, which in turn provides students and faculty adequate benchmarks and grading criteria. Graduate studios meet on Tuesdays and Thursdays, while lower division studios meet on Mondays and Wednesdays, with the graphics course meeting on Thursdays. This ensures that there is at least one day a week when all design students are in studio together.

Student/Faculty Interaction: Our studio instructors include both full-time instructors and adjunct instructors who are primarily practitioners. The sense of professionalism that is reflected by both groups serves to establish fair and balanced relationships between the faculty and the students. Our studio code applies to both students and faculty, ensuring that each constituency is aware of their duties and responsibilities to fulfill their unique roles and ensure a productive and engaging studio experience. This code is intended to foster a sense of collective ownership of studio, understood both as a "space", a "course" and as a way of learning.

Learning and Studio Culture Policy

Learning Culture Statement
In the fall of 2005, the NAAB issued an additional condition for accreditation: Studio Culture. In 2009 "studio culture was extended to the more inclusive condition of Learning Culture. Each accredited School of Architecture is now required to have a written policy addressing and shaping its studio and learning culture. Several years ago, the American Institute of Architecture Students (AIAS) created a task force to address both the positive and negative aspects of studio culture and issued its report in 2002. In that report, the AIAS call for explicit policies to support the positive aspects of studio culture, while curbing some of the more unhealthy practices. The positive values identified by the Report include optimism, respect, sharing, engagement, and innovation — values that are shared and supported fully by FIU's Architecture department.

Design Learning Culture
FIU's Architecture department encourages an academic environment conducive to design learning through thoughtful connections between studio and non-studio courses. Design education at FIU encourages critical discourse based on collaboration, creativity, and learning through making. A healthy learning culture engenders an environment where students and faculty come together to ask questions and make proposals, innovate through today's knowledge to address tomorrow's challenges. The learning culture must support and develop respect for the diverse backgrounds of the faculty and student's educational and professional experiences, and approaches to design.

Design Studio Culture
The Architecture Department recognizes the inherent value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studios and labs offer an environment where students can come together to ask questions and create proposals. These proposals are developed and discussed among classmates, faculty, visiting professionals, and the public-at-large. Studio and lab-based learning offer intensive one-on-one instruction from faculty members, and provide the opportunity for each student to develop his/her critical thinking skills and spatial and material sensibilities. The design studio and labs offer a synthetic form of education, where project-based learning becomes the foundation for developing an understanding of and commitment to the department's core values — broadmindedness, interconnectivity, professionalism, exploration and activism — all in service of architecture's fundamental mission: to improve the quality of the built and natural environments.

Open-ended questions - The Architecture department encourages students to embrace studio-based learning as a unique and valuable educational model. Studio learning requires an environment that allows for open-ended questioning, for which there may be no right answers.

Balance - The Architecture department supports its students and faculty in leading balanced lives.

Design process - The Architecture department affirms the value of design intention, design process, and design product, thus encouraging and evaluating (1) the student's understanding of the ideas that motivate and the forces that inform the project at hand ("grasp"), (2) the student's assiduousness in the development of ideas and use of information in the process of design ("process" or "effort"), and (3) the material and graphic quality of the studio's final products — be they models, drawings, or representations in other media — as well as the appropriateness of the proposed design in *its* real-world context ("product").

Grades - Grades are but one measure of a student's performance in studio. Advising and counseling are considered integral to the learning culture.

Collaboration - In addition to individual design projects, FIU's Architecture department values partner and group projects at every level of design research and development.

Interdisciplinary opportunities - To become effective designers of, and advocates for a quality built environment, FIU's Architecture department supports interdisciplinary work between the three design disciplines that constitute the School of Architecture. The department encourages community-based research and engagement through which students can acquire a broad range of skills and experiences.

Faculty development - Faculty who teach studio are selected for their ability to inspire students to learn, engage students in critical thinking, bring forward their particular expertise, and convey a sense of optimism about the field of architecture.

Critiques/Reviews - Public presentation and display of the work of the design studio is valued, and is essential in developing skills for effective verbal communication. The Architecture department supports considered and respectful dialogue—whether spirited debate or reflective discussion — during public presentations.

Diversity - The Architecture department supports active, and open dialog. The studio is a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry supports the life-long learning process that begins in school.

Maintenance of the Studio Culture Policy - To ensure the effectiveness and implementation of the Studio Culture Policy—as well as to create the opportunity to amend or change policies outlined therein, the Architecture department's *Studio and Learning Culture Policy* will undergo review every two years by representatives of the faculty and student body. The policy will also be reviewed periodically in an open forum that invites the participation of all students and faculty members.

Social Space – The Paul L. Cejas School of Architecture Building is an asset for student socialization and for events. Its courtyards, lawns, terraces, staircases and walkways are valued spaces that enhance the culture of learning.

Travel – The Architecture Department values travel both locally and abroad. Immersion in other cities and cultures provides our students with critical experiences. The firsthand interaction with completed buildings and those under construction enrich learning throughout the curriculum.

Respect – The Architecture Department respects diversity and the dignity of the individual.

I.1.3 Social Equity

Institutional Initiatives
The program's social equity policies exist within the context of the University's values statement. This statement includes the core value of: "Respect- for diversity and the dignity of the individual." FIU's and the department's Student body reflects the vibrant diversity of South Florida. To maintain the university and department's rich diversity, the Office of Equal Opportunity Programs and Diversity is actively involved in the department's hiring processes and student learning culture. Every faculty and staff search and hire is conducted under the supervision of FIU's Division of Human Resources. The university's Recruitment and Selection Policy States: "Florida International University shall recruit external and internal employees through competitive searches and internal marketing and promotional processes. Recruitment & Selection processes must be guided by the University's commitment to diversity. Internal recruitment will be utilized to support career mobility of qualified existing employees, consistent with the University's commitment to diversity. The recruitment and selection of new hires and internal promotions and transfers must be approved by the Division of Human Resources." Staff from the university's Office of Equal Opportunity Programs and Diversity makes annual presentations to all our students at the lower and upper division levels to address issues concerning learning culture, time and stress management, social equity and discrimination. In addition, the department follows university procedures for student and faculty grievance resolution. These are made available online in the FIU Student Handbook and in the University Graduate School Policies. The department is proud to maintain one of the highest percentages of minority students in a NAAB accredited program.

Program Initiatives
To maintain social equity beyond what the university provides, the department valorizes diversity in its mission and vision statement: "Serving a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students." In our Learning and Studio Culture Policy we state: "The learning culture must support and develop respect for the diverse backgrounds of the faculty and student's educational and professional experiences, and approaches to design."

To maintain this atmosphere of diversity and inclusion we feel the studio and lab model of learning nurture social equity in the program. The collective learning space of the studio fosters dialogue, reflection and experimentation. Learning cannot be created in isolation and the many voices of students and faculty are brought together in studio. It is in this space that the diverse backgrounds of the faculty and students co-exist in an open shared environment. While the studio fosters a supportive environment for large groups of people, the lab or study group-learning context supports smaller group interactions. Many of our classes (history, theory, structures) utilize the lecture – lab format. This format pairs collective exchange and learning with intimate work-study groups.

To encourage a learning culture centered on sharing, engagement, innovation and collaboration, we support the active interaction of diverse groups of participants in reviews and discussions. Over the last three years, studio pinups and final reviews have been conducted in more open and public venues. At the School of Architecture Building, coordinated cohorts typically meet in the BEA gallery rather that the review rooms. This allows faculty and students to see the work of their colleagues in an open and easily accessible way. This culture of openness is culminated with the end-of-the-year Master Projects final reviews, which are held at our Miami Beach Urban Studio (MBUS). This venue allows our students, academic and professional colleagues, faculty, friends and family the opportunity to witness the work of the school.

The department supports a wide array of diverse student organizations: the American Institute of Architecture Students (AIAS), Alpha Rho Chi, Tau Sigma Delta Honor Society and The National Organization of Minority Architect Student (NOMAS). All of these student organizations support academic excellence, collaboration, student leadership and mutual respect.

Process

In order to maintain a diverse population, the faculty and students are an integral to the process of faculty recruitment and selection and student admission. All new faculty hires involves a faculty search and screen committee and input from students. This committee is charged to abide by university diversity polices and is overseen by FIU's Division of Human Resources. Faculty also participates in the admission process – reviewing and rating student portfolios. Each portfolio receives multiple reviews to ensure a collective assessment. Faculty are also involved in the staff hiring process. In the spring of 2016, the department hired Julia Sarduy (M.Arch 2016) as its new fabrication shop manager. This staff hire owes its success to engaged faculty recruitment.

Long Range Planning

The maintenance of a diverse program is inextricably linked to the core value of the program. The program believes that while it is extremely diverse, it seeks to expand on its diverse base. As the program moves forward, diversity and inclusion remain a core value that must be nurtured.

I.1.4 Defining Perspectives

1. Collaboration and Leadership.

Required Curriculum
Collaboration is a key element of the department's Learning and Studio Culture Policy: **"**Collaboration **-** In addition to individual design projects, FIU's Architecture department values partner and group projects at every level of design research and development." Throughout the required design studio sequence and required course curriculum, collaboration is required in group projects, research and analysis. Some notable examples of these requirements include:

- The Design Five public space charrette requires each studio (approximately15 students) to work in teams to develop the open space adjacent to their design project site. The students then work together to select a winning scheme or combination of schemes that will be incorporated in to the context of their design project.
- The Design Six Savannah documentation exercise requires students to collaboratively document a ward or series of blocks in Savannah. In addition, students work together to develop a new infill block with their own projects.
- Comprehensive Design Studio requires students to collaboratively document and analyze their building site and build a physical site model. In addition, the students work in pairs to complete the precedence analysis project and site visit reports.
- In our Design 9 Sustainability studio, students work collaboratively to document and analyze their building site and build a physical site models.
- In Environmental Systems 2, Students work in pairs to complete their final case study project.
- In Structures 1, teams of two to three students design and test a bridge project. In the lab sessions, student groups of four to five collaborate weekly on completion of hands-on assignments as well as calculation problems.
- In Structures 2, in the lab sessions, student groups of four to five collaborate weekly on completion of hands-on assignments as well as calculation problems.
- In Structures 3, teams of three to four students design and test a reinforced concrete beam. In the lab sessions, student groups of four to five collaborate weekly on completion of hands-on assignments as well as calculation problems.
- In Presentation Skills for Architects, Students work in teams to hold charrette presentation and have question and answer sessions.
- In Profession Office Practice includes readings and a quiz that address leadership and communication skills.

Elective Curriculum
In addition, elective classes support important collaborative and leadership opportunities for our students. Some notable examples of elective classes that required strong student collaboration and leadership include:

- The department's faculty and students have held leadership roles in two trans-disciplinary DOE Solar Decathlon house projects in 2005 and 2011. The 2011 Solar House has been installed at FIU's main campus as the university's Office of Sustainability.
- 2014-2015 FIU Department of Architecture Folio was developed over three semesters with in an elective class. This class empowered students to develop themes for the book, edit and format the book and conduct interviews for the Miami Matters sections.

Student Projects
The curriculum fosters an atmosphere of collaboration that spills out of the classroom and into student led initiatives and projects. Some notable examples include:

- The independent student magazine and website "Awake." (see: http://awakesoa.com) began in 2015 and includes student articles and interviews.
- The Eco-Couture Recycled Fashion Show. (See: http://eco-couture.org) This event began as a student master project in Spring 2014. This student event continues to grow: There were 300 participants in 2014, 500 participants in 2015 and 1,000 participants in 2016.

- The 2016 Studio culture design competition resulted from Learning and Studio Culture meetings with faculty and students. Students developed the brief and competition call. A jury made of three faculty (one from each department in the School of Architecture) and 6 student group leaders selected the winners. The winning design will be built in the summer of 2016.
- The department has robust student groups. Five groups provide leadership opportunities for our students: the American Institute of Architecture Students (AIAS), Alpha Rho Chi, Tau Sigma Delta Honor Society and The National Organization of Minority Architect Student (NOMAS).

2. Design

Design as critical thinking is at the center of the department's mission and vision. We believe architecture is a reflective and conceptually based discipline. We encourage students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and life-long learning.

Design is a key element of the department's Learning and Studio Culture Policy**:** "FIU's Architecture department encourages an academic environment conducive to design learning through thoughtful connections between studio and non-studio courses. Design education at FIU encourages critical discourse based on collaboration, creativity, and learning through making. A healthy learning culture engenders an environment where students and faculty come together to ask questions and make proposals, innovate through today's knowledge to address tomorrow's challenges. The learning culture must support and develop respect for the diverse backgrounds of the faculty and student educational and professional experiences, and approaches to design."

The Architecture department affirms the value of design intention, design process, and design product, thus encouraging and evaluating (1) the student's understanding of the ideas that motivate and the forces that inform the project at hand ("grasp"), (2) the student's assiduousness in the development of ideas and use of information in the process of design ("process" or "effort"), and (3) the material and graphic quality of the studio's final products — be they models, drawings, or representations in other media — as well as the appositeness of the proposed design in *its* real-world context ("product").

The curriculum of the 5-6 year master of Architecture program is structured around 4 pre-graduate and 8 graduate design studios. These studios provide the student with a broad learning experience in which they develop a critical design process. These studios support the program's complementary spheres of the core and elective. In the core coordinated studios, students gain the requisite skills and training to establish a critical knowledge base for self-directed study. In the option studios students are able to pursue a range of research and pedagogic tracks: from the development of a building detail to the planning of the infrastructure of a city or the envisioning of possible futures.

The pre-graduate design studios (Design 1-4) are coordinated foundation design studios for the School of Architecture and are taught to architects, interior architects and landscape architects. These studios prepare our students with design skills for entry into our graduate design sequence. The graduate design studios are organized into three curricular moments: Design 5 & 6, Comprehensive Studio & Sustainability Studio 9 and Designs 7,8, 10 & Master Project studios. Design 5 & 6 studios are coordinated to focus on critical thinking and representation. Comprehensive Studio and Sustainability Studio 9 are coordinated to focus on building practices, technical skills and knowledge. Designs 7,8, 10 & Master Project studios are option design studios that require students to focus on a broad range of research and design topics: urbanism, professional practice engagement, building technology, sustainability, digital technology and study abroad.

To support the development of a strong critical design thinking, the Architecture Department recognizes the inherent value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studios and labs offer an environment where students can come together to ask questions and create proposals. These proposals are

developed and discussed among classmates, faculty, visiting professionals, and the public-at-large. Studio and lab-based learning offer intensive one-on-one instruction from faculty members, and provide the opportunity for each student to develop his/her critical thinking skills and spatial and material sensibilities. The design studio and labs offer a synthetic form of education, where project-based learning becomes the foundation for developing an understanding of and commitment to the department's core values — broadmindedness, interconnectivity, professionalism, exploration and activism — all in service of architecture's fundamental mission: to improve the quality of the built and natural environments.

Professional Context
The requirements of the profession enrich the design curriculum. Integrated Comprehensive Design, Integrated Building Systems and Sustainability Studio are all completed prior to the master project sequence. These classes provide our students with the requisite knowledge of complexities found in practice and grounds their research and creative investigations.

3. Professional Opportunity

The program has access to a large and diverse group of professionals who practice in South Florida. As the only public accredited program in Miami, we try to maintain a close relationship with the architecture community of the city, the state and the region. An impressive number of professionals regularly come to the program to attend and respond to student presentations, serve as guest lecturers, conduct workshops, and participate in program events and interview graduating students at our career fairs. The college maintains a board of advisors that includes architectural professionals and construction industry representatives.

An acute awareness that a professional degree from an accredited program is a prerequisite for professional licensure is what first led place-bound students in Miami to mount an extraordinary campaign that led to creation of FIU's accredited Architecture program and the construction of the Paul L. Cejas School of Architecture Building. Student awareness of the process for licensure constituted a powerful and successful argument for the University, the former Florida Board of Regents and members of the Florida Legislature. Given this unique institutional history, there is no doubt that administrators, faculty and students at FIU are well aware of the importance of the regulatory environment, licensure and accreditation.

Professional Practice Course
Students are prepared for transition to internship and licensure in a number of ways: First, the Professional Practice course (ARC 6280) places considerable emphasis on topics related to professional leadership, roles of the various participants in the design and building process, project & practice management, as well as legal and business responsibilities. The course covers various practice models and contemporary modes of project delivery. Additionally, the course provides opportunities for students to interact with practitioners. Practitioners from all scales of practice (one-person shops to global firms) attend the class and make presentations about their firms.

Job Fair
As a requirement of the Professional Office Practice class, all students participate in the annual School of Architecture Job Fair. Students prepare a portfolio and attend two to three interviews. In 2016, 14 firms and 2015,10 firms participated in the fair. Job Fair participating firms complete a survey to assess the event, student portfolios and student preparedness for the profession.

Leaders of Design
In 2015, the School of Architecture began the Leaders of Design Exhibition and Panel. This event brings alumni back to school to discuss how their education prepared them for life after school, what professional challenges and opportunities they experienced and they fielded student questions. The exhibitions included the participant's recent work and described the professional roles they assumed. This

event is held during Panther Alumni Week (PAW) and includes alumni from the departments of Interior Architecture and Landscape Architecture + Environmental Urban Design. This event provides our students a view into traditional and non-tradition career paths.

AXP Presentation Session
The department is on National Council of Architectural Registration Board's (NCARB) national office school visit cycle. Additionally, the program has an AXP information portal on our website. Web information includes the NCARB's PowerPoint presentation "Inside NCARB: AXP, ARE Licensure & Certification" as well as other resources and links to NCARB, ARCH Careers, NAAB, and the Emerging Professional Companion. Information on internship and licensure is also included in the Student Handbook.

Internship Coordinator
Professor Jason Chandler served as the IDP Coordinator until Fall 2013. Marilys Nepomechie is the current Licensing Advisor and she holds annual upper and lower division AXP meetings for our students and makes a presentation to the Professional Office Practice class. Student participation at one meeting per year is required. Professor Chandler attended the NCARB annual conferences in 2010, 2011, 2012 and 2013. Professor Nepomechie attended the NCARB annual conferences in 2014, 2015. Jaime Canaves, FAIA attended the NCARB annual conference in 2016.

Active Involvement of Practitioners
The constant involvement of practitioners – both in their role as adjunct faculty, critics and of practitioners as guest lecturers is considered by the program to be a great strength. Their knowledge of the changing landscape of professional practice and of the regulatory environment allows the program to leverage that knowledge in the educational process.

FIU by Design
FIU by Design utilizes the expertise of the College of Architecture + The Arts' faculty and professional staff to provide full service design, planning, consulting, and training services to the private sector, non-profit organizations, and governmental agencies. These projects are administrated at the College level and are run by faculty with student participation. These projects provide our student with real world experience presenting in front of and working for clients, compensation for their work and valuable community engagement. The following projects been completed through FIU by Design:
In 2014: The Hebrew Academy Addition charrette, the Little River planning charrette
In 2015: Miami Beach Alton Road Fly Over envisioning charrette, Beth of Israel Congregation addition charrette, a conference table for Whole Foods, the Sports City International Sport Complex sponsored studio, the MANA Wynwood sponsored studio, the Miami Beach Convention Center Model, the Betsy Hotel-South Beach model.
In 2016, the Parkland Library Renovation charrette, the Curious Vault Collaboration, the Miami Children Museum Sea Level Rise model

Strong Program/ Professional Partnerships
The program is fully engaged through the faculty's leadership role in the profession. The chair of the department participates in the monthly board meeting of the Miami AIA. Additionally, Professor Jaime Canaves, FAIA has a significant leadership role at the state level and attends AIA Miami and Florida events. He serves as the faculty advisor to the AIAS. Professor Marilys Nepomechie, FAIA is an active leader at the national level as she serves as the 2015 ACSA President. Recent faculty service to the profession includes:

- Editorial Advisory Board, Architectural Record – Professor Marilys Nepomechie
- National Educational Task force – Professor Jaime Canaves
- AIA Small Practice Task Force, AIA Board of Directors Professor Marilys Nepomechie
- AIA 2030 Initiative Steering Committee Professor Marilys Nepomechie
- Past Vice President, AIA Florida Professor Jaime Canaves
- Co-Chair AIA 2010 National Convention Committee Professor Jaime Canaves

- Jason Chandler, Camilo Rosales and John Stuart are members of the AIA.
- Nick Gelpi, Henry Rueda, Claudia Busch are Associate AIA members
- Professor Marilys Nepomechie is a Fellow of the AIA
- Professor Jaime Canaves is a Fellow of the AIA
- Nick Gelpi, Jason Chandler, Camilo Rosales, Nik Nedev, Marilys Nepomechie, John Stuart, and Claudia Busch have won design awards
  Jason Chandler, Jamie Canaves, Camilo Rosales and Marilys Nepomechie, have won service and or educational awards
- Students have won multiple awards
- Jamie Canaves is the AIAS faculty advisor
- Jason Chandler served is the NCARB IDP advisor for the school
- Marilys Nepomechie is the NCARB AXP advisor for the school
- Jason Chandler serves as the FIU representative of the board of AIA Miami Chapter
- Elizabeth Camargo is the president elect of AIA Miami Chapter
- Marilys Nepomechie is a member of the Women in Architecture AIA steering committee
- The Florida Architecture Foundation is a partner with Walk-On-Water
- The department has held a series of exhibitions at the Miami Center for Architecture and Design (MCAD): Radical Hive, Drawing Architecture, Super Jury-Schools of Architecture in Miami, Recent Architecture in Ethiopia.

In addition to service to the profession, faculty is also engaged in significant service with the ACSA. Recent faculty service to the ACSA includes:

- Professor Marilys Nepomechie, ACSA 2015 President
- Professor John Stuart and Associate Professor Elysse Newman have served as JAE editorial board members
- Associate Professor Alfedo Andia, co-chair of 2016 ACSA International Conference
- Professor John Stuart co-chair of 2014 ACSA National Conference

In Fall 2016, the department will select its AXP student representative.

AIAS South Quad 2017
The program is very pleased it was selected to host the 2017 AIAS South Quad conference.

4. Stewardship of the Environment.

Stewardship of the environment is embedded within the Department's Mission and Vision. When the Vision statement was revisited in the spring of 2016, "natural environments" and "science" was added to the list of items the department felt were critical to producing young architects: "We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry that addresses the built and natural environments from the scale of the city to the scale of the detail. The department is committed to producing conceptual thinkers and skilled makers who are versed in the techniques and knowledge of the discipline and who are cognizant of, critical theory, history, science and progressive social values." This modest adjustment reflects an important shift in the department's vision, one that sees the stewardship of the environment as integral to the education of architects. In addition, one of the seven core values and beliefs of the mission statement is an appreciation for the constructed and the natural environments: "Fostering sensitivity and appreciation for the constructed and natural environments of South Florida and engaging our communities' challenges. The Architecture department values the unique opportunities and challenges for creative exploration and problem-solving afforded by South Florida's rich sub-tropical ecologies, urban contexts, multicultural and multilingual populace."

To instill these values in our students and prepare them for the environmental challenges they will face, the curriculum incorporates a series of classes dedicated to architecture's relationship and impact on the environment:

ARC 5612, Environmental Systems in Architecture 1 familiarizes students with saving recourses using active and passive building systems. They are also introduced to sustainability, global resource consumption savings and benchmarking for environmental systems.
ARC 5621, Environmental Systems in Architecture 2 continues the themes and subjects of ARC 5612 and introduces 3D parametric simulation tools to analyze sites and buildings to design carbon-neutral projects.
ARC 5335 and 5076, Graduate Design 6 and Formative Studio 2 require students to design infill housing projects that do not incorporate parking and support walkable sustainable urbanism. Students in this studio visit Savannah Georgia to experience this urbanism and document its housing and block typologies.
ARC 5362, Graduate Design 9 Studio is a sustainability studio that requires students to focus their efforts on the design of carbon-neutral design which engage the landscape and the city,

Outside of the classroom, students and faculty are engaged in highly visible projects and events that advocate for environmental responsibly for our university and community:

Solar Decathlon
The department's faculty and students have designed and built two DOE Solar Decathlon house projects: one in 2005 and one in 2011. The 2011 Solar House has been installed at FIU's main campus as the University's Office of Sustainability. This building is prominently located at the entrance to the university across from the Paul L. Cejas School of Architecture Building.

All Buildings Great & Small: Infill Housing Exhibit and Publication
All Buildings Great & Small: New Building Designs for a Better City was a 2014 exhibit of projects by FIU Architecture students in Graduate Design 6 and Formative Studio 2. 102 students and 8 faculty participated in this exhibition. The exhibition occurred August 29 to October 26, 2014 at the Coral Gables Museum. Approximately 1,500 visitors saw the exhibit. In addition a 300-page publication entitled Infill Housing 2 was published on lulu.com

Miami 2100 Exhibit on Sea Level Rise Exhibition
Miami 2100: Envisioning a Resilient Second Century — an exhibition co-curated by Marilys Nepomechie, FAIA was held at the Coral Gables Museum November 2014- March 2015. The exhibit took a comprehensive look at the topic of climate change and sea level rise, with a focus on our region and the history of research on the topic. FIU Architecture Instructor Eric Peterson, working with a team of architecture and landscape architecture students, configured the exhibition galleries and constructed a large- scale model of Miami, depicting the predicted effects of sea level rise on the city if no corrective action is taken. The exhibit incorporated student projects completed over a 3-year period through graduate research studios and seminars in the Departments of Architecture and Landscape Architecture + Environmental and Urban Design at Florida International University.

Eco-Couture Fashion Show
The Eco-Couture Recycled Fashion Show. (See: http://eco-couture.org) This event began as a student master project in Spring 2014. This student event continues to grow: there were 300 participants in 2014 and 500 participants in 2015. The third annual Eco-Couture Recycled Fashion Show had over 1,100 participants pack the Paul L. Cejas School of Architecture Courtyard for a night that celebrated design and ecological responsibility. Eco-Couture was created with the purpose of promoting sustainability through fashion. Through collaborative effort from FIU students, the FIU Office of Sustainability, and Florida International University's School of Architecture, Eco-Couture featured the recycled fashion show competition, giveaways of recycled projects, and recycled art installations. Through this event, Eco-Couture strived to educate and inspire the community about good recycling habits and a sustainable lifestyle.

5. Community and Social Responsibility.

The cultural diversity of both the faculty and the student body reflect the intricate social structures of Miami and the region. Several components of the curricula, including studios and seminars on regional history, colonialism and Latin American architectural culture directly address the role of the architect in meeting the needs of a diverse, multilingual, and multicultural society. Studios in the third year focus on the social issues of public, civic architecture and the social issues of housing. These two studios focus upon the formal as well as the social and political issues that are linked to the design of public civic buildings and housing respectively. The location of the program in-between the vibrant urban metropolis of Miami and the unique eco-system of the Everglades affords an unmatched situation for teaching about the social and ecological awareness that will be a characteristic of a responsible professional. Many studios explore the nuanced and particular challenges of local sites and issues that include a requirement to consider social and environmental conditions in design.

The program believes that the study of architecture must reach beyond the studio to engage the human and natural conditions that affect our community. Florida International University has developed many programs, centers, and initiatives that focus on the social and cultural contexts of South Florida, an area with diverse language, political and cultural opportunities and challenges. The accredited Architecture program contributes to that effort by placing particular emphasis on helping students understand their professional role in the growth and prosperity of the region.

Additionally, the program is engaged in the Caribbean Basin, Latin American and the global arena. Examples of our engagement activities include:

- Nepomechie and Peterson co-curated the Sea level rise Miami 2100 exhibition at Coral Gables Museum, which featured sea level rise mitigation examples from around the world
- Nepomechie and Goldemberg co-curated Radical Hive exhibition at MCAD
- ECPA Grant, Professors Rolases and Spiegelhalter– A grant that made recommendations for low energy consumption in 50 hospitals in Brazil, 50 schools in Chile, 100 pubic buildings in Trinidad and Tobago

The program and its faculty and students are actively engaged citizens. The following are examples of some of our recent activities:

- In an effort to promote active and engaged community citizenship for the program and its students, we have developed a strong relationship with DASH through teaching advanced placement university level architectural coursework.
- Professor Jason Chandler served on the South Miami Green Task Force
- Senior Instructor Benjamin is the director of Creative Mornings, Miami
- Professor Canaves serves as on expansion and development committee for Casa Valentina a City of Miami foster home facility
- Senior Instructor Eric Peterson and FIU M.Arch students teach for the National Young Arts Foundation
- Professor Gray Read serves on the South Miami Green Task Force
- Rosales led students to design low-cost housing in South Miami
- Chandler curated the All building Great and Small exhibition at Coral Gables Museum
- Many faculty have received national recognition for their research related to environmental issues and sustainability
- Visiting faculty Henry Reuda serves on the Maimi Underline design committee
- Gray Read collaborated with faculty in the Department of Communication Arts to host community conversations on Climate Change in South Miami.

FIU by Design
FIU by Design utilizes the expertise of the College of Architecture + The Arts' faculty and professional staff to provide full service design, planning, consulting, and training services to the private sector, non-profit organizations, and governmental agencies. These projects are administrated at the College level and are run by faculty with student participation. These projects provide our student with real world

experience presenting in front of and working for clients, compensation for their work and valuable community engagement. The following projects been completed through FIU by Design:

- The Hebrew Academy Addition charrette, 2014
- The Little River planning charrette, 2014
- Miami Beach Alton Road Fly Over envisioning charette, 2015
- Beth of Israel Congregation addition charrette, 2015
- A conference table for Whole Foods, 2015
- The Sports City International Sport Complex sponsored studio, 2015
- The MANA Wynwood sponsored studio, 2015
- The Miami Beach Convention Center Model, 2015
- The Betsy Hotel-South Beach model, 2015
- The Parkland Library Renovation charrette, 2015
- The Curious Vault Collaboration, 2016

The department, its faculty and students regularly explore ties with other disciplines within the college and the university community. Some notable examples include:

- Two trans-disciplinary DOE Solar Decathlon house projects, 2005 & 2011
- China Solar Decathlon 2015
- Cross-disciplinary faculty research grants in sustainability
- Cross-disciplinary faculty research grants in structural design
- Trans-disciplinary team teaching in numerous courses (college and University)
- Professor Vassigh regularly collaborates with faculty from Engineering and Computer Science
- Professor Thomas Spiegelhalter regularly collaborates with faculty from Construction Management and Engineering
- Professors John Stuart and Gray Read regularly collaborate with faculty from Art, Art History & Theatre. They are currently developing a performance on Sea Level Rise entitled " Sea Change." Faculty teach courses at the Honors College
- Professor Rifkind affiliate faculty in African and Afrian Diasphoria studies
- Professor Vassigh research fellow at FIU STEM Institute
- Many faculty are associated Sea Level Solution Center
- Professor Vassigh is co-director ICAVE
- Canaves and Nepomechie Cuban Research Institute
- College faculty participate in University governance and have been asked to serve on University strategic planning committees
- The department has contributed to the University's Quality Enhancement Program and to its most recent engagement Initiatives through its outreach studios and other forms of community engagement.
- With the Genoa program, the department has taken a leadership role in FIU's Global Initiative.

I.1.5 Long Range Planning

Program's Strategic Plan

The department aspires to be a premier center for the study of architectural solutions to the most pressing social and ecological challenges and opportunities of our time, particularly in the context of new technologies, Miami, the tropics and the major metropolitan centers of the Global South.

To support the program's mission and vision, the strategic plan has evolved over the last seven years. The plan was developed and is reviewed by the faculty through a series of departmental strategic planning sessions, faculty retreats and ongoing discussion.

Departmental Retreats
The Department held two faculty retreats in the past three years focusing on:
Curricular review and program response to changes in the NAAB's Conditions and perspectives
Curricular review of studio and non-studio course sequences
Curricular review of master project structure
Departmental strategic plan in relation to College strategic planning
Departmental strategic plan in relation to ongoing University strategic planning

Departmental Strategic Plan
The Strategic Plan has ten core areas that support the seven core values and beliefs of our mission and vision: 1. Diversity, 2. Design as Critical Thinking, 3. Education of the Professional, 4. Commitment to Innovation, 5. Appreciation for the Constructed and the Natural Environments, 6. Culture of Connectivity, 7. Ethos of Trans-Disciplinarity.

Ten Strategic Plan Core Areas:

1. Curriculum Development: Developing meaningful degree programs and courses.

2. Program Enhancement: Developing high quality programs, activities and events that enrich academic life and the reputation of the program, school and University.

3. Academic Standards: Recognizing and promoting quality in admissions, enrollment management and evaluation processes throughout the program.

4. Student Development: Offering opportunities for personal and professional growth.

5. Research/Creative Activity: Extending faculty expertise and promoting a broad definition of research

6. Faculty Development: Offering opportunities for personal and professional growth.

7. Digital Design, Fabrication and Visualization Technology: Integrating digital technologies into the educational mission of the program.

8. Outreach and Service: Connecting the value of design education at FIU to the city and the architectural profession.

9. Development: Creating a sound endowment, student scholarships and external funding opportunities with active alumni, professional and collateral organization participation.

10. Communication: Building relationships with state, regional and local professional groups to promote the program and foster internship and mentorship programs.

Each core area has long-term and short-term goals that together create a roadmap for the

implementation of the strategic plan. We define short term are those that will be achieved in 1 to 3 years and long term and those that will take up to 10 year to achieve.

1. Curriculum Development: Developing meaningful degree programs and courses.
Short-term goals
Clarify and revise the respective curricula for all architecture degrees in response to NAAB changes, and changing professional landscape.
Assess and strengthen consistency and curricular transferability in design, technology, history/theory, taking into account faculty expertise and program needs.
Integrate the Genoa program as an essential component of all curricula. Develop a more central and integrative digital technologies curriculum (BIM, Parametric tools).
Develop Architecture Registration Exam (ARE) workshops.
Long-term goals
Develop an interdisciplinary College-wide Ph.D. program
Develop innovations in studio-based teaching. Strengthen intellectual rigor across program.

2. Program Enhancement: Developing high-quality programs, activities and events that enrich academic life in the program.
Short-term goals
Continue to offer diverse lectures, field trips, programs and exhibitions.
Continue to offer diverse study abroad program.
Develop programs with Bauhaus, Dessau
Develop faculty and student funded exchanges with Genoa University (UniGe)
Fulltime faculty teaching in Genoa
Continue to integrate the SET, Digital and Fabrications labs into the curriculum.
Continue to integrate MBUS and its Innovation Lab into the curriculum.
Long-term goals
Maximize the impact of all programs.
Seek partnerships and programs with international universities.

3. Academic Standards: Promoting quality in admissions and enrollment management throughout the Architecture Program.
Short-term goals
Continue to publish Folio and eFolio as recruitment material
Continue to utilize website for admission process https://app.getacceptd.com/fiuarchitecture
Institute an internal database system to allow timely communications with applicant pool.
Institute procedures to ensure that curricula are followed.
Integrate Associate Dean of Students in the development of analytics to track applicants and advising
Continue to focus on freshmen retention and graduation rates
Monitor Student faculty studio ratio
Long-term goals
Establish and sustain an ideal admissions yield for the program.
Increase applicant pool
Maintain student cohort size

4. Student Development: Offering opportunities for personal and educational growth.
Short-term goals
Develop IPAL internship program
Continue to use automated system of notification for registration advising.
Strengthen the portfolio design / graphic design course components.
Develop Architecture Registration Exam (ARE) workshops.
Continue to develop career fair, coordinate with Miami Dade College program
Long-term goals
Enhance job placement programs

Expand IPAL internship program for majority of students

5. Research/creative activity: Extending faculty expertise and promoting a broad definition of research.
Short-term goals
Increase faculty research / creative activity and participation at national / international conferences.
Recognize and reward a variety of faculty accomplishments at College and University levels.
Publish faculty research / creative activity in Folio and eFolio
Participate in new college wide research grants, teaching grants and faculty awards
Integrate MBUS Innovation Lab and the university I-Cave facility in faculty research and creative activities.
Long-term goals
Seek new venues for faculty research studios and exhibitions.
Seek faculty international exchanges

6. Faculty Development: Offering opportunities for personal and professional growth.
Short-term goals
Continue to maintain high standards in faculty recruiting and promotion.
Increase faculty funding for development travel and research.
Integrate New Associate Dean of Faculty Development, New Associate Dean of Strategic Initiates, and Associate Dean of Community Engagement in faculty mentoring and faculty research and creative activity
Continue to provide faculty research studios at Miami Beach Urban Studios.
Seek new venues for faculty research studios and exhibitions.
Continue strong faculty mentoring of tenure and non-tenure track faculty
Long-term goals
Seek new venues for faculty research studios and exhibitions.
Seek faculty international exchanges

7. Digital Design, Fabrication and Visualization Technology: Integrating digital technologies fully into the educational mission and curricular structure of the program.
Short-term goals
Continue to provide outstanding service and support to students.
Continue to provide CNC mill, makerbot, vacuum form, and laser cutting equipment to students
Develop additional digital technologies courses (tooling theories, advanced digital theories)
Integrate BIM in curriculum
Integrate MBUS Innovation Lab and the university I-Cave facility in curriculum
Long-term goals
Digital Fabrication robotics
Increase Digital and Fabrication Lab sizes

8. Outreach and service: Connecting the value of design education to the region, the city and the profession.
Short-term goals
Continue FIU by Design funded studios and charrettes
Communicate the accomplishments of the program in outreach, service
Continue classes and recruitment with DASH
Continue faculty and student teach in the National Young Arts Program
Fully integrate the missions of the MBUS into the program.
Liaison with the Italian consulate and Italian chamber of commerce to bring the Italian and the Miami design communities together.
Work with local and regional Not for Profits on community projects & moderate income housing initiatives.
Promote faculty and student accomplishments through professional organizations, museums and collaterals.
Continue initiatives in pre-Arch/career discovery with Diamond Minds and DDat SOBE

Long-term goals
Expand FIU by Design funded studios and charrettes
Seek new venues for faculty research studios and exhibitions.
Develop an affordable housing design build program

9. Development: Creating a sound endowment, student scholarships and external funding opportunities with active alumni, professional and collateral organization participation.
Short-term goals
Continue to publish alumni accomplishments in eFolio
Continue alumni Leaders of Design Annual Panel and exhibition
Continue to develop Walk on Water sponsorship and scholarship
Continue to develop Eco Couture sponsorship and scholarship
Continue to work with college's alumni officer and development officer to build endowment and student scholarships
Build existing endowments: BEA International Scholarship, Ramon A. Arbesu Scholarship and Nicolas Quintana Scholarship Fund
Continue to seek FIU by Design funded studios and charrettes
Long-term goals
Long-term naming sponsor for Eco Couture
Long term naming sponsor for Walk on Water
Grow the endowment to 5 million dollars by 2020
Develop a FIU start up

10. Communication: Communication within and beyond the SOA community. Building relationships with state, regional and local professional/ governmental parties to promote the program and to foster internships, development, and partnerships.
Short-term goals
Update and maintain new website
Involve more local professionals in the program
Expand the career fair
Invite "targeted" national/international leaders to reviews/ lectures
Expand MBUS lecture and exhibition series
Continue to publish eFolio the semester online publication
Continue to publish Folio the department's annual publication
Continue Master Project final juries at MBUS
Long-term goals
Develop targeted long-term partnerships with local and regional corporate and professional parties.
Develop targeted long-term partnerships with local and regional governmental agencies.

I.1.6.A Program Self-Assessment

Description of Program Self-Assessment Process
Self-assessment occurs continually and in various forms. The department annually assesses the program, the faculty, and courses and involves all stakeholders including students, faculty, administration, staff, alumni and professionals. Institutionally mandated planning and assessment procedures serve as an important component of self-assessment. These include annual program outcome assessment, annual student learning outcome assessment, annual faculty and administrator performance reviews, as well as course and faculty assessment. Additionally, the chair and the faculty continually assess program progress relative to the strategic plan.

Ongoing Dialogue
Continual assessment also occurs through an ongoing dialogue with student leadership and current students as well as through surveys of alumni and design professionals. Together, these formal and informal assessments provide opportunities for various stakeholders to address successes and deficiencies in the program.

Institutional Program Outcome Assessments
Institutionally mandated planning and assessment procedures are all part of the self-assessment process. Program Outcome assessments (POs), Student Learning Outcome assessments (SLOs) are key components of the self-assessment process.

Program Outcome assessments (POs)
Program Each year, the university collects measurable program data for: 6-year graduation rates and freshman (two-year) retention rates. The office of Analysis and Information Management collects this information.

Student Learning Outcome assessments (SLOs)
Each year the program has external reviewers (licensed professionals and visiting critics) use a Student Learning Outcome Evaluation Form to evaluate student work by means of a five-point matrix. Reviewers are asked to determine if the work exceeds expectations, meets expectations or needs improvement relative to the five learning outcomes. The assignment used for this assessment process is the final project of a design studio, whereby students present their summative acquisition of knowledge in multifaceted project. The following student learning outcomes are evaluated:
Knowledge Acquisition
Communication Skills
Critical Thinking
Technical Application
Creative Expression

Solicitation of Faculty views on teaching, learning and achievement opportunities provided by curriculum:

Faculty Meetings
Scheduled meetings of the departmental faculty, called by the chair, are held on a monthly basis throughout the year to discuss issues of student performance, departmental operation, organization and performance, governance issues as well as curricular and budgetary matters.

Faculty Retreats
Faculty retreats are held when needed and are used as a mechanism for self-assessment**.**
We have held departmental full-day retreats in 2012, 2014, and 2016.

Academic Coordinators
Academic coordinators typically organize and review more limited topics within their respective

curricular divisions, and typically become the Architecture program's liaison with the adjunct faculty teaching in their respective divisions. Coordinators present their studio work at "post-mortem" self-assessment at the conclusion of each academic year.

End-of-the-Year Review
The department holds a "post-mortem" self-assessment at the conclusion of each academic year. The purpose is to collectively assess the work of all design studios in relation to our curricular expectations, and in relation to the NAAB-determined student performance criteria (SPC). A secondary objective is a discussion and assessment of the program's progress-as evidenced in student work-in relation to the broader national perspective. In addition, the department typically invites senior administrators to the Master Project reviews to provide external feedback. Recent administrators have included Nathaniel Belcher, Penn State and Roger Schluntz, University of New Mexico.

The Departmental Curriculum Committee
Several standing committees serve to evaluate and enhance the quality of the program. The Curriculum Committee evaluates all proposals for curricular change and is the liaison with college and university committees.

Solicitation of Students' views on teaching, learning and achievement opportunities provided by curriculum:

Individual Course Evaluations
Student evaluations of faculty and courses are an important assessment tool and are conducted each semester for every course. These evaluations contribute to the comprehensive assessment of program quality and serve as part of the chair's annual summative evaluation of faculty. These are open to the public online with the university at: http://opir.fiu.edu/instructor_eval.asp

Maintenance of the Studio Culture Policy
To ensure the effectiveness and implementation of the Studio Culture Policy—as well as to create the opportunity to amend or change policies outlined therein, the Architecture department's *Studio and Learning Culture Policy* will undergo review every two years by representatives of the faculty and student body. The policy will also be reviewed periodically in an open forum that invites the participation of all students and faculty members. In Fall 2015 and Spring 2016, faculty and students held a series of "studio and learning culture meetings" to discuss concerns related to the life of the school and to review the studio and learning culture policies and affirm its content. These conversations yielded two new value statements: "Travel" and "Social Space" which were added at the end of the spring 2016 term.

Regularly scheduled meetings between school administration, student groups and elected student leaders further our ability to measure the performance of the program and help to identify strategies for improvement.

Solicitation of graduates' views on teaching, learning and achievement opportunities provided by curriculum:

Alumni Survey
Every two years, the department sends its graduates a survey.
https://fiu.qualtrics.com/SE/?SID=SV_0pmN2AESypMQC0t
This survey asks the graduates to assess the following statements:
I am satisfied with the career choices I have made.
I am satisfied with the education I received at FIU's Architecture Department.
I was prepared to enter the profession when I graduated.
FIU's Architecture faculty members are excellent instructors.
FIU's Architecture faculty are well informed and knowledgeable about the field
I trust faculty member's opinions are based on sound judgment.

The Architecture Department administration is competent.
FIU's Architecture Department offers an innovative design education.
The course offerings at FIU's Architecture Department were well coordinated.
I was exposed to many facets of the profession while in school.
I would recommend FIU's Architecture Department to someone interested in studying architecture.

Additional assessments:

FIU*BeyondPossible*2020
FIU*BeyondPossible*2020 strategic plan incorporates the following State University System of Florida (SUS) Board of Governors (BOG) 20 performance standards:

1. FTIC 2-year retention with GPA above 2.0
2. FTIC 6-year graduation rate
3. AA transfer 4-year graduation rate
4. Percent bachelor's degrees without excess hours
5. Percent of bachelor's graduates employed full-time or in continuing education
6. Bachelor's degrees in strategic areas
7. Graduate degrees in strategic areas
8. Average cost per bachelor's degree
9. Median wage of bachelor's graduates
10. Bachelor's degrees awarded to minorities
11. Number of First Gen graduates
12. Number of students participating in internships
13. Research doctoral degrees per year
14. Research staff/post-doctoral Fellows
15. Number of patents per year
16. Number of startups-AUTM: SBDC definitions
17. Private gifts - overall endowment, Private gifts - annual gifts
18. Auxiliary revenue per year, Auxiliary operating income
19. Research expenditures, S&E expenditures
20. Total number of FIU students enrolled, Mode of delivery (face-to-face:hybrid:online)

The architecture program is a graduate program and is assessed annually by university for the following:
1. FTIC 2-year retention with GPA above 2.0 (In 2016, the department had retention rate of 82.76%, well above the university's rate of 79%)
2. FTIC 6-year graduation rate (In 2016, the department had a 6-year graduation rate of 73.5%, well above the university's rate of 53%)
3. The awards & honors or other forms of recognition at the regional, national or international level of students, graduates and faculty of the program.

Program Reviews
The State University System Board of Governors requires a program review every seven years. The last review was 2010-2011 the next one will occur 2017-2018.

College Administration Retreats
College administration retreats are full-day retreats. They have been held once year since 2012. These retreats are led by the dean of the college and include all the associate deans, the dean's staff and the department chairs.

Program SWOT Analysis 2014
At the dean's request the department chair prepared a preliminary analysis of strengths, weaknesses, opportunities and threats (SWOT) in preparation of the CARTA 2020 strategic plan.

Licensed Professional External and Academic Assessment
Assessment by professionals and academics in the community on design juries and alumni participation in final presentations provide another opportunity to measure the continual improvement of the program. Visitors to the school routinely complete a comparative written appraisal of student performance using a standardized assessment instrument (See Student Learning Outcomes).

Job Fair Survey
Firms complete a survey after the job fair and review portfolios. They are asked to assess the fair itself, student preparedness and portfolios.

FIU By Design Post Project Evaluations
The director of FIU by Design, Mark Marine, performs FIU by Design Post Project Evaluations. He communicates with participant to assess satisfaction with the project's timelines, deliverables, student professionalism and overall experience.

The school's administrative leaderships, comprising the three (3) departmental chairs, the coordinator of lower division meet monthly. This group meets with advising staff to assess and respond to advising, progression and admissions issues.

Faculty & Staff Assessment
The department deploys numerous processes and instruments for evaluating faculty and staff including:
Mandatory self-evaluation annual reports by faculty
Mandatory Annual Staff Performance review by the department chair
Mandatory Annual evaluation of all faculty by the department chair
Third-year evaluation of tenure-track faculty by department chair, senior faculty, college committee and provost Periodic review of adjunct faculty
Tenure and Promotion Process

Assessments and Long Range Planning
The multiple assessments the program utilizes provide a nuanced view of the department's strengths and weakness. The department chair presents the results of these assessments to the faculty at department meetings and retreats. This data is discussed and reviewed and is incorporated in strategic planning exercises.

I.1.6.A Curricular Assessment and Development

Curricular Self-Assessment

Curricular self-assessment occurs continually and in various forms. The department annually assesses the curriculum and involves all stakeholders including students, faculty, administration, staff, alumni and professionals. Institutionally mandated planning and assessment procedures serve as an important component of self-assessment. These include annual program outcome assessment, annual student learning outcome assessment, annual faculty and administrator performance reviews, as well as course and faculty assessment. Additionally, the chair and the faculty continually assess program progress relative to the strategic plan.

Assessment Chart

	Internal Assessors					External Assessors					
Item of Assessment	**Department Chair**	**Faculty**	**University**	**Students**	**Subject Coordinators**	**Academics**	**Profession**	**Graduates**	**Community**	**Job Fair Firms**	**NAAB**
Faculty Performance	Annual Faculty evaluations	Tenure and Promotion Committees	Tenure and Promotion, Faculty awards	Student Course evaluation				Bi-annual alumni survey			Accreditation review
Staff Performance	Annual Staff evaluations										Accreditation review
Freshman Retention Rates			Annual Data reports		Lower Division coordinator						
6 Year Graduation Rates			Annual Data reports								
Faculty Teaching	Annual Faculty evaluations	Tenure and Promotion Committees		Student Course evaluations				Bi-annual alumni survey			Accreditation review
Student Learning Outcomes	Faculty meetings, Surveys, End of the year review	Faculty meetings, Surveys, End of the year review	Annual Student Learning Reports		Faculty meetings, Surveys, End of the year review	Student Learning Outcome Evaluation Form	Student Learning Outcome Evaluation Form	Bi-annual alumni survey	Student Learning Outcome Evaluation Form		Accreditation review
Administration Performance	Annual University Survey	Annual University Survey		Studio learning culture meetings				Bi-annual alumni survey			Accreditation review
Student Professional Preparedness	Faculty meetings, Surveys, End of the year review	Faculty meetings, Surveys, End of the year review		Studio learning culture meetings	Faculty meetings, Surveys, End of the year review		Internship class end of semester letter	Bi-annual alumni survey	FIU by Design Post Project evaluation	Job Fair Survey	Accreditation review
Student Portfolios		Award Reviews					AIA Awards			Job Fair Survey	
Program Performance			Annual Program Report					Bi-annual alumni survey			Accreditation review
Student Performance Criterion	Faculty meetings, Surveys, End of the year review	Faculty meetings, Surveys, End of the year review			Faculty meetings, Surveys, End of the year review						Accreditation review
Program Review			Seven-Year Program Review (BOG)								Accreditation review
Curricular & Catalogue Revisions	Review of proposed changes	Department & College Curriculum Committees	University Curriculum Committee								

University mandated, faculty, student and graduate assessments are described in section I.1.6.A.

Section 2. Progress since the Previous Visit

Conditions Not Met cited in the last VTR:
II.1.1.B.2 Accessibility
II.1.1.B.4 Site Design
II.1.1.C.1 Collaboration
II.4.1 Public Information
II.4.5 ARE Pass Rates

II.1.1.B.2 Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

2011 Visiting Team Assessment: The team found evidence of careful and thorough attention to mobility disabilities and correlated design results. However, the team was not able to locate evidence in the required courses that met the expected level of "ability" to design for sensory and cognitive disabilities.
2011 Program Response
In Fall 2011, faculty members in the program began an ongoing dialogue on plans to address the ability to design for sensory and cognitive disabilities. Preliminary discussions supported the idea that the program introduces issues of aging, geriatrics, Alzheimer's disease and other sources of sensory and cognitive disorders into the design curriculum. Also in Fall 2011, the program hired a new faculty member, W. Elysse Newman, who has expertise and experience in fields related to sensory and cognitive disabilities and will work as a member of the curriculum committee charged with addressing this condition in the curriculum. In Spring 2012, the faculty will hold a day long off-site retreat focused exclusively on addressing the unmet conditions and areas of concern in the 2011 Visiting Team Report.
2012 Program Response
On February 10, 2012, the faculty held an off-site retreat where the issue of unmet conditions and areas of concern were addressed. The faculty agreed that the issue would best be addressed by a specific problem that addresses ADA in general and cognitive disabilities in particular. In response to that meeting, the faculty is initiating an annual two-week collaborative multidisciplinary design charrette for all architecture students in Design 9 on teams with advanced Interior Architecture and Landscape Architecture students. Starting in the spring 2013 semester, the charrette is being designed by Assistant Professor Nick Gelpi. It challenges the student teams to design an accessible urban park that provides for persons with special sensory and cognitive needs. Likewise, Professor W. Elysse Newman, who has expertise in this area and is working on large research projects related to perception and abilities with faculty in the College of Medicine, the College of Engineering and Computer Science, and the College of Nursing and Health Sciences has agreed to provide a lecture to Design 6 students on this issue. The program is clearly working to address this issue in Design 9 and a lecture on the subject of sensory and cognitive disorders in Design 6. Please continue to report on the outcome of these efforts.
2012 NAAB Response
The program is clearly working to address this issue in Design 9 and a lecture on the subject of sensory and cognitive disorders in Design 6. Please continue to report on the outcome of these efforts.
2013 Program Response
In Spring 2013, Professor Winifred Newman, PhD, who has expertise in areas of cognitive perception, presented a lecture to the students of Design 4 and Design 9 (participants of the Spring Charrette). In this lecture, she discussed multi-sensory perception, cognitive impairment for able-bodied and disabled people, and spatial organization issues. This lecture prepared students for the initial charrette mapping exercise. Students were asked to map sensory or perceptual observations on the site. The comprehensive studio has refined the ADA exercise to address sensory and cognitive criteria. This year's building project is an urban building located in downtown Miami. The ADA exercise requires students to provide curbs along the sidewalk edge and tactical warning surfaces at ramp curb cuts. In addition, the entry of the building is specified to have an automatic door opener.
Change in Conditions Response
Accessibility is no longer an independent student performance criterion. It now exists in: Cultural Diversity and Social Equity: "Understanding of the diverse needs, values, behavioral norms, physical abilities, and

social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures" and Codes and Regulations: "Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards." Cultural Diversity and Social Equity is addressed in ARC 5249, Design Theories, ARC 5205 Advanced Design Theories and ARC 5361 Comprehensive Design Studio. Codes and Regulations is addressed in ARC 5361 Comprehensive Design Studio and ARC 5483 Integrated Building Systems.

II.1.1.B.4 Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

2011 Visiting Team Assessment: There is ample evidence in many courses that response to fundamentals of solar climatic topographic and spatial characteristics of site is mastered at the level of "ability." However, the team was not able to locate evidence in the required courses that met the expected level of "ability" to respond to soil, vegetation, and watershed.

2011 Program Response

Faculty members have met to initiate discussions on ways to improve student study of characteristics of site, specifically soil, topography, vegetation, and watershed. Initial intentions are to create collaborative design studios that engage Architecture students with students in our affiliated program in Landscape Architecture. This will serve as an important means to improve the ability of students in the program to respond to soil, vegetation, and watershed in the development of a project design.

2012 Program Response

At the February 10, 2012 retreat, the faculty agreed that a coordinated response with our Department of Landscape Architecture would provide the best way make sure that all students address issues of soil, topography, vegetation, and watershed. The faculty discussed possibility of a design charrette, either at the Design 9 or the Design 10 level. In the Spring 2012, the department established a successful pilot studio of Master's Project Architecture and Landscape Architecture students that undertook the design of Biscayne National Park as part of a national competition sponsored by Van Alen Institute. We expect to initiate a comprehensive design charrette that addresses this condition during the 2013–14 academic year.

2012 NAAB Response

The program intends to address this by creating collaborative design studios with landscape architecture students. Please continue to report on the outcome of this effort.

2013 Program Response

The major studio project for the Graduate Design 9 Sustainability Studio, a new School of Journalism and Mass Communications facility for FIU's waterfront Biscayne Campus, required students to develop the site. The charge of the studio was to develop a project that was carbon neutral and sensitive to the existing site. Students selected appropriate vegetation for the site and examined the importance of mangroves. This project involved the development of site topography, wind analysis, natural ventilation potential, solar orientation, sea level rise, watershed, and water usage.

Change in Conditions Response

Site Design remains a SPC with the following text: "Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design." This text departs from the past SPC and introduces: "urban context and developmental patterning, historical fabric… ecology, climate, and building orientation". This criterion is addressed in ARC 5621 Environmental Systems 2, ARC 5362 Design 9 ARC 5361 Comprehensive Design Studio.

II.1.1.C.1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

2011 Visiting Team Assessment: There is evidence that students work in collaborative teams in a number of courses. However, there is no required course that entails collaborative work with students of other disciplines through the completion of design projects. A few studios, such as the solar decathlon

studio, involve students from multiple disciplines, but this is not an experience that all students share or have.

2011 Program Response

The faculty and the department chairs from the three affiliated design disciplines, Architecture, Landscape Architecture, and Interior Architecture have begun working together to creating inter-disciplinary collaborative teams of students in advanced graduate studios around themes of mutual interests in and needs. This would build upon the experiences of the solar decathlon and would serve to make such studio experiences available to all of our students.

2012 Program Response

During our February 10, 2012 NAAB retreat, the faculty determined that the best way to institutionalize collaboration between Architecture, Landscape Architecture, and Interior Architecture students at the advanced levels would be to establish a focused two-week design charrette looking at questions of ADA at the beginning of each spring semester, starting in 2013. This spring, the charrette will involve 23 teams each composed of 5 Architecture students, 1 Landscape Architecture student and 1 Interior Architecture students. The student teams will compete to design an urban park located on Miami Beach. The charrette will culminate with a jury composed of multidisciplinary practitioners and professionals who specialize in ADA issues.

2013 NAAB Response

A two-week design charrette focused on ADA issues will be held at the beginning of each spring semester. It will bring together 23 teams—composed of five architecture students, one landscape architecture student, and one interior architecture student—to design an urban park on Miami Beach. Please provide a brief assessment of this effort.

2013 Program Response

In the Spring of 2013, all the Architecture students in the required Graduate Design 9 Sustainability Studio participated in a two-week interdisciplinary design charrette to design a small urban open space in Miami Beach. Architecture students collaborated with their colleagues in Interior Architecture and Landscape Architecture. 21 interdisciplinary teams, each, consisted of 4 Architecture students, 1 Interior Architecture student, and 1 Landscape Architecture student.. The students worked together for two weeks to develop their designs, and presented their proposals to an interdisciplinary jury of teachers and professionals. Faculty from the Architecture, Interior Architecture, and Landscape Architecture departments worked together to develop the project program and requirements.

Change in Conditions Response

Collaboration is no longer an independent student performance criterion. It exists as the Defining Perspective: Collaboration and Leadership. This is discussed in section I.1.4.A.

II.4.1. Public Information—Statement on NAAB-Accredited Degrees In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional medial the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

2011 Visiting Team Assessment. The full text is not included in all catalogs and promotional media. The required text now includes a statement regarding the next accreditation visit as well as core text.

2011 Program Response

Historical program materials printed by the College of Architecture + The Arts before the 2010 change in the NAAB Conditions on Public Information and seen by the Visiting Team, have been taken out of circulation. All other promotional materials already contained the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5. In light of our recent accreditation, however, the program is now in the process of updating all materials to reflect not only the exact wording required by NAAB, but also the new 2017 date of the next accreditation visit.

2012 NAAB Response

This condition has been cleared of future reporting as per the 2011 NAAB response to “Florida International University 2011 Annual Report.”

Change in Conditions Response

The 2014 APR requires that the URLs are provided for in Section 4 – Public Information.

II.4.5 ARE Pass Rates Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

2011 Visiting Team Assessment: NCARB last tracked university pass rates in 2008. At that time, FIU was not included among NCARB's data. An email dated 3/24/11 from Spencer Lepler, Manager of ARE Ethics and Audit, at NCARB confirmed that data for FIU are not available.

2011 Program Response

NCARB pass rate data for FIU are currently available and will continue to be so for the foreseeable future. Over the past two months, NCARB fixed what they called a software problem and published FIU pass rates (beginning in 2010) for each section of the Architect Registration Examination. Our links to the NCARB website, which have been in existence for the past two years, now take interested students and parents from our program website directly to data on our program's ARE pass rates as required by this condition.

2012 Program Response

This condition has been cleared of future reporting as per the 2011 NAAB response to "Florida International University 2011 Annual Report."

Causes of Concern cited in the last VTR:

A. Professional Practice
B. Degree structure impact
C. Monitoring financial stability

A. Professional Practice. One professional practice course is the single source for meeting minimum standards of accreditation in a number of key areas. Studies in professional practice should be enriched across the curriculum or within the course to better reflect the mission of the program, with respect to diversity and global practice. There are many faculty members who are engaged in practice, community, and peer service who serve as models. Capturing their example in a more directly instructive manner is an opportunity.

2012 Program Response

Faculty members in the program have started a series of discussion on ways to enrich professional practice across the curriculum. This has already evolved into a series of initiatives. Starting in Spring 2012, ARC 6280, Professional Office Practice will be greatly enhanced by the addition of an active outside practitioner, Lillian Chu, who has been hired as an adjunct co-instructor in the course. Also for the spring semester, monthly workshops are being established with the global practice Oppenheim for interactive student experiences, field trips to the Herzog and DeMeuron Miami Art Museum construction site are being organized for advanced FIU graduate students, and a new fourth-year design studio has been implemented that brings design students in close contact with professional opportunities established by innovative developers and designers.

2013 Program Response

Following on our initiatives in 2011–12 and on the February 2012 Faculty Retreat, the faculty continues to look closely at and enhance the relationship of Professional Office Practice to the curriculum. While it has been generally agreed that issues of professional practice are addressed throughout the curriculum in a variety of contexts (from office visits through clubs and design studios, and site visits organized by studio instructors and by the Department), it is also realized that the single place in the curriculum where all students come in direct contact with these issues is in our Professional Office Practice course. In 2013, Associate Professor Alfredo Andia, Ph.D will work with Professor Marilys Nepomechie, FAIA on enhancing the student contact with global practices and global practice issues through digital media including Skype. This follows up on Professor Andia's enhancement of the course in spring 2012 to include lectures by FIU faculty members (both full-time and adjunct faculty) who introduced students to

practice, community and peer service, and the development and construction of a single built work in offices of a variety of scales.

2013 NAAB Response

The program is to be commended for its efforts to address this concern. Please continue to report on progress.

2013 Program Response

In the Fall of 2013, Professor Alfredo Andia continued to develop the Professional Office Practice course. He invited Paul Reinarman, Principal, Director of Business Development at AECOM Design, DMJM, Miami to lecture on the topic of engaging an international client base. He invited Gustavo Berenblum, Principal of Berenblum Bush Architecture in Miami to discuss his firm's role as local architect for projects by Zaha Hadid and Bernard Tschumi. Thomas Spiegelhalter and Camilo Rosales, faculty members of the Department presented lectures on practice in Germany and in Central America. Jordan Trachtenberg of UN Studio discussed the work of a global practice, showing work from Korea, Brazil, and Holland. Professor Andia will continue these lectures in 2014 with a new set of practitioners. He is planning to invite faculty professors Jason Chandler, Nik Nedev, Nick Gelpi, Thomas Spiegelhalter and Camilo Rosales to discuss their practices. Jordan Trachtenberg of UN Studio will return to present the work of a global practice.

Change in Conditions Response

It is now required that all NAAB accredited programs provide the following documents to the public: All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009– 2012), All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual Reports [narrative] submitted 2009–2012), The most recent decision letter from the NAAB The most recent APR, The final edition of the most recent Visiting Team Report, including attachments and addenda. This is provided on the departmental Webpage at: http://carta.fiu.edu/architecture/academics/naab-accreditation/

B. Degree structure impact. With conversion to the seamless path to an M.Arch, the program is advised to be alert to recruitment & retention issues. Also, the program may need to more closely monitor the evaluation process for those admitted in the 2+4, 4+2 and degree + 105 credit paths. Cohort integration that enriches student community and collaborative learning and teaching may also be inhospitable to student progress in a program where students may require more diverse curricular options.

2011 Program Response

The faculty and administration have taken an active approach to addressing the academic needs and the recruitment and retention of students in the 2+3, 2+4, and three-year 105 credit graduate path toward the M Arch. Starting this semester and moving forward, faculty members and administrators will monitor the evaluation process for students in the various cohorts by sharing with all faculty members the names of those students in their classes who are show signs of academic difficulties. Faculty members have agreed to provide these students with extra guidance and closely monitor their progress in an effort to return these students to an academically stable condition. This semester, we have also instituted a graduate student Mentor to engage with our FTIC students on the 2+3 and 2+4 year paths. This mentor, who is an advanced student in our 105-credit program, is working closely with the Coordinator of the Lower Division, to help the freshmen develop healthy study, work, and life habits, and provide a resource for design queries.

2012 Program Response

As of Fall 2012 with the start of the new academic year, the program is closely monitoring recruitment and retention. While the program grew 22% and reached 97% of its overall recruitment target, recruitment of students starting in the program at the freshman level was below expectations. This was counterbalanced, however, by an increase in the numbers of students who accepted our offer of admissions in the third year of the accelerated MArch program. We are closely monitoring the retention levels of students who start as freshmen in the program. With the success of the 2011–12 graduate Mentor for undergraduate students, this practice has been continuing in the 2012–13 academic year. Regular meetings between first year students and CARTA dean Brian Schriner are also enhancing mentoring at the undergraduate level. We have likewise continued to provide faculty with regular notices

about low-performing students and encouraged faculty members to provide guidance to students who show signs of academic difficulties.

2013 NAAB Response

The program has tackled this concern in a number of ways, and is closely monitoring recruitment and retention. Mentoring of undergraduates has been enhanced. Faculty members receive notices about underperforming students so they can provide extra guidance.

2013 Program Response

To address the retention of freshmen students, the Department began two initiatives. First, the student group APX set up a new mentoring program. Upper level students were paired with freshmen students in the Fall semester. These students meet regularly throughout the semester to discuss the pressures of studio and workloads and to discuss skills. For the second initiative, the Department paid for and gave all the entering freshman studio kits on the first day of class. These kits included: a drafting board, paper, a parallel rule and other required studio materials. These kits were well received and saved the freshmen time and money, easing their transition into studio.

Change in Conditions Response

The Master of Architecture degree structure remains one of the professional degree programs accredited by NAAB. The seamless path to an M.Arch is now in its eighth year. This path has a proven track record in recruiting, retaining, and graduating students in a timely manner.

C. Monitoring financial stability. Sustained financial support in base budget, auxiliary budget, fees and university strategic enhancements needs to be monitored to assure future financial stability. The balance among these will be particularly important after the new tuition flow matures during conversion to graduate level courses. This should also include enriched financial aid to students and faculty development support.

2011 Program Response

The sustained support in the base budget, auxiliary budget, fees and university strategic enhances are being closely monitored by the department chair, the departmental budget assistant, the college associate dean for academic affairs, the associate dean for budget and facilities, and the dean of the College of Architecture and the Arts. The budget process continues to be transparent and work proceeds on the creation of a stable and balanced relationship between the base budget, auxiliary budgets, and the university strategic enhancement funds. Towards these ends, for example, the program is initiating its first sponsored design studio at our Miami Beach Urban Studio (MBUS). The cost of instruction and some student fees are being paid for from private funding sources.

2012 Program Response

There have been some important strides in the area of monitoring the financial stability of the Department. First, during the summer of 2012, Associate Dean Bergwall retired and Lilia Silverio Minaya was hired as the Director of Finance and Administration for the College. Lilia brought years of experience in grant financing from the College of Engineering and has already redesigned the methods for budget recording and monitoring. To help the Department of Architecture specifically, in consultation with the department chair, Lilia hired Rasheda Taylor, an accountant to assist with departmental budgeting and monitoring. Lilia and Rushida have set up a series of very clear budget templates, established an intranet site for the regular monitoring of budget documents by the department and by the college administration. The dean has established a set of guidelines for the department to apply to retain annual budget savings. In an attempt to stabilize and enhance auxiliary accounts used by the Department, the faculty has initiated six summer study abroad programs (Barcelona, Guatemala, Tokyo, Amsterdam/Rotterdam, Rome, Rio de Janeiro) for Summer 2013. These programs follow the model of the success study abroad program to Rio in the summer of 2012. They are run through auxiliary budget accounts and will provide a way for the department to fund summer teaching while enhancing the students experience in the program.

2013 NAAB Response

The program has made important strides in addressing this concern. Please continue to report on progress.

2013 Program Response

The Department of Architecture has established a new position of Finance Assistant. This position will

exclusively monitor the Department of Architecture's accounting functions. This person will be responsible for tracking expenditures, performing account reconciliation for all funding sources, and will work closely with the College's Director of Finance + Personnel and Office Manager in order to ensure that transactions are being properly documented and allocated. The Department of Architecture continues to pursue and receive external funding through grants and research. In the Fall of 2013, the Department was awarded a $791, 531 Energy and Climate Partnership of the Americas (ECPA) Grant by the U.S. Department of State. In August of 2013, FIU was awarded an 11.4 million dollar US Department of Transportation Tiger grant `to "support an innovative package of technology, streetscaping and transit improvements to connect the town of Sweetwater with Florida International University (FIU)." Two architecture faculty members will serve as co-principal investigators on this grant. In November of 2013, the Department was awarded a two-year $60,000 grant from the Knight Foundation to support the Design 6 housing studio. In Summer 2013, the Department ran three study abroad programs. These programs provide additional funding for faculty summer teaching and staff support. It is planned to have three more study abroad programs in the summer of 2014.

Change in Conditions Response

Per I.2.3 Financial Resources: "The program must demonstrate that it has appropriate financial resources to support student learning and achievement." The department chair and the department's Financial Analyst continue to work closely with the College's Director of Finance in order to ensure that the operating budget supports student learning and achievement.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development
Faculty Resumes

For additional faculty bios see: http://carta.fiu.edu/architecture/faculty-staff/faculty-directory/

Name: Alfredo Andía, Associate Professor

Courses Taught (Four semesters prior to current visit):
ARC 5340, 5343, 5486, 6280, 6906, 6970

Educational Credentials:
- University of California at Berkeley, Ph.D. Architecture 1998
- Harvard University, Master of Design Studies, Digital Architecture & Theory 1989
- Universidad Católica, Valparaiso, Chile, Architect 1984

Teaching Experience:
- Florida International University, Miami, Associate Professor 2005-present
- Florida International University, Miami, Assistant Professor 1999-2005
- University of Cincinnati, Ohio, Assistant Professor 1996-1998
- University of California at Berkeley, California, Instructor & Researcher 1999-1995

Professional Experience:
- Alfredo Andía Design Studio 1996-present
- Cyra Technologies, California 1995-1996
- Taisei Corporation, Japan 1992-1994
- Anshen & Allen, California 1991-1992
- Stone, Marraccini and Patterson, California 1991-1991
- Anderson, de Bartolo & Pan, California 1989-1990
- Kotas Architect, CA 1988-1988
- Architekturburo Barnath, Austria 1987-1987
- Private Practice, Chile, Argentina 1984-1986

Licenses/Registration:
Architect, Chile

Selected Publications and Recent Research:
- Book: Alfredo Andia and Thomas Spiegelhalter, *Post-Parametric Automation in Design and Construction,* Artech House, published: November 2014, Peer reviewed book
- Grant, Emerging Japanese Architects in Dialogue: The Post 1970 Generation. Cejas Grant, FIU, 2013, Blind peer reviewed, Accepted $3,000
- Lecture and Proceedings, “Automate Architecture." Proceedings of ACSA Annual 101st Conference 2013. San Francisco. Published, March 2013, Blind Peer Review, Acceptance rate 38%
- Lecture and Proceedings, “Topological and Parametric Temperatures in Architectural Academia." Proceedings of ACSA International Conference 2012, Barcelona. Published July 2012., Co-authored. Blind Peer Review, Acceptance rate 17%
- Lecture and Proceedings, “Cultural Cognition And Smart Space Design Culture." Proceedings of ACSA International Conference 2012, Barcelona. Published, July 2012., Co-authored Blind Peer Review, Acceptance Rate 32%
- CO-PI: Eric Goldemberg, Nick Gelpi, Alfredo Andia, Granted. Co-PI, $2,000. Department Research
- Completed Architectural Proposal for "Towers of Llico," Arauco Province, Chile. A memorial plaza for the Earthquake and Tsunami of February 2010. December 2012., $350,000 project. Not completed.

Professional Memberships:
N/A

Name: Malik Benjamin, Senior Instructor

Courses Taught (Four semesters prior to current visit):
ARC 5193, 5935, 6356, 5186, 6970, 5340, 5343,

Educational Credentials:
- University of Miami, Master's of Computing and Design, May 2009
- Master's of Urban Design, May 2005
- Cornell University, College of Architecture, Art and Planning, Bachelor's of Architecture Degree, May 2000

Teaching Experience:
- Florida International University College of Architecture + the Arts, Senior Instructor, 2016 to present
- Florida International University College of Architecture + the Arts, Instructor, August 2010 – 2016
- University of Miami School of Architecture, Knight Scholar, Fall 2002 – Summer 2003
- Cornell University Architecture Department, Adjunct Design Instructor, Summer 2001

Professional Experience:
- CHARRETTE DESIGN EXPERIENCE, Mt. Pleasant, New Providence Island, Bahamas, February 2005, Assisted in the design and completion of an historic Bahamian worker neighborhood, Compiled and analyzed data using statistical software programs
- Albany, New Providence Island, Bahamas, February 2005, Analyzed the urban economic development of New Providence Island, Bahamas, Prepared oral and written presentations of project-related materials for development firm and government officials
- San Jose Eastridge-Evergreen Charrette, November 2003, Conducted planning studies to address relevant regional planning issues, Explored design solutions for reviving core neighborhood and its periphery
- Macon Charrette, June 2003, Reviewed the progress of previous small area planning charrette implementations, Evaluated charrette site's impact on urban services, transportation facilities, and other planning elements

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- Finalist, Singularity University Global Impact Competition 1st Miami Global Impact Competition: Sea Level Rise, Selected as 1 of 8 finalists.
- Miami Finalist, The Knight Cities Challenge Grant, Selected as 1 of 10 finalists.
- Lecture at School of Art Institute Chicago, The role of the architect in a post-industrial, pre-hypertech 21st century global city., Invited by Director of School of Art Institute Chicago.
- Speaker, Open Creativity Speaker, Lecture regarding the role of the architect in a post-industrial, pre-hypertech 21st century global city., Invited by peers.
- Curator, CreativeMornings/Miami: CreativeMornings is the premiere breakfast lecture series for the creative community globally, Nominated, interviewed in New York and appointed by the CreativeMornings C-level executives.
- Paper Accepted, Disaster Mitigation, Preparedness, Response and Sustainable Reconstruction: *The Role of Architectural, Planning, and Engineering Education,* Psc Peer Reviewed
- Paper Accepted, The Mediated City Conference, Peer reviewed
- Organizer, CreativeMornings/Miami, Nomination. Voted.

Professional Memberships:
- The Young American Leaders Program (YALP) at Harvard Business School
- Board of Directors, MIAMade, Maker Faire Enterprise
- Young Patrons Executive Committee, Patricia and Phillip Frost Museum of Science
- Trustee, Awesome Foundation, Disaster Mitigation

Name: Claudia Busch, Instructor

Courses Taught (Four semesters prior to current visit):
ARC 5361, 5483, 5935, 5362, 5340, 5343, 6906, 5933, 6356

Educational Credentials:
- Columbia University, Graduate School of Architecture, Planning And Preservation
- Master of Science in Advanced Architectural Studies
- FH-Hamburg, Hamburg, Germany
- Diploma Engineer in Architecture

Teaching Experience:
- Florida International University, Instructor, School of Architecture 2014-to date
- Coordinator, MBUS Design Gallery and Comprehensive studio
- Florida International University, School of Architecture 2004-to 2014
- Pre-Graduate Coordinator Associate in Design
- Florida International University, Assistant Professor 1993-2000
- Columbia University, Teaching Assistant 1991

Professional Experience:
- BBA, Berenblum Busch Architecture 2009-to date
- Claudia Busch Inc, Miami, Florida 1996 to 2009
- Nalbach & Nalbach Architekten, Berlin 1995 - 1996
- The Hillier Group, Princeton. 1992
- Bernard Tschumi Architects, New York 1991-1992
- Carlos Zapata, New York 1991
- Richard Meier & Partners, New York 1990
- Zaha Hadid, London 1989

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- Sep 2014, *Architectural Firm BBA to debut two luxury projects in Miami Ocean View Residence and Code Wynwood,* Publication
- Nov 2014, PAMMs First Anniversary sees itself Under Construction in Daniel Azoulay Exhibition on Lincoln Road, Publication
- November 2013, Invitation by the Government of Azerbaijan to be part of the international Architectural Design Review of Zaha Hadid's newly opened Heydar Aliyev Center*,* Invited ($5,000)
- December 2013, Exhibition of five Design Sketches of the putting club, DRAWN FROM MIAMI at the MCAD Miami., Peer Review
- November 12, 2013, Publication: Design of the Cruise Terminal, Tenerife: La Opinión de Tenerife, Periódico - La Nueva Terminal acogerá banquetes y conciertos cuando no haya barcos, Publication
- April 1, 2013, Publication: Design of the Putting Club, Miami Beach: Curbed - Lincoln Road Getting Awesome Rooftop Putt-Putt Course, Publication
- February 2013, http://www.architectmagazine.com/projects/view/florida-international-university-ryder-school-of-business/487, Publication

Professional Memberships:
N/A

Name: Jaime Canavés, FAIA, Professor

Courses Taught (Four semesters prior to current visit):
ARC 1461, 5340, 5343, 6906, 6970, 5935

Educational Credentials:
- 1973 Master of Architecture, University of Florida, Gainesville, Florida, (Urban and Regional Planning Track)
- 1972 Bachelor of Architecture, University of Florida, Gainesville, Florida.
- 1969 Associate of Arts, Miami Dade Community College, Miami, Florida.

Teaching Experience:
- 2005-Present Professor, School of Architecture, Florida International University (FIU)
- 2000-2005 Director of Research, School of Architecture, Florida International University
- 1983-2005 Associate Professor, School of Architecture, FIU
- 1998-2001 Associate Dean, School of Architecture, FIU
- 1990-2001 Associate Professor and Fellow, Honors College, FIU
- 1978-1983 Assistant Professor, Department of Construction Management, FIU
- 1976-1978 Adjunct Instructor, Architecture & Interior Program Miami Dade College
- 1976-1977 Curriculum and Enrollment Consultant, Department of Architecture, MDC
- 1976-1977 Adjunct Instructor Interior Design Program, International Fine Arts College
- 1972-1973 Graduate Teaching Assistant, School of Architecture, University of Florida
- 1971-1972 Student Assistant, School of Architecture, University of Florida

Professional Experience:
- 2002-Present Executive Director & Founder Bienal America
- 2001-Present Executive Director & Founder Bienal Miami + Beach
- 1999-Present Director & Founder School of Architecture Practice, FIU
- 1976-Present Jaime Canavés, FAIA, IIDA. Architect. Miami, Florida
- 1990-2005 Vice-President, Dryca Construction, Murfreesboro, Tennessee
- 1976-1977 Planning Consultant, General Service Administration, Metro-Dade County
- 1973-1976 Vice-President, Design and Construction Division, Advance Enterprises, Florida
- 1968-1969 Assistant Interior Designer, Morris Lapidus & Associates, Miami Beach, Florida

Licenses/Registration:
Registered Architect, Florida

Selected Publications and Recent Research:
- Publication: The Architecture of Bermello, Ajamil & Partners (in progress)
- Presentation: 2011 AIA Florida Legislature Day. Tallahassee, Florida. Presentations to the following members of the State
- 2011 International Committee Round Table. Boston Society of Architects
- Exhibition: 2012 Cuba Nostalgia-Digital Map of Havana Exhibit
- Exhibition: 2012 Cuba Nostalgia-Design 8 Domino Project Exhibit
- Grant proposal: Design 8 Domino Project Exhibit. Leon Medical Center, $1000. Funded
- Grant proposal: Walk on Water Awards. AIA Miami, $1000. Funded
- Planning Project: Low Income Housing Proto-type for Dade County. 2012
- Design: Luengos Residence Remodeling. 2012
- Design: WDNA Radio Station Remodeling. 2011
- Design: Casagua Residence Remodeling. 2011
- Constructed: WDNA Radio Station Remodeling. 2011
- Constructed: Casagua Residence Remodeling. 2011
- Constructed: Old Cutler Residence

Professional Memberships:
Fellow, American Institute of Architects

Name: Jason Chandler, AIA, Chair and Associate Professor

Courses Taught (Four semesters prior to current visit):
ARC 5329, 5945, 5076, 5335, 6906

Educational Credentials:
- Harvard University, Graduate School of Design, Cambridge, MA, Master in Architecture, March 1993
- Cornell University, College of Architecture, Art and Planning, Ithaca, NY, Bachelor of Architecture, June 1991

Teaching Experience:
- Department of Architecture, Florida International University, College of Architecture + The Arts, Miami, FL, Associate Professor with Tenure, 2009 to present
- University of Miami, School of Architecture, Coral Gables, FL, Adjunct Lecturer, Spring 1998 to Spring 2000
- Harvard University, Graduate School of Design, Cambridge, MA, Architecture Instructor, Career Discovery, Su 1992

Professional Experience:
- Chandler and Associates Architecture, South Miami, FL, Principal, April 1999 to Present
- Chandler and Hernandez Architects, Miami Beach, FL, Partner, April 1997 to April 1999
- Rodriguez and Quiroga Architects Chartered, Coral Gables, FL, Project Designer, February 1995 to March 1997
- Duo Dickinson, Architect, Madison, CT, July 1993 to December 1994
- Edward E. Cherry Architect, FAIA, Hamden CT, Project Designer, Summers 1990, 1991

Licenses/Registration:
Registered Architect, Florida

Selected Publications and Recent Research:
- Editor, Exhibition and Studio Catalogue, Infill Housing 3, *2015*
- Editor, Exhibition and Studio Catalogue, Infill Housing 2, *2014*
- P-I, Miami Urban Neighborhood Building Studio, Knight Foundation $60,000, 2013-2015
- Award for Leadership in Education Award, The Miami Chapter of the American Institute of Architects, 2014
- Editor, Exhibition and Studio Catalogue, Infill Housing, *2013*
- P-I, Infill Housing Sponsored Studio, Knight Foundation $20,000, 2012-2013
- Award, FIU Top Scholar for Creative Work 2013
- *Honor Award of Excellence,* for Warehouse Structures, The Florida Association of the America Institute of Architects, 2012
- *Award of Merit,* For Infill Warehouses, The Miami Chapter of the American Institute of Architects, Architecture, 2011
- Award, Honor Award of Excellence, Florida AIA, Peer-reviewed
- Competition, (AC-CA) (Buenos Aires) New Contemporary Art Museum Competition, July 2012
- Book: “Building Systems Integration for Enhanced Environmental Performance” by Shahin Vassigh and Jason Chandler, J. Ross Publishing, ISBN-10: 1604270152, *Published June 2011*
- Edited Catalogue: “Engaging the Urban,” Introduction essay and edited by Jason Chandler, ISBN: 987-1-257-93895-7, *Published June 2011*
- Principal Investigator, Single-family neighborhood Modifiers*, $25,657.51 Research Grant*, DCA Hurricane Loss Mitigation Program, International Hurricane Center, January 2004 to June 2004
- Principal Investigator, Impact Modifiers, *$15,076.00 Research Grant*, DCA Hurricane Loss Mitigation Program, International Hurricane Center October 2002 to June 2003

Professional Memberships:
Member, American Institute of Architects, Miami Chapter

Name: Adam Drisin, Associate Professor

Courses Taught (Four semesters prior to current visit):
ARC 5335, 6906

Educational Credentials:

- Harvard University, Graduate School of Design, Cambridge, MA, Master in Design Studies
- Cornell University, College of Architecture, Art and Planning, Ithaca, NY, Bachelor of Architecture

Teaching Experience:

- Florida International University, Miami, Associate Professor, 2004-2015
- University of Tennessee, College of Architecture + Design Associate Professor, 1999-2004
- Harvard University, Graduate School of Design, Cambridge, MA, Assistant Professor, 1997-1998
- University of Maryland, School of Architecture, Visiting Professor, 1996
- Syracuse University School of Architecture, Director Florence Program, 1991-1995
- Syracuse University School of Architecture, Assistant Professor, 1988-1991

Professional Experience:

- A. M. Drisin Architect 1995- to present
- Drisin + McFarlane Architects, 1988-95
- Cooper Robertson Architects, 1986-1988
- Skidmore, Owings & Merrill, New York, NY, 1985-1986

Licenses/Registration:
Architect, New York

Selected Publications and Recent Research:

- Grant, FDOT-TIGER UniversityCity Prosperity Grant supporting 6 SOA graduate students. Co-PIs: Winifred Newman, Adam Drisin and Roberto Rovira, $11.4M
- 2013, FIU Top Scholar
- 2013 John S. and James L. Knight Foundation Challenge Grant $90,000 (PI) funded CARTA GrowLight
- 2013 Hagen Family Foundation Grant , $25,000 PI
- Exhibition: Recent Paintings, Reagan House, FIU, Summer 2014
- 2011 Digital Pulsation: Digital Design, E. Goldemberg, Editor, introductory essay, J. Ross publishers
- 2011 Miami-Dade County Public School Systems: $62,000 awarded (PI) “DASH/FIU Dual Enrollment Grant
- 2010-11 FIU Technology Grant: $388,000, Co-PI
- 2008 Collateral Damage: Architecture & War, Journal of Architectural Education Co-Editor
- 2002 ACSA Conf+Proceedings, International Conference, Berlin Dialogues, Past + Prologue
- 2002 ACSA Conf+Proceedings National Confrence, Mapping a Fictitious City

Professional Memberships:
N/A

Name: Nick Gelpi, Assistant Professor

Courses Taught (Four semesters prior to current visit):
ARC 4058, 6356, 2304, 6906

Educational Credentials:
- Columbia University Graduate School of Architecture Planning and Preservation, Masters of Science, Advanced Architecture Design, 2003
- Tulane University, Tulane School of Architecture, New Orleans, LA, Bachelor of Architecture, 2002

Teaching Experience:
- Florida International University, Assistant Professor, fall 2012 – Present
- Massachusetts Institute of Technology, School of Architecture + Planning, Lecturer, Fall 2009 – 2012
- The Ohio State University, Knowlton School of Architecture, Howard E. LeFevre Emerging Practitioner Fellow, Visiting Assistant Professor, September 2008 – June 2009
- Columbia University, Graduate School of Architecture Planning and Preservation, Joint Studio critic with Steven Holl, Advanced Design Studio, Spring 2008, Joint Studio critic with Steven Holl, Advanced Design Studio, Spring 2007

Professional Experience:
- GELPI Projects LLC Design Principal 2010 – Present
- Steven Holl Architects, New York City, NY Project Architect 2004 – 2008

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- Design Award, *Winning competition Proposal for International Design Competition, Wynwood Gateway Competition -$1,200,000,* Peer Review-International
- Book: *Architecture of Full Scale Mockups,* Peer Reviewed, Routledge 2017
- Design Research, Led independent Studies, and co-chaired international conference on architecture titled *"Building 2050."*, Cejas Grant, $14,000
- Design, Design for a new Gallery in Detroit, Design Commission
- Writing, *Published 4 papers in ACSA Fall conference, Working Out,* National
- Award, *Curbed Young Guns Design Award,* National
- Award, *FIU Top Scholar,* University
- Design, Single Family House, Miami Beach
- Table Distortions, Exhibition of competition winning table design, Wolfsonian Miami Beach, $6,000 funding.
- Force Frames, Design Research and Public Exhibition, Full scale installation. BEA Gallery FIU, $3,500
- ACSA Subtropical Cities 2013, "The Unflat Pavilion." Paper accepted and presented at ACSA conference, Ft Lauderdale, Blind Peer Review
- ACSA Subtropical Cities 2013, "Mocking the Museum, Compelling Evidence of Premeditation in the Field." Paper accepted and presented at ACSA conference, Ft Lauderdale, Blind Peer Review
- ACSA 102 National Conference, Globalizing Architecture, "Adaptive Fabrications, Rapid Directions in Design Build." Paper accepted and presented at ACSA 102nd National conference, Miami Beach. Blind Peer Review

Professional Memberships:
Associate Member American Institute of Architects

Name: Eric Goldemberg, Associate Professor

Courses Taught (Four semesters prior to current visit):
ARC 5340, 5343, 5935, 6356, 6906, 6970, 5362

Educational Credentials:
- Master of Science in Advanced Architectural Design, 2002, Graduate School of Architecture, Planning and Preservation, Columbia University, Architecture
- Titulo Profesional de Arquitecto, 2000, Facultad de Arquitectura Diseno y Urbanismo, Universidad de Buenos Aires, Argentina

Teaching Experience:
- Florida International University, Associate Professor, Architecture, August 2006 to present
- Pratt Institute, School of Architecture, Visiting Assistant Professor, Spring 2004 to Spring 2006
- New York Institute of Technology, Adjunct Faculty, Spring 2006
- New Jersey Institute of Technology, Adjunct Faculty, Spring 2004 to Spring 2005
- Columbia University, Graduate School of Architecture, Planning and Preservation, Associate Professor I (with Professor Hani Rashid), Spring 2005
- Columbia University, Graduate School of Architecture, Planning and Preservation, Associate Professor I (with Professor Hernan Diaz Alonso), Spring 2004

Professional Experience:
- MONAD Studio, North Miami Beach, Principal, 2009 to present
- MONAD Architects, Buenos Aires, Argentina, Principal, 2002 to 2008
- Asymptote Architecture, New York, Senior Designer, 2004 to 2005
- Eisenman Architects, New York, Senior Designer, 2002 to 2004
- Just Design Ltd., New York, Project Designer, 2000 to 2001
- Estudio Clorindo Testa, Buenos Aires, Argentina, Project Designer, 1995
- xEstudio STAFF, Buenos Aires, Argentina, Project Designer, 1992 to 1994

Licenses/Registration:
Architect, Argentina

Selected Publications and Recent Research:
- Goldemberg, Eric*. Pulsation in Architecture*. Fort Lauderdale: J.Ross Publishing Inc, 2011.
- Foreword, afterword, project reviews and concept design by Eric Goldemberg
- MULTI- five-piece instruments: piezoelectric violin; small didgeridoo; “monobaribasitar” (travel bass guitar); cello; and hornucopia (a large didgeridoo, also known as a “drone pipe”). Media news stories at the following websites: FORBES, THE GUARDIAN, BBC Culture, CNBC, DISCOVERY CHANNEL, CCTV China, CNET-CBS, FOX News
- FIU Magazine, ‘ABYECTO Sonic Environment’ for MBUS gallery
- The work of MONAD Studio was featured in a special issue of the Politecnico di Milano, in Architetti.
- ‘ABYECTO Sonic Environment” – a large CNC mural incorporating a detachable 3D printed guitar, built at MBUS gallery with the assistance of FIU students >> Featured in suckerPUNCH daily and ARCH20.
- ‘Meeting – 100th Conference: *Digital Aptitudes*, Boston, Massachusetts, Paper: “Eulogy to Paperless Studios: the Kernel of Pulsation in Architecture”, 2012, 8 pgs
- Grant: Melon grant for Faculty Research and Course Development by The Wolfsonian-FIU in collaboration with Prof. Marilys Nepomechie. Project ‘The Radical HIVE’ exhibition and book, new course for research on the subject - $5,000 granted.
- Collaboration with designer Anouk Wipprecht to design a dress for the artist Bjork.

Professional Memberships:
N/A

Name: Neil Leach, Assistant Professor

Courses Taught (Four semesters prior to current visit):
ARC 5205, 5744, 5744L, 5935, 6970

Educational Credentials:
- Master of Arts, University of Cambridge, United Kingdom
- Diploma in Architecture, University of Cambridge, United Kingdom
- Doctorate of Philosophy University of Nottingham, United Kingdom

Teaching Experience:
- Florida International University, Miami, Assistant Professor 2016 – to present
- Florida International University, Miami, Visiting Professor 2015-2016
- 2014, Visiting Professor, Harvard University GSD, USA
- 2015 - Chinese Government 'High End Foreign Expert' Professor, Tongji University, China
- 2014 - Professor, European Graduate School, Switzerland
- 2009 - 2014 Adjunct Professor, University of Southern California
- 2007 - 2009 Professor of Architectural Theory, University of Brighton, UK
- 2003 - 2007 DAAD Professor, Dessau Institute of Architecture, Germany
- 2000 - 2003 Course Master, Architectural Association, London, UK
- 2000 - 2003 Professor of Architectural Theory, University of Bath, UK
- 1998 - 2000 Reader in Architecture and Critical Theory Institute of Architecture, University of Nottingham, UK
- 1991 - 1998 Lecturer, Institute of Architecture, University of Nottingham, UK

Professional Experience:

1987 - 1991 Architect, Furness Associates & Cambridge Design
1984 - 1987 Researcher engaged as translator of Alberti's treatise on architecture, de re aedificatoria, written in Latin c.1450

Licenses/Registration:

Registered Architect, ARCUK/ARB

Selected Publications and Recent Research:
- Book: Neil Leach, A. Menges, P. Yuan (eds.), Robotic Futures, Shanghai: Tongji UP, 2015
- Neil Leach (ed.), 'Space Architecture: The New Frontier for Design Research, AD, Profile No 232, Nov/Dec 2014, ISBN 978-1118-663301
- Neil Leach, Xu Weiguo (eds.), Design Intelligence: Advanced Computational Research, Beijing, China Architecture and Building Press, 2013, ISBN 978-7-112-15842-3
- Neil Leach, P. Yuan (eds.), Digital Workshop in China, Shanghai: Tongji University Press, 2013
- Neil Leach, P. Yuan (eds.), Fabricating the Future, Shanghai: Tongji University Press, 2012
- Neil Leach, Philip Yuan (eds.), Scripting the Future, Shanghai: Tongji University Press, 2012
- Neil Leach, Xu Weiguo (eds.) Machinic Processes: Architects, Beijing, China Architecture and Building Press, 2010, ISBN 978-7-112-12622-4
- Neil Leach, Xu Weiguo (eds.) Machinic Processes: Students, Beijing, China Architecture and Building Press, 2010, ISBN 978-7-112-12518-0
- Neil Leach (ed.), Digital Cities, London: Wiley, 2009, ISBN 978-0470773000
- Neil Leach, Xu Weiguo (eds.), (Im)material Processes: New Digital Techniques for Architecture - Architects, Beijing, China Architecture and Building Press, 2008, ISBN 978-7-112-10395-9
- Neil Leach, Xu Weiguo (eds.), (Im)material Processes: New Digital Techniques for Architecture - Students, Beijing, China Architecture and Building Press, 2008, ISBN 978-7-112-10396-6
- Neil Leach, Camouflage, Cambridge, Mass.: MIT Press, 2006, ISBN 0-262-62200-9

Professional Memberships:

Member, Academia Europaea
Member, The Royal Institute of British Architects

Name: Mark Marine, Visiting Instructor

Courses Taught (Four semesters prior to current visit):
ARC 5361, 5483

Educational Credentials:
- University of California at Los Angeles (UCLA), Masters of Architecture
- Florida International University, Bachelors of Science in Architectural Studies

Teaching Experience:
- Florida International University, Visiting Instructor, 2014
- Design and Architecture Senior High, Dual Enrollment, Adjunct Professor
- Florida International University, Adjunct Instructor

Professional Experience:
- Danger Marine Design-Principal, 2004-Present
- Arch. Consulting Service, 2003-2004
- Behar Font and Partners, 2003-2004
- Associated Housing Development, Corp., 2000-2003
- R2ARCH + Partners, 2000-2003
- C3TS, Architects Engineers and Planners, 1999-2000

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- Publication: A+UD Design Magazine, Winter/Spring 2002, Notes & Projects: Faculty/Alumni
- Exhibition: Perloff Gallery, Summer 2003, “Downtown Revitalization-Craig Hodgetts” UCLA
- Exhibition: Decafe Gallery, Winter 2002; “Los Angeles Harbor Revitalization-Jurg Lang” UCLA
- Exhibition: Decafe Gallery, Spring 2002, “Homeboy Industries-Ben Refuerzo” UCLA
- Exhibition: Florida International University 1999, New Work and Projects
- Grant: Florida Department of Transportation District VI: Facility Condition Assessment 2011, Florida International University: P.I., Comprehensive Auditing & Assessment of overall facility condition

Professional Memberships:
National Association of Cuban American Educators
National Organization of Minority Architects

Name: Nikolay Nedev, Instructor

Courses Taught (Four semesters prior to current visit):
ARC 1131, 1301, 1132, 1302, 5467, 5935,

Educational Credentials:

Harvard Graduate School of Design - Master of Architecture in Urban Design 2001-2003
University of Miami - Bachelor of Architecture / Minor in Fine Arts 1994-1999

Teaching Experience:

2014-present Florida International University, Pre-Graduate Coordinator & Instructor
2011-2014 Florida International University - Instructor
2005-2011 Florida International University - Adjunct Instructor
2000-2008 University of Miami - Adjunct Instructor

Professional Experience:

2005-Present, NC-office, Corp. [architecture / urbanism] Principal / Founder
2003-2005, Machado and Silvetti Associates, Inc. Senior Designer
2000-2001, Albaisa Musumano Architects, Inc. Junior Designer
1999-2000, R & R Studios (Roberto Behar & Rosario Marquardt) Design Assistant

Licenses/Registration:

N/A

Selected Publications and Recent Research:

- Award, *NC-office* was ranked (10th in Sustainability) by Architect Magazine (top 50 US architects), National, 2015
- Award, NC-office was selected as a finalist for Knight Arts Challenge – Sweetwater / University City Projects, Regional, 2015
- Selected work of NC Office:
- 2014 Brothers to the Rescue Plaza Sweetwater, FL
- 2014 MESH Apartments Miami, FL
- 2014 Weston Residence Weston, FL
- 2013 Floating Plaza Competition Sofia, Bulgaria
- 2012 Haiti National Cathedral Competition Port Au Prince, Haiti
- 2012 Coral Gables Museum Bench Competition Coral Gables, FL
- 2012 Amstel Bridge Competition Amsterdam, Netherlands
- 2011 Euro Station 20 Competition Sofia, Bulgaria
- 2011 Country Day Art School St. Croix, US Virgin Islands
- 2011 Cellana Algea Bioproducts Laboratories Maalea, Hawaii
- 2011 Inkanta Design Store Medellin, Colombia
- 2010 Dawntown Seaplane Competition Miami, FL
- 2010 Haiti Mountain House Haiti
- 2010 Inkanta Design Store Lincoln Raod, Miami Beach, FL
- 2010 Inkanta Design Store Andino Bogota, Colombia
- 2009 Dawntown Metromover Competition Miami, FL

Professional Memberships:

N/A

Name: Marilys Nepomechie, FAIA, Professor, Associate Dean of Strategic Initiatives

Courses Taught (Four semesters prior to current visit):
ARC 5935, 6356, 6906, 6970, 5340, 5343

Educational Credentials:
- Massachusetts Institute of Technology, Master of Architecture; Alpha Rho Chi Medal
- University of Florida, Bachelor of Arts, English Literature; Highest Honors, Phi Beta Kappa
- Harvard University, Radcliffe College, English Literature and Language; Highest Honors

Teaching Experience:
- Florida International University Department of Architecture 1997- Present
- Visiting Scholar and Maxfield Lecturer, Miami University of Ohio 2012-2013
- Visiting Global Scholar | Fellow, Tsinghua University, Beijing, China 2012-2013
- John R Groves/KHC Fellow, Housing, University of Kentucky College of Design Spring 2003 + 05
- Sue Fan Gooding Visiting Professor, University of Kentucky College of Design Spring 2003 + 05
- University of Pennsylvania GSFA, Graduate Options Studio; w/Enrique Norten 2002
- Visiting Professor, University of New Mexico School of Architecture and Planning Spring 2000
- Universidad Central de Venezuela, Facultad de Arquitectura, Visiting Studio Critic 1999
- Universidad Politécnica, Puerto Rico, Visiting Studio Critic 1998
- University of Miami School of Architecture, Instructor 1988-1996

Professional Experience:
- Marilys R. Nepomechie Architect, Coconut Grove, Florida: Owner | Principal 1992- Present
- Public Architecture: The 1% Program 2008- Present
- Office of Urban Architecture | MK Roark, Inc., Director of Architecture 1990-1993
- Sasaki Associates, Inc., Firm Associate and Designer 1987-1990

Licenses/Registration:
Registered Architect, Florida

Selected Publications and Recent Research:
- Sea Level Rise Research, EXHIBITION + GRANTS, EXHIBITION RESEARCH, CURATION AND DESIGN. PI w/ Marta Canavés and with ARC colleague Eric Peterson. Exhibition + Symposia completed March 2015 | Broad Coverage: Local, National + International Media, National Peer Review | NSF + Cejas Grants: $18,000
- Sea Level Rise Research, GRANT, National Research Group w/ Yong Tao, Yimin Zhu, Thomas Spiegelhalter: Coastal SEES RCN | Predictive Modeling Network for Sustainable Human-Building Ecosystems [SHBE]. *Sustainable Built Environment Working Group: Assembling Data Resource*, National Peer Review: NSF Grant: $650,000
- Sea Level Rise Research, GRANT, TOR: Inventory of Existing Programmes of the Built Environment + Assessment of Best Practices in Training Energy Efficiency. Co-PI With Thomas Spiegelhalter. *Consultant*, International Peer Review | $20,000
- Sea Level Rise Research, GRANT, NSF Grant, Urban water Innovation Network*: Transitioning Toward Sustainable Urban Water Systems.* FIU Co-PI, with Michael Sukop, Southeast Environmental Research Center. Including funding for Graduate Research Assistant National Peer Review | NSF, $903,077
- Social Housing | Urbanism GRANT, The Radical HIVE: Social Housing and Urbanism in Latin America. PI w/E. Goldemberg, National Peer Review | Cejas Grant $1,700
- AIA Guide to MIAMI | Building Paradise: An Architectural Guide to the Magic City 2010
- *Editor, Bienal Miami + Beach 2001–2005: A retrospective*, with J. Canaves, C. Casuscelli 2007

Professional Memberships:
Fellow, American Institute of Architects
President, ACSA Executive Board, 2016

Name: Winifred E. Newman, Associate Professor

Courses Taught (Four semesters prior to current visit):
ARC 5205, 5744, 5744L, 6906, 5935

Educational Credentials:
- Doctorate of Philosophy Harvard University Architecture, Urban Design, Planning, Landscape Architecture, November 2010
- Master of Philosophy Harvard University History of Technology and Science, November 2008
- Master of Architecture Harvard University Architecture May 1998
- Bachelor of Science University of Texas at Austin History, Minor in Psychology, Anthropology May 1990
- Bachelor of Architecture University of Texas at Austin Architecture May 1989
- Bachelor of Fine Arts University of Texas at Austin Music Theory and Composition (Candidate) May 1989

Teaching Experience:
- Florida International University, Miami, Associate Professor Architecture August 2011-present
- Washington University in St. Louis, Visiting Professor Architecture and Art, Joint Appointment, August 2010-May 2011
- Max-Planck Institute, Berlin, Germany, Fellow History of Science 2008-2009
- Harvard University Instructor Architecture July 2007-January 2008
- Harvard University Teaching Fellow Urban Design September 2006-May 2007
- Harvard University Teaching Fellow Art History September 2005- May 2006
- Harvard University Teaching Fellow Architecture September 2004-May 2005
- Washington University in St. Louis
- Visiting Professor Architecture August 2000-May 2003
- University of Tennessee Visiting Professor Architecture August 1999-January 2000
- Washington University in St. Louis, Lecturer Instructor August 1998-May 1999
- Harvard University Teaching Assistant Architecture September 1997-May 1998

Professional Experience:
N/A

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- Newman, W. E., Architecture Theory in the 19th century. In J. Mattingly and G. J.Golson, editors, Encyclopedia of Theory, volume 1. SAGE Publications, 1st edition, 2014\
- Vassigh, S, W. E. Newman, A. Behzadan, Y. Zhu, S-C.. Chen, S. Graham, Collaborative Learning in Building Sciences Enabled by Augmented Reality, American Journal of Civil Engineering and Architecture
- Newman, W. E., Space and/or Place in Early Atlases. Environment, Space and Place, (ZETA Books) Published in collaboration with the International Association for the Study of Environment, Space, and Place (IASESP), Vol. 1, Fall 2014: 125-151
- Grant, DoD CoE (Centers of Excellence) Program: BAA RIK-2014-0008, Center for Excellence in Data Analytics, PI: Shu-Ching Chen (SCIS); Co-Pis: Tao Li (SCIS), Xudong He (SCIS), Jason Liu (SCIS), Shahin Vassigh (Arc), Winifred E Newman (Arc), $970,685.05
- Grant, FDOT-TIGER UniversityCity Prosperity Grant supporting 6 SOA graduate students. Co-PIs: Winifred Newman, Adam Drisin and Roberto Rovira, $11.4M
- Grant, FIU Tech Fee funding of I-CAVE (2014-15) submitted for final approval, $496,705 (actual spent for 2015)

Professional Memberships:
N/A

Name: Eric Peterson, Senior Instructor

Courses Taught (Four semesters prior to current visit):
ARC 2303, 2304, 5075, 5076, 5340, 5343, 5734, 5745, 5756, 5935, 6356, 6905, 6906, 6970.

Educational Credentials:
University of Florida, Master of Architecture 2005
Middlebury College, Bachelor of Arts, Sociology/Anthropology 1991

Teaching Experience:
Florida International University Architecture Department Instructor 2005-2015
Young Arts National Design Discipline Coordinator 2015-2016
Young Arts Regional Design Discipline Director 2014-2016
University of Florida, Graduate Teaching Assistant 2003-2005

Professional Experience:
FIU Model Shop Manager/Fabrication Lab Manager; Miami, FL 2008-2015
Carlos Palmer Architecture; Miami, FL 2007-2008
Touzet Studio Design and Architecture; Miami, FL 2006-2007
Beilinson Gomez Architects; Miami, FL 2005-2006
DeSmidt Design/Build; Oakland, CA 2001-2004
Andreoni and Stanton Construction; Oakland, CA 2000-2001
Independent Contractor/Carpenter; Ormond Beach, FL 1996-2000
AMRU/VLAN Construction; Moscow, Russia 1995-1996
Goode and Becker Design/Build; New York, NY 1993-1994
Rosinka Joint Venture; Moscow, Russia 1992-1993
Ferrell and Company Jointers; Freeport, ME 1986-1992

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Furniture Designer: *Miami Science Museum,* public furniture project, 2016.
- Lead Designer: *Miami Children's Museum,* design charette for sea level rise exhibition, 2016.
- Director: *FIU+Bauhaus Workshop*, interdisciplinary study program to the Bauhaus, 2016.
- Director, Movement Choreographer: *You have 15 Followers*, performance on the Bauhaus Stage, Dessau Germany, 2016.
- Speaker/presenter: *GPS International Conference*, Humboldt University, Berlin, 2016.
- Exhibitor: *Miami Science Museum*, Miami Maker Fair, 2016.
- Workshop: *Adaptive Architectural Strategies for Sea Level Rise in Miami Beach*, with visiting University of Genova DSA faculty and students, 2016.
- Exhibition: *Full-Scale Detail*, MBUS Gallery, 2015 and 2016.
- Lead Instructor: *Architecture in Genoa* study abroad program in Genoa, Italy, 2015.
- Lecture: *What is Fabrication?* University of Genova DSA and Promostudi la Spezzia Polo Universario G. Marconi, 2015.
- Exhibitor: *Miami Science Museum*, Innovation and Engineering Weekend, 2015.
- Exhibition Designer, Lead Fabricator: *Miami 2100 exhibition,* Coral Gables Museum, 2014.
- Furniture Designer, Project Manager: *Whole Foods Market Pallet Furniture Project*, 2014.
- Exhibition Curator, Lecture: *PalletCraft,* Coral Gables Museum, 2013.
- Grant Recipient: *Andrew W. Mellon Foundation,* Wolfsonian Collection Furniture Design course development grant, 2013.
- Exhibitor: *Design Fairchild*, Fairchild Tropical Garden, 2013.
- Lecture: *Design for a Living World*, Coral Gables Museum, 2013.

Professional Memberships:
N/A

Name: David Rifkind, Ph.D. Associate Professor, Associate Dean of Students

Courses Taught (Four semesters prior to current visit):
ARC 5340, 5343, 5362, 6356, 2701, 2701, 5711, 5733, 5612, 5935, 6906

Educational Credentials:
- 2007 Columbia University, Doctor of Philosophy, Dissertation: «Quadrante» and the Politicization of Architectural Discourse in Fascist Italy (Professor Mary McLeod, advisor), Master of Philosophy, 2001.
- 1997, McGill University, Master of Architecture (History and Theory), Thesis: The All-but Architecture of Richard Serra (Professor Alberto Pérez-Gómez, advisor)
- 1992, Boston Architectural Center, Bachelor of Architecture

Teaching Experience:
- 2007-present, Florida International University, Associate Professor (promoted from Assistant Professor in 2013),
- 2005-2007, University of Virginia, Lecturer in Architectural History, Two-year appointment in the department of architectural history.
- 2005, Cooper-Hewitt, National Design Museum, Instructor
- 2002-2005, Parsons School of Design, Instructor
- 1997-2004, Columbia University, Teaching Fellow: Art Humanities – Masterpieces of Western Art (five semesters)
- Instructor: Modern Architecture in Italy (two semesters, with Lucy Maulsby)
- 2000, New York Institute of Technology, Professor
- 1999, 2000, Barnard College, Instructor
- 1991-1994, Boston Architectural Center, Instructor
-

Professional Experience:
- 2001-present, Four Square Production, Inc. South Orange, NJ, and South Miami, FL, Principal
- 1991-5 Buck, Smith & McAvoy Architects Boston, MA, Project
- 1990, Ian Hodgson, Architect London, England, Designer
- 1986-1990, 1991 Keith Moskow, Architect Boston, MA, Designer

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- A Critical History of Contemporary Architecture, 1960-2010, Ashgate, 2014.
- Co-edited an anthology of writings on contemporary Publication, Selected to co-edit theme issue of the *Journal of Architectural Education*, “Building Modern Africa.” Fall 2014, Peer review.
- *The Battle for Modernism: Quadrante and the Politicization of Architectural Discourse in Fascist Italy* Centro Internazionale di Architettura di Andrea Palladio and Marsilio Editori, 2012. Manuscript was awarded the 2011 Premio James Ackerman by the CISA Palladio.
- Publication, Wrote introductory chapter (“Reviewing Modernism through the Lens of Sustainability”) for Kevin Bone, ed., *Lessons From Modernism*. Monacelli, 2014. Published, Solicited by editors.
- Publication, Selected to co-write 100 entries on Florida architecture for SAH Archipedia. (with John Stuart) in progress – to be published 2014, Peer review
- Publication, Published a chapter (“CIAM, Corporative Urbanism and Italy”) in *The Rationalist Reader: Architecture and Rationalism in Western Europe 1920-1940 / 1960-1990*, Andrew Peckham and Torsten Schmiedeknecht, eds., Routledge, 2013., Solicited by editors.

Professional Memberships:
N/A

Name: Henry Rueda, Visiting Assistant Professor

Courses Taught (Four semesters prior to current visit):
ARC 5361, 5362, 5935, 6906, 5486, 6970

Educational Credentials:
- Columbia University. Graduate School of Architecture, Planning and Preservation, Master of Science in Advanced Architectural Design, New York, USA, 1991
- Instituto de Arte Federico Brandt, Liberal Arts Program, Caracas, Venezuela, 1989
- Universidad Central de Venezuela, School of Architecture and Urbanism, Diploma of Architect, Caracas, Venezuela, 1988

Teaching Experience:
- Florida International University (CARTA-FIU), Department of Architecture (since 2014), Master of Architecture, Design Gallery Director / Miami Beach Urban Studios FIU – MBUS
- Universidad Central de Venezuela (FAU-UCV), School of Architecture and Urbanism, MDA Master of Architectural Design. (postgraduate design studios), School of Architecture (undergraduate)
- Universidad Simón Bolívar (USB), Department of Design, Architecture and Arts, -Universidad José María Vargas (UJMV), School of Architecture and Arts
- Instituto de Diseño de Caracas, Industrial Design Department

Professional Experience:
- The Underline, Design Board Committee, Miami, Florida, Since 2015
- Rueda & Vera Arquitectos, Director, Caracas, Venezuela, Since 1998
- Fundación Espacio, Director – Founder / Non for Profit Organization, Caracas, Venezuela, Since 2007
- Espacio 5 / Art Gallery, Director/Curator – Founder, Valencia, Venezuela, Since 2012
- LPG Oficina de Arquitectura, Director, Caracas, Venezuela, 2006 – 2012
- Roig & Rueda Arquitectos, Director, Caracas, Venezuela, 1993 – 1998
- Architecturburo Wiel Arets. Project Architect, Maastricht, Holanda, 1991 – 1992
- Jesús Tenreiro Arquitectos, Assistant, Caracas, Venezuela, 1987 – 1989

Licenses/Registration:
Architect, Venezuela

Selected Publications and Recent Research:
- Editor, FIU Architecture Folio, *2014-2015*
- MBUS exhibition: *HENRY RUEDA: Domestic Landscapes*
- MBUS Design Gallery, Director and curator.
- Director, Rueda & Vera Arquitectos, Caracas Venezuela
- IPO, Idea Proyecto Obra, 27 architectural and urban projects by 9 young architects. *2013*.
- Operaciones Urbanas en el Municipio Chacao, 51 urban projects featuring 9 local firms. *2013*.
- Espacios Publicos en barrios del Municipio Sucre, 29 urban projects in Caracas. *2012*.
- AXP, Arquitectura X Procesos, 27 architectural and urban projects by 9 local architects *2010*.

Professional Memberships:
A.I.A. American Institute of Architects Miami, # 38501913 *(since 2015)*
C.I.V. Colegio de Ingenieros de Venezuela, # 67.714 *(since 1989)*
C.A.V. Colegio de Arquitectos de Venezuela, # 4.973 *(since 1992)*

Name: Thomas Spiegelhalter, Associate Professor

Courses Taught (Four semesters prior to current visit):
ARC 5340, 5343, 5612, 5621, 5362, 6356

Educational Credentials:
- Master of the Arts, (Meisterschueler), University of the Arts, Berlin, Germany, Design and Architecture, November 1989
- Bachelor of the Arts in Design (Diplom-Designer, 8 semester degree), University of the Arts, Berlin, Germany, Design and Architecture, July 1988
- Bachelor of Science in Architecture (Diplom-Ingenieur, 8 semester degree), University of Applied Sciences, Bremen, Germany, Architecture, Engineering and Town Planning, May 1988

Teaching Experience:
- Florida International University, Miami, Associate Professor, August 2009- to present
- University of Southern California, L.A., Assistant Professor, 2003 – 2009
- Carnegie Mellon University, Pittsburgh, Visiting Professor, 2000 –2002
- University of Hannover, Germany, Tenured University C3-Professor Position, Minister of the State Low-Saxony, Science and Culture, Germany, 2000
- University of Houston G. Hines College of Architecture, DAAD Visiting Professor, 1999
- University of Applied Science Leipzig (HTWK Hochschule fuer Tech-nik, Wirtschaft and Kultur), Germany, Tenured Full-time C3-Professor, Minister of the State Saxony, Ministry of Science and Culture, Germany, 1993
- University of Kaiserlautern, Germany, Assistant Professor, 1990 –1991

Professional Experience:
- Studio Thomas Spiegelhalter, Freiburg/Germany, E.U. - LA/USA, Berlin, Germany, Founder, Principal, Executive Architect, Engineer, and Industrial Designer: *Registered Architect, Town Planner and Engineer in the European Union (AL No. 37201),* 1989-present
- France, Switzerland, and Southwest Germany, Stipendiary(Awardee) with primary responsibilities in historic preservation and renovation projects of historical objects: PRO VENETIA VIVA, European Stipend, objects: PRO VENETIA VIVA, European Stipend, 1978-1980

Licenses/Registration:
Architect, Town Planner, Engineer (E.U./Germany: License 037201/No.85/384/EWGO), LEED AP

Selected Publications and Recent Research:
- Co-PI, Research Grant, 2013-2016: Energy and Climate Partnership of The Americas (ECPA) - Grant Assistance (CFDA), Number: 19.750, Department of State Bureau of Western Hemisphere Affairs. Energy Efficiency Competition. PI: Camilo Rosales, Grant Budget: $799,099.00.
- Research Grant, 2013-2018: "RCN-SEES: Predictive Modeling Network for Sustain-able Human-Building Ecosystems (SHBE)." National Science Foundation (NSF) - PI: Yong X. Tao, University of North Texas, Co-PI's: Yimin Zhu, Khee Poh Lam, David A. Cartes, William J. Tolone. Senior Personnel: Thomas Spiegelhalter, Mirsad Hadzika-dic, Richard Feiock, Rudi Thompson, Wei Yan, Carol Menassa, Derrick D'Souza. Budget period: 09/01/2013 – 08/31/2018. Grant Budget: $652,846
- Book: Andia, Alfredo, Spiegelhalter, Thomas. Parametric Automation in Design and Construction. (ARTECH HOUSE Publisher, London, U.K, 2014)
- Book: Vassigh, Shahin, Ebru Özer and Thomas Spiegelhalter. *Best Practices in Sustainable Building Design + Interactive Learning Environment*. (Fort Lauderdale: J. Ross Publishers Inc. 2012)

Professional Memberships:
IBPSA - International Building Performance Simulation Association
American Society of Heating, Refrigerating and Air Conditioing Engineers (ASHRAE)
DESERTEC Foundation, Solar Energy for Europe and Africa, Munich, Germany

Name: John Stuart, Professor, Associate Dean of Community Engagement

Courses Taught (Four semesters prior to current visit):
N/A

Educational Credentials:
- Columbia University Graduate School of Architecture Planning and Preservation, Master of Architecture, 1991
- Master of Arts, Princeton University, 1987
- Bachelor of Arts, Brown University, 1984

Teaching Experience:
- Florida International University, Professor, 2008 – Present
- Florida International University, Associate Professor, 1999- 2008
- Columbia University Graduate School of Architecture Planning and Preservation, Visiting Associate Professor, 2003
- Florida International University, Assistant Professor, 1994-1999
- Florida International University, Adjunct, 1994
- University of Miami, Adjunct, 1994

Professional Experience:
- John Stuart Architect, Principal 2001 – Present

Licenses/Registration:
Registered Architect, Florida

Selected Publications and Recent Research:
- Stuart, John A."Lincoln Road." CLOG Miami (2013): 76–77
- Stuart, John A., and John F. Stack, Jr., eds., The New Deal in South Florida: Design, Policy, and Community Building, 1933–1940, Gainesville: University Press of Florida, 2008
- Stern, Jewel, and John A. Stuart. Ely Jacques Kahn, Architect: Beaux-Arts to Modernism in New York, New York: W. W. Norton, 2006.
- Scheerbart, Paul, The Gray Cloth: Paul Scheerbart's Novel on Glass Architecture. Introduced, translated from the German, and illustrated by John A. Stuart. Cambridge, Mass.: The MIT Press, 2001, Reprinted in paperback, 2003
- Stuart, John A, "Liberty Square Housing." Die Alte Stadt 36 no. 2 (Aug. 2009): 199–215
- Ghirardo, Diane, and John A. Stuart. "Editors' Introduction: Gender and Architecture." Journal of Architectural Education 55 (Nov. 2001): 63
- Stuart, John A, "Tidal Shade." Journal of Architectural Education 54 (Sept. 2000): 55–57.
- Stuart, John A. "A New Deal for the American Motorist." Seeking the City: Visionaries on the Margin, Proceedings of the 96th Association of Collegiate Schools of Architecture Annual Meeting, 2010.

Professional Memberships:
Member, American Institute of Architects, Miami Chapter

Name: Shahin Vassigh, Professor, Associate Dean of Faculty Development

Courses Taught (Four semesters prior to current visit):
ARC 5483, 5935, 6906, 5554, 5554L, 5555, 5555L, 5582

Educational Credentials:
- Department of Architecture, University at Buffalo, The State University of New York, Spring 1994, Master of Architecture
- Department of Planning, University at Buffalo, The State University of New York, Spring 1994, Master of Urban Planning
- Department of Civil, Structural & Environmental, Engineering, University at Buffalo, The State University of New York, Spring 1983, Bachelor of Science in Civil Engineering

Teaching Experience:
- Department of Architecture, Florida International University, 2008-present, Professor
- Department of Architecture, University at Buffalo, The State University of New York, 2002-2007, Associate Professor
- Department of Architecture, University at Buffalo, The State University of New York, 1997-2001, Assistant Professor
- Department Architecture and Design, Philadelphia College of Textile & Science, 1996-1997, Assistant Professor
- Department of Architecture, University at Buffalo, The State University of New York, 1994 -1996, Visiting Assistant Professor
- Department of Architecture, University at Buffalo, The State University of New York, 1984-1985, Adjunct Faculty

Professional Experience:
- Hadighi Studio for Architecture, Project: Salahuddin Residence, Buffalo, New York, 2000,
- Bettigole Andrews & Clark Inc. Consulting, Engineers, Buffalo, New York, 1990-1993,
- Iffland, Kavanaugh, Waterbury, P.C., New York, New York, 1989 – 1990
- Edwards & Kelcey Consulting Engineers Inc., New York, New York, 1987–1989

Licenses/Registration:
N/A

Selected Publications and Recent Research:

- Proceedings, Using Immersive Computing Environments in Environment Research, ACSA 102nd Annual Conference, 2014, Blind Peer Reviewed Conference
- P-I, Building Literacy: The Integration of Building Technology and Design in Architectural Education Project, U.S. Department of Education, 2007-2011
- Journal Article, “Matter as Energy: What Architects Need to Know” Journal of Engineering Technology, Vol 2, No. 2, Peer Reviewed Journal, 2012
- Proceedings, Integrated Design Pedagogy in Building Design Education, June 2013, Peer Reviewed Conference Paper
- Software, *Best Practices In Sustainable Design Interactive learning Environment*, J. Ross Publishers
- Book: Best Practices in Sustainable design: An interactive Learning Environment for Designing Sustainable Buildings, Shahin Vassigh, Ebru Özer, and Thomas Spiegelhalter, Fort Lauderdale: J. Ross Publishers Inc., September, 2012
- Book: *Building Systems Integration for Enhanced Environmental Performance*, Shahin Vassigh and Jason Chandler, J. Ross Publishers Inc., Fort Lauderdale, 2011

Professional Memberships:
N/A

Name: Hwang Yi, Assistant Professor

Courses Taught (Four semesters prior to current visit):
N/A (will start Fall 2016)

Educational Credentials:
- Ph.D., Architecture, School of Design, University of Pennsylvania, Philadelphia, May, 2016,
- M.S., Architecture, Seoul National University, summa cum laude, South Korea, Aug., 2007,
- B.S., Architecture, Seoul National University, summa cum laude, South Korea, Aug., 2005
- B.E., Biological resources and Materials engineering, Seoul National University, summa cum

Teaching Experience:
- Teaching Assistant, Reviewer, PennDesign, fall term, 2015, ARCH 751 Ecology, Technology, and Design (Prof. William W. Braham)
- Teaching Assistant, PennDesign, spring term, 2015, ARCH 534 Environmental Systems II (Role: assistant instruction and grading)
- Final/Midterm Critique, Reviewer, PennDesign, fall term, 2014, ARCH 751 Ecology, Technology, and Design
- Lecturer (Course title: Environmental building simulation for registered architects), fall term, 2010 – spring term, 2011, National Sustainable Design Academy (Sponsored by National Ministry of Land, Korean government)

Professional Experience:
- Research associate, Aug., 2012 – T.C. Chan Center for Building Simulation and Energy studies, University of Pennsylvania
- Research assistant for Dr. William W. Braham, May, 2013 – Aug., 2013
- Freelance architect, Green building consultant, Mar., 2011 – Sep., 2012
- Architect, Project manager, Jan., 2012 – Jun., 2012, YO2 Architecture & Urbanism
- Architectural designer, Sep., 2009 – Feb., 2010, Odile Decq & Benoit Cornette Architectes Urbanistes
- Junior architect, Researcher of sustainable building design, Sep., 2007 – Mar., 2011, Sustainable Design Institute, SAMOO Architects & Engineers, SAMSUNG.

Licenses/Registration:
N/A

Selected Publications and Recent Research:
- Publication Article: 2016 Yi, H., Srinivasan, R., Braham, W.W., and Tillery, D.R., An Ecological Understanding of Net Zero Energy Building: Evaluation of sustainability based on E[m]ergy Analysis, Energy and Buildings (submitted)
- Publication Article: 2015 Yi, H. and Braham, W.W., Characterization of Uncertainty in Building Emergy Analysis (BEmA), Building and Environment 92, 538–558.
- Publication Article: 2015 Yi, H., User-driven Automation for Optimal Thermal-zone Layout during Space Programming Phases, Architectural Science Review. (DOI:10.1080/00038628.2015.1021747)
- Publication Article: 2015 Yi, H., Srinivasan, R.S., Braham, W.W., An Integrated Energy-Emergy Approach to Building Form Optimization: Use of EnergyPlus, Energy Analysis and Taguchi-Regression Method, Building and Environment 84, 86–109.

Professional Memberships:
International Society for the Advancement of Energy Research (ISAER)
International Building Performance Simulation Association (IBPSA)
US Green Building Council (US GBC)
Korean Institute of Ecological Architecture and Environment (KIEAE)
Air Infiltration and Ventilation Center (AIVC)
Architectural Institute of Korea (AIK), Korean Association of Architectural History (KAAH)

Matrix of Classes 2014-2015
Fall 2014

Fall 2014

Faculty member	Summary of expertise, experience, credentials	1131	1301	1461	2303	2701	4058	5075	5193	5205	5249	5329	5340	5343	5361	5396	5483	5486	5554	5554L	5612	5711	5744	5744L	5734	5745	5756	5935	5943	5945	6356	6906	6047
Alfredo Andia	Assoc. Professor, Design, Digital Technologies, Ph.D.												x	x				x														x	
Nicholas Baker	Adjunct, Design, Practice, M.Arch,											x																					
Malik Benjamin	Senior Instructor, Design, Community Engagement, M.Arch								x																			x			x		
Claudia Busch	Instructor, Design, Practice, MSAAS														x		x											x					
Jaime Canaves	Professor, Design, Materials, M.Arch, Licensed Architect			x									x	x																		x	
Jason Chandler	Assoc. Professor, Design, Urbanism, Building Tech, M.Arch, Licensed Architect											x																		x			
Alice Cimring	Adjunct, Design, Urbanism, M.Arch, Licensed Architect																														x		
Peter Clericuzio	Adjunct, History, Ph.D.					x																x											
Nick Gelpi	Assist. Professor, Design, Drawing, Fabrication, Design Build, MSAAS						x																								x		
Eric Goldemberg	Assoc. Professor, Design, Digital Technologies, MSAAS												x	x														x					
Felice Grodin	Adjunct, Design, Drawing, M.Arch				x																												
Adrian Heid	Adjunct, Design, M.Arch, Licensed Architect											x																					
Elite Kedan	Adjunct, Design, M.Arch, Licensed Architect	x	x																														
James La Greca	Adjunct, Structures, M.Arch																		x	x													
Henry Lares	Adjunct, History, M.Arch					x																											
Mark Marine	Visiting Instructor, Design, Building Technologies, M.Arch														x		x																
Marilys Nepomechie	Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect																											x			x	x	
Nik Nedev	Instructor, Design, Materials, Foundations, Practice, MAUD	x	x																														
Elysse Newman	Assoc. Professor, History, Theory, Ph.D.									x													x	x								x	
Cynthia Ottchen	Adjunct, Design, Practice, M.Arch											x																					
Eric Peterson	Senior Instructor, Design, Fabrication, Design Build, M.Arch				x			x																								x	
Gray Read	Assoc. Professor, History, Urbanism, Ph.D.										x																		x			x	x
Matthew Rice	Adjunct, Design, Urbanism, History, M.Arch												x	x											x	x	x				x	x	
Camilo Rosales	Assoc. Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect												x	x		x																x	
Henry Rueda	Visiting Professor, Design, Practice, Building Technologies, MSAAS														x																		
Arnaldo Sanchez	Adjunct, Design, M.Arch, Licensed Architect	x	x																														
Glen Santayana	Adjunct, Design, Practice, M.Arch											x																					
Patrick Soares	Adjunct, Design, Practice, M.Arch				x																												
Thomas Spiegelhalter	Assoc. Professor, Design, Sustainability, Environmental Technologies, MA												x	x							x												
Jordan Trachtenberg	Adjunct, Design, Practice, M.Arch											x																					
Shahin Vassigh	Professor, Structures, Sustainability, Building Technologies, M.Arch																x											x				x	

Spring 2015

Spring 2015

Faculty member	Summary of expertise, experience, credentials	11302	11304	12402	12701	12802	14705	15006	15108	15301	15303	15304	15306	15307	15308	15402	15403	15502	15506	15602	15703	15902	16004	16006
Alfredo Andia	Assoc. Professor, Design, Digital Technologies, Ph.D.																							x
Malik Benjamin	Senior Instructor, Design, Community Engagement, M.Arch							x														x		
Claudia Busch	Instructor, Design, Practice, MSAAS											x												
Diego Camargo	Adjunct, Design, M.Arch									x														
Jaime Canaves	Professor, Design, Materials, M.Arch, Licensed Architect																							
Jason Chandler	Assoc. Professor, Design, Urbanism, Building Tech, M.Arch, Licensed Architect						x		x														x	
Peter Clericuzio	Adjunct, History, Ph.D.			x																	x			
Sabah Corso	Adjunct, Design, M.Arch										x													
Adam Drisin	Assoc. Professor, Design, Urbanism, M.Des, Licensed Architect								x															
Nick Gelpi	Assist. Professor, Design, Drawing, Fabrication, Design Build, MSAAS		x																					
Eric Goldemberg	Assoc. Professor, Design, Digital Technologies, MSAAS																						x	
Felice Grodin	Adjunct, Design, Drawing, M.Arch	x	x																					
Nathaly Haratz	Adjunct, Design, M.Arch, Licensed Architect								x															
Adrian Heid	Adjunct, Design, M.Arch, Licensed Architect										x													
Elite Kedan	Adjunct, Design, M.Arch, Licensed Architect	x	x																					
Henry Lares	Adjunct, History, M.Arch			x																				
Jeff Lodin	Adjunct, Design, M.Arch																							
Marilys Nepomechie	Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect																						x	
Nik Nedev	Instructor, Design, Materials, Foundations, Practice, MAUD	x	x										x											
Elysse Newman	Assoc. Professor, History, Theory, Ph.D.																						x	
Cynthia Ottchen	Adjunct, Design, Practice, M.Arch									x														
Andrea Perelli	Adjunct, Design, Practice, M.Arch			x																			x	
Eric Peterson	Senior Instructor, Design, Fabrication, Design Build, M.Arch																							
Glenda Puente	Adjunct, Design, M.Arch									x														
Gray Read	Assoc. Professor, History, Urbanism, Ph.D.												x											
Armando Rigau	Adjunct, Design, M.Arch									x														
Matthew Rice	Adjunct, Design, Urbanism, History, M.Arch																							
Camilo Rosales	Assoc. Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect																			x				
Henry Rueda	Visiting Professor, Design, Practice, Building Technologies, MSAAS										x												x	
Claudio Salazar	Adjunct, Design, M.Arch, Licensed Architect										x													
Thomas Spiegelhalter	Assoc. Professor, Design, Sustainability, Environmental Technologies, MA										x							x						
Jordan Trachtenberg	Adjunct, Design, Practice, M.Arch										x													
Shahin Vassigh	Professor, Structures, Sustainability, Building Technologies, M.Arch																	x	x					

Summer 2015

Summer 2015

Faculty member	Summary of expertise, experience, credentials	2701	4058	5077	5167	5340	5361	5362	5483	5554	5554L	5612	5935	6356	6906
Alfredo Andia	Assoc. Professor, Design, Digital Technologies, Ph.D.												x		
Malik Benjamin	Senior Instructor, Design, Community Engagement, M.Arch					x		x						x	
Nik Baker	Adjunct, Design, M.Arch						x		x						
Alejandro Branger	Adjunct, Design, Sustainability, M.Arch, Licensed Architect											x			
Jaime Canaves	Professor, Design, Materials, M.Arch, Licensed Architect												x		x
Jason Chandler	Assoc. Professor, Design, Urbanism, Building Tech, M.Arch, Licensed Architect														x
Sabah Corso	Adjunct, Design, M.Arch			x		x									
Eric Goldemberg	Assoc. Professor, Design, Digital Technologies, MSAAS					x		x						x	
Nathaly Haratz	Adjunct, Design, M.Arch, Licensed Architect						x								
James La Greca	Adjunct, Structures, M.Arch									x	x				
Henry Lares	Adjunct, History, M.Arch	x													
Marilys Nepomechie	Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect					x								x	
Nik Nedev	Instructor, Design, Materials, Foundations, Practice, MAUD												x		
Noel Palacios	Adjunct, Design, Digital Technologies, M.Arch				x										
Eric Peterson	Senior Instructor, Design, Fabrication, Design Build, M.Arch					x								x	x
Glenda Puente	Adjunct, Design, M.Arch						x								
Ali Qureshi	Adjunct, Design, Digital Technologies, M.Arch		x		x										
David Rifkind	Assoc. Professor, History, Theory, Sustainability, Ph.D.					x		x						x	
Gray Read	Assoc. Professor, History, Urbanism, Ph.D.												x		
Henry Rueda	Visiting Professor, Design, Practice, Building Technologies, MSAAS						x						x		x
Arnaldo Sanchez	Adjunct, Design, M.Arch, Licensed Architect					x									
Thomas Spiegelhalter	Assoc. Professor, Design, Sustainability, Environmental Technologies, MA					x		x						x	
Jordan Trachtenberg	Adjunct, Design, Practice, M.Arch					x									
Shahin Vassigh	Professor, Structures, Sustainability, Building Technologies, M.Arch												x		x

Matrix of Classes 2015-2016
Fall 2015

Fall 2015

Faculty member	Summary of expertise, experience, credentials	1	1	1	2	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6
		1	3	4	3	7	0	1	2	3	3	3	4	5	5	6	7	7	7	7	7	9	9	9	9	0
		3	0	6	0	0	5	7	9	0	4	2	4	6	8	5	1	1	4	3	4	5	3	4	5	0
		1	1	1	3	1	8	5	3	5	9	9	0	3	1	3	6	4	4	4	5	6	5	3	5	6	6	7
																		L										
Alfredo Andia	Assoc. Professor, Design, Digital Technologies, Ph.D.											x	x		x											x		
William Arthur	Adjunct, Design, M.Arch, Licensed Architect				x																							
Malik Benjamin	Senior Instructor, Design, Community Engagement, M.Arch							x															x		x			
Claudia Busch	Instructor, Design, Practice, MSAAS										x	x														x		
Elizabeth Camargo	Adjunct, Design, M.Arch, Licensed Architect									x																		
Jaime Canaves	Professor, Design, Materials, M.Arch, Licensed Architect			x								x	x										x			x		
Jason Chandler	Assoc. Professor, Design, Urbanism, Building Tech, M.Arch, Licensed Architect									x														x				
Peter Clericuzio	Adjunct, History, Ph.D.				x																							
Juan Contin	Adjunct, Design, B.Arch, Licensed Architect									x																		
Eric Goldemberg	Assoc. Professor, Design, Digital Technologies, MSAAS																						x		x	x		
Nathaly Haratz	Adjunct, Design, M.Arch, Licensed Architect														x													
Elite Kedan	Adjunct, Design, M.Arch, Licensed Architect						x																					
Henry Lares	Adjunct, History, M.Arch				x																							
Neil Leach	Visiting Professor, History Theory, Ph.D.							x										x	x			x						
Nicolas Lowe	Adjunct, Design, M.Arch				x																							
Marilys Nepomechie	Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect																								x	x		
Nik Nedev	Instructor, Design, Materials, Foundations, Practice, MAUD	x	x																			x						
Cynthia Ottchen	Adjunct, Design, Practice, M.Arch										x																	
Eric Peterson	Senior Instructor, Design, Fabrication, Design Build, M.Arch											x	x						x	x	x				x	x		
Sara Pezeshk	Adjunct, Design, M.Arch											x	x															
Rebecca Raucci	Adjunct, Design, M.Arch				x																							
David Rifkind	Assoc. Professor, History, Theory, Sustainability, Ph.D.					x											x						x			x		
Gray Read	Assoc. Professor, History, Urbanism, Ph.D.									x												x				x	x	
Armando Rigau	Adjunct, Design, M.Arch										x																	
Henry Rueda	Visiting Professor, Design, Practice, Building Technologies, MSAAS													x	x								x			x		
Claudio Salazar	Adjunct, Design, M.Arch, Licensed Architect													x														
Arnaldo Sanchez	Adjunct, Design, M.Arch, Licensed Architect											x														x		
Jorge San Martin	Adjunct, Design, M.Arch										x																	
Mohammed Shanti	Adjunct, Design, M.Arch				x		x																					
Thomas Spiegelhalter	Assoc. Professor, Design, Sustainability, Environmental Technologies, MA										x	x				x												
Jordan Trachtenberg	Adjunct, Design, Practice, M.Arch																								x			
Shahin Vassigh	Professor, Structures, Sustainability, Building Technologies, M.Arch														x	x										x		
Holly Zickler	Adjunct, Design, B.Arch	x	x																									

Spring 2016

Spring 2016

Faculty member	Summary of expertise, experience, credentials	1132	1302	2304	2701	2702	4058	5076	5186	5335	5343	5362	5467	5555	5555L	5582	5582L	5621	5623	5733	5935	5945	6280	6906	6970
Juan Alayo	Adjunct, Design, B.Arch, Licensed Architect									x															
Alfredo Andia	Assoc. Professor, Design, Digital Technologies, Ph.D.																						x	x	x
Malik Benjamin	Senior Instructor, Design, Community Engagement, M.Arch								x												x				x
Alejandro Branger	Adjunct, Design, Sustainability, M.Arch, Licensed Architect											x													
Claudia Busch	Instructor, Design, Practice, MSAAS											x													
Elizabeth Camargo	Adjunct, Design, M.Arch, Licensed Architect									x															
Jaime Canaves	Professor, Design, Materials, M.Arch, Licensed Architect																							x	x
Jason Chandler	Assoc. Professor, Design, Urbanism, Building Tech, M.Arch, Licensed Architect																					x		x	
Peter Clericuzio	Adjunct, History, Ph.D.					x																			
Juan Contin	Adjunct, Design, B.Arch, Licensed Architect									x															
Nick Gelpi	Assist. Professor, Design, Drawing, Fabrication, Design Build, MSAAS			x																					
Eric Goldemberg	Assoc. Professor, Design, Digital Technologies, MSAAS																				x			x	x
James La Greca	Adjunct, Structures, M.Arch													x	x										
Henry Lares	Adjunct, History, M.Arch				x																				
Neil Leach	Visiting Professor, History Theory, Ph.D.																				x				x
Nik Nedev	Instructor, Design, Materials, Foundations, Practice, MAUD	x	x										x												
Marilys Nepomechie	Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect																							x	
Cynthia Ottchen	Adjunct, Design, Practice, M.Arch									x															
Eric Peterson	Senior Instructor, Design, Fabrication, Design Build, M.Arch			x																				x	x
Sara Pezeshk	Adjunct, Design, M.Arch										x														
Glenda Puente	Adjunct, Design, M.Arch									x															
Rebecca Raucci	Adjunct, Design, M.Arch			x																					
David Rifkind	Assoc. Professor, History, Theory, Sustainability, Ph.D.					x														x				x	
Gray Read	Assoc. Professor, History, Urbanism, Ph.D.											x									x			x	
Henry Rueda	Visiting Professor, Design, Practice, Building Technologies, MSAAS																				x			x	x
Camilo Rosales	Assoc. Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect											x							x						
Claudio Salazar	Adjunct, Design, M.Arch, Licensed Architect											x													
Arnaldo Sanchez	Adjunct, Design, M.Arch, Licensed Architect									x															
Jorge San Martin	Adjunct, Design, M.Arch									x															
Mohammed Shanti	Adjunct, Design, M.Arch			x																					
Thomas Spiegelhalter	Assoc. Professor, Design, Sustainability, Environmental Technologies, MA											x						x							
Jordan Trachtenberg	Adjunct, Design, Practice, M.Arch											x													
Shahin Vassigh	Professor, Structures, Sustainability, Building Technologies, M.Arch															x	x							x	
Holly Zickler	Adjunct, Design, B.Arch	x	x																						

Summer 2016

Summer 2016

Faculty member	Summary of expertise, experience, credentials	2704 1857	5057 8700	5057 6301	5057 4433	5057 3106	5057 4358	5057 5534	5057 5561	5057 5612	5057 5693	5057 5693	5057 5635	5057 6393	5057 6350	5057 6396
Juan Alayo	Adjunct, Design, B.Arch, Licensed Architect						x									
Abraham Aluicio	Adjunct, Design, M.Arch				x											
Alfredo Andia	Assoc. Professor, Design, Digital Technologies, Ph.D.												x			
Claudia Busch	Instructor, Design, Practice, MSAAS				x	x						x			x	
Jaime Canaves	Professor, Design, Materials, M.Arch, Licensed Architect												x			x
Jason Chandler	Assoc. Professor, Design, Urbanism, Building Tech, M.Arch, Licensed Architect															x
Eric Goldemberg	Assoc. Professor, Design, Digital Technologies, MSAAS				x							x			x	
Felice Grodin	Adjunct, Design, Drawing, M.Arch		x		x											
James La Greca	Adjunct, Structures, M.Arch							x	x							
Henry Lares	Adjunct, History, M.Arch	x								x						
Thais Mathais	Adjunct, Sustainability, M.Arch															
Cynthia Ottchen	Adjunct, Design, Practice, M.Arch				x											
Noel Palacios	Adjunct, Design, Digital Technologies, M.Arch		x													
Eric Peterson	Senior Instructor, Design, Fabrication, Design Build, M.Arch				x											
Sara Pezeshhk	Adjunct, Design, M.Arch				x											
Glenda Puente	Adjunct, Design, M.Arch						x									
Ali Qureshi	Adjunct, Design, Digital Technologies, M.Arch			x	x											
Rebecca Raucci	Adjunct, Design, M.Arch						x									
David Rifkind	Assoc. Professor, History, Theory, Sustainability, Ph.D.													x		
Camilo Rosales	Assoc. Professor, Design, Sustainability, Building Tech, M.Arch, Licensed Architect				x	x						x				x
Henry Rueda	Visiting Professor, Design, Practice, Building Technologies, MSAAS						x									x
Arnaldo Sanchez	Adjunct, Design, M.Arch, Licensed Architect					x										
Mohammed Shanti	Adjunct, Design, M.Arch	x														
Thomas Spiegelhalter	Assoc. Professor, Design, Sustainability, Environmental Technologies, MA				x							x			x	
Shahin Vassigh	Professor, Structures, Sustainability, Building Technologies, M.Arch													x		x

Faculty Continuing Education

Faculty are provided with travel funds to participate in academic conferences to maintain knowledge of changes in the discipline. Conferences and symposia travel for faculty is highly encouraged and department has a faculty travel budget. In addition, the Department provides funding for faculty requested equipment in order to support their research and creative activities.

The Paul L. Cejas Faculty Eminent Scholars Endowment provides funds for the department to invite leaders (architects, researchers, historians and theoreticians) in the field to school to interact with faculty in symposia. These funds nurture possible collaborations and expand our faculty's knowledge of current trends and new innovation. FIU by Design funds projects and sponsored studios. FIU by Design provides opportunity for faculty to conduct funded projects with actual clients addressing current challenges in practice.

The Department encourages licensure of its entire faculty. The licensed architects on the faculty provide mentorship for their non- licensed colleagues. Professor and Associate Dean Marilys Nepomechie, FAIA, NCARB, is the Architect Licensing Advisor for the Department of Architecture. A registered architect in the State of Florida, she leads mandatory AXP/ IDP information sessions.

The department considers the mentoring of junior faculty to be one of the most significant aspects of the responsibilities of program administration. The department enjoys a very successful tack record in guiding junior faculty through the tenure process. There have been no tenure denials, promotion denials or negative third-year reviews in the department since 2002.

Faculty are eligible for sabbatical leave every seven years. Sabbatical leave is granted through a formal application process. Leave terms may be with full salary for a one- semester leave or 2/3 salary for a two-semester leave. Four faculty have been granted sabbatical leave since the last accreditation visit (Alfredo Andia, Camilo Rosales, David Rifkind, Gray Read).

Faculty Resources

Human resource development policies are formulated at both University and the department levels. The FIU faculty is unionized and the university's benefits, resources and services are articulated in FIU's *Tenure and Promotion Manual* and in the *Faculty Handbook*. http://academic.fiu.edu/docs/Faculty_Handbook.pdf Faculty have private offices. Computer (desktop or laptop) and software are supplied to all faculty and refreshed as needed. The department provides support for research and creative work through various funding sources including the Paul L. Cejas Faculty Support Grant Endowment, FIU by Design projects and sponsored studios.

In the academic year of 2015-2016, CARTA created the new position of Associate Dean for Faculty Development. The Dean's responsibilities include participating in recruiting, mentoring, supporting, acknowledging, and retaining faculty. The Dean of faculty has initiated a series of new initiatives that began in Fall 2015. These include:

1. Establishing a new Interdisciplinary Seed Grant opportunity to support projects that engage in state-of-the-art research or creative activity that cut across various disciplines in CARTA. The goal is to promote collaboration among various departments and enhance faculty competitiveness for external funding. Three awards each up to $5,000 are distributed to faculty each academic year.

2. Establishing the Teaching Innovation Grant initiative to enhance faculty success by supporting innovative and effective approaches to teaching. The initiative calls for novel pedagogical approaches in course design, material or curriculum development, assessment methods, use of information technology and etc. Three awards each up to $3,000 are distributed to faculty each academic year.

3. Offering a number of new workshops for grant writing and teaching. In addition, the college supports one or two workshops per year in support of emerging areas of interest as per request of faculty groups Establishing four (4) annual faculty awards of $2,000 each, to reward excellence in research, teaching and service

In addition the positions of Associate Dean of Strategic Initiatives and the Associate Dean of Community Engagement seek and secure funding for faculty research. Examples include funded projects from Wells Fargo Bank for the assistant Professor Gelpi's Woodcrete research and exhibitions and partnership with the Sea Level Rise Solution Center.

List of Faculty Research and Creative activity

- Book: Alfredo Andia and Thomas Spiegelhalter, *Post-Parametric Automation in Design and Construction,* Artech House, published: November 2014, Peer reviewed book
- Grant, Emerging Japanese Architects in Dialogue: The Post 1970 Generation. Cejas Grant, FIU, 2013, Blind peer reviewed, Accepted $3,000, Andia
- Lecture and Proceedings, "Automate Architecture." Proceedings of ACSA Annual 101st Conference 2013. San Francisco. Published, March 2013, Andia
- Lecture and Proceedings, "Topological and Parametric Temperatures in Architectural Academia." Proceedings of ACSA International Conference 2012, Barcelona. Published July 2012., Co-authored, Andia
- Lecture and Proceedings, "Cultural Cognition And Smart Space Design Culture." , Andia Proceedings of ACSA International Conference 2012, Barcelona. Published, July 2012., Co-authored , Andia
- CO-PI: Eric Goldemberg, Nick Gelpi, Alfredo Andia, Granted. Co-PI, $2,000. Department Research
- Completed Architectural Proposal for "Towers of Llico," Arauco Province, Chile. A memorial plaza for the Earthquake and Tsunami of February 2010. December 2012., $350,000 project, Andia
- Finalist, Singularity University Global Impact Competition 1st Miami Global Impact Competition: Sea Level Rise, Selected as 1 of 8 finalists, Benjamin
- Miami Finalist, The Knight Cities Challenge Grant, Selected as 1 of 10 finalists, Benjamin
- Lecture at School of Art Institute Chicago, The role of the architect in a post-industrial, pre-hypertech 21st century global city. Invited by Director of School of Art Institute Chicago, Benjamin
- Speaker, Open Creativity Speaker, Lecture regarding the role of the architect in a post-industrial, pre-hypertech 21st century global city, Benjamin
- Curator, CreativeMornings/Miami: CreativeMornings is the premiere breakfast lecture series for the creative community globally, Nominated, interviewed in New York and appointed by the CreativeMornings C-level executives, Benjamin
- Paper Accepted, Disaster Mitigation, Preparedness, Response and Sustainable Reconstruction: *The Role of Architectural, Planning, and Engineering Education,* Psc Peer Reviewed, Benjamin
- Paper Accepted, The Mediated City Conference, Peer reviewed, Benjamin
- Organizer, CreativeMornings/Miami , Benjamin
- Sep 2014, *Architectural Firm BBA to debut two luxury projects in Miami Ocean View Residence and Code Wynwood,* Publication, Busch
- December 2013, Exhibition of five Design Sketches of the putting club, DRAWN FROM MIAMI at the MCAD Miami., Peer Review, Busch
- November 12, 2013, Publication: Design of the Cruise Terminal, Tenerife: La Opinión de Tenerife, Periódico - La Nueva Terminal acogerá banquetes y conciertos cuando no haya barcos, Publication, Busch
- April 1, 2013, Publication: Design of the Putting Club, Miami Beach: Curbed - Lincoln Road Getting Awesome Rooftop Putt-Putt Course, Publication, Busch
- Publication: The Architecture of Bermello, Ajamil & Partners (in progress), Canaves
- Presentation: 2011 AIA Florida Legislature Day. Tallahassee, Florida. Presentations to the following members of the State, Canaves
- 2011 International Committee Round Table. Boston Society of Architects, Canaves

- Exhibition: 2012 Cuba Nostalgia-Digital Map of Havana Exhibit, Canaves
- Exhibition: 2012 Cuba Nostalgia-Design 8 Domino Project Exhibit, Canaves
- Grant proposal: Design 8 Domino Project Exhibit. Leon Medical Center, $1000, Canaves
- Planning Project: Low Income Housing Proto-type for Dade County. 2012, Canaves
- Design: Luengos Residence Remodeling. 2012, Canaves
- Design: WDNA Radio Station Remodeling. 2011, Canaves
- Design: Casagua Residence Remodeling. 2011, Canaves
- Constructed: WDNA Radio Station Remodeling. 2011, Canaves
- Constructed: Casagua Residence Remodeling. 2011, Canaves
- Constructed: Old Cutler Residence, Canaves
- Editor, Exhibition and Studio Catalogue, Infill Housing 3, *2015*, Chandler
- Editor, Exhibition and Studio Catalogue, Infill Housing 2, *2014*, Chandler
- P-I, Miami Urban Neighborhood Building Studio, Knight Foundation $60,000, 2013-2015
- Award for Leadership in Education Award, The Miami Chapter of the American Institute of Architects, 2014, Chandler
- Editor, Exhibition and Studio Catalogue, Infill Housing, *2013*, Chandler
- P-I, Infill Housing Sponsored Studio, Knight Foundation $20,000, 2012-2013, Chandler
- Award, FIU Top Scholar for Creative Work 2013, Chandler
- *Honor Award of Excellence,* for Warehouse Structures, The Florida Association of the America Institute of Architects, 2012, Chandler
- *Award of Merit,* For Infill Warehouses, The Miami Chapter of the American Institute of Architects, Architecture, 2011, Chandler
- Award, Honor Award of Excellence, Florida AIA, , Chandler
- Competition, (AC-CA) (Buenos Aires) New Contemporary Art Museum Competition, July 2012 , Chandler
- Book: “Building Systems Integration for Enhanced Environmental Performance” by Shahin Vassigh and Jason Chandler, J. Ross Publishing, ISBN-10: 1604270152, *Published June 2011*
- Edited Catalogue: “Engaging the Urban,” Introduction essay and edited by Jason Chandler, ISBN: 987-1-257-93895-7, *Published June 2011*
- 2013, FIU Top Scholar, Drisin
- 2013 John S. and James L. Knight Foundation Challenge Grant $90,000 (PI) funded CARTA GrowLight, Drisin
- 2013 Hagen Family Foundation Grant , $25,000 PI, Drisin
- Exhibition: Recent Paintings, Reagan House, FIU, Summer 2014, Drisin
- 2011 Digital Pulsation: Digital Design, E. Goldemberg, Editor, introductory essay, J. Ross publishers, Drisin
- 2011 Miami-Dade County Public School Systems: $62,000 awarded (PI) “DASH/FIU Dual Enrollment Grant, Drisin
- 2010-11 FIU Technology Grant: $388,000, Co-PI, Drisin
- Design Award, *Winning competition Proposal for International Design Competition, Wynwood Gateway Competition -$1,200,000,* Peer Review-International, Gelpi
- Book: *Architecture of Full Scale Mockups,* Peer Reviewed, Routledge 2017, Gelpi
- Design Research, Led independent Studies, and co-chaired international conference on architecture titled *“Building 2050.”*, Cejas Grant, $14,000, Gelpi
- Design, Design for a new Gallery in Detroit, Design Commission, Gelpi
- Award, *Curbed Young Guns Design Award,* National, Gelpi
- Award, *FIU Top Scholar,* University, Gelpi
- Design, Single Family House, Miami Beach, Gelpi
- Table Distortions, Exhibition of competition winning table design, Wolfsonian Miami Beach, $6,000 funding, Gelpi
- Force Frames, Design Research and Public Exhibition, Full scale installation. BEA Gallery FIU, $3,500, Gelpi
- ACSA Subtropical Cities 2013, “The Unflat Pavilion.” Paper accepted and presented at ACSA conference, Ft Lauderdale, Gelpi

- ACSA Subtropical Cities 2013, “Mocking the Museum, Compelling Evidence of Premeditation in the Field.” Gelpi
- ACSA 102 National Conference, Globalizing Architecture, “Adaptive Fabrications, Rapid Directions in Design Build.” Paper accepted and presented at ACSA 102nd National conference, Miami Beach, Gelpi
- Goldemberg, Eric. *Pulsation in Architecture*. Fort Lauderdale: J.Ross Publishing Inc, 2011.
- Foreword, afterword, project reviews and concept design by Eric Goldemberg
- MULTI- five-piece instruments: piezoelectric violin; small didgeridoo; “monobaribasitar” (travel bass guitar); cello; and hornucopia (a large didgeridoo, also known as a “drone pipe”). Media news stories at the following websites: FORBES, THE GUARDIAN, BBC Culture, CNBC, DISCOVERY CHANNEL, CCTV China, CNET-CBS, FOX News, Goldemberg
- FIU Magazine, ‘ABYECTO Sonic Environment’ for MBUS gallery, Goldemberg
- The work of MONAD Studio was featured in a special issue of the Politecnico di Milano, in Architetti.
- ‘ABYECTO Sonic Environment” – a large CNC mural incorporating a detachable 3D printed guitar, built at MBUS gallery with the assistance of FIU students >> Featured in suckerPUNCH daily and ARCH20, Goldemberg
- ‘Meeting – 100th Conference: *Digital Aptitudes*, Boston, Massachusetts, Paper: “Eulogy to Paperless Studios: the Kernel of Pulsation in Architecture”, 2012, 8 pgs, Goldemberg
- Grant: Melon grant for Faculty Research and Course Development by The Wolfsonian-FIU in collaboration with Prof. Marilys Nepomechie. Project ‘The Radical HIVE’ exhibition and book, new course for research on the subject - $5,000 granted.
- Collaboration with designer Anouk Wipprecht to design a dress for the artist Bjork, Goldemberg
- Book: Neil Leach, A. Menges, P. Yuan (eds.), Robotic Futures, Shanghai: Tongji UP, 2015
- Neil Leach (ed.), ‘Space Architecture: The New Frontier for Design Research, AD, Profile No 232, Nov/Dec 2014, ISBN 978-1118-663301
- Neil Leach, Xu Weiguo (eds.), Design Intelligence: Advanced Computational Research, Beijing, China Architecture and Building Press, 2013, ISBN 978-7-112-15842-3
- Neil Leach, P. Yuan (eds.), Digital Workshop in China, Shanghai: Tongji University Press, 2013
- Neil Leach, P. Yuan (eds.), Fabricating the Future, Shanghai: Tongji University Press, 2012
- Neil Leach, Philip Yuan (eds.), Scripting the Future, Shanghai: Tongji University Press, 2012
- Neil Leach, Xu Weiguo (eds.) Machinic Processes: Architects, Beijing, China Architecture and Building Press, 2010, ISBN 978-7-112-12622-4
- Neil Leach, Xu Weiguo (eds.) Machinic Processes: Students, Beijing, China Architecture and Building Press, 2010, ISBN 978-7-112-12518-0
- Award, *NC-office* was ranked (10th in Sustainability) by Architect Magazine (top 50 US architects), National, 2015, Nedev
- Award, NC-office was selected as a finalist for Knight Arts Challenge – Sweetwater / University City Projects, Regional, 2015, Nedev
- Selected work of NC Office: 2014 Brothers to the Rescue Plaza Sweetwater, FL, 2014 MESH Apartments Miami, FL, 2014 Weston Residence Weston, FL, 2013 Floating Plaza Competition Sofia, Bulgaria ,2012 Haiti National Cathedral Competition Port Au Prince, Haiti, 2012 Coral Gables Museum Bench Competition Coral Gables, FL, 2012 Amstel Bridge Competition Amsterdam, Netherlands, 2011 Euro Station 20 Competition Sofia, Bulgaria, 2011 Country Day Art School St. Croix, US Virgin Islands, 2011 Inkanta Design Store Medellin, Colombia, 2010 Inkanta Design Store Lincoln Raod, Miami Beach, FL, 2010 Inkanta Design Store Andino Bogota, Colombia, 2009 Dawntown Metromover Competition Miami, FL
- Sea Level Rise Research, EXHIBITION + GRANTS, EXHIBITION RESEARCH, CURATION AND DESIGN. PI w/ Marta Canavés and with ARC colleague Eric Peterson. Exhibition + Symposia completed March 2015 | Broad Coverage: Local, National + International Media, National Peer Review | NSF + Cejas Grants: $18,000, Nepomechie
- Sea Level Rise Research, GRANT, National Research Group w/ Yong Tao, Yimin Zhu, Thomas Spiegelhalter: Coastal SEES RCN | Predictive Modeling Network for Sustainable Human-Building Ecosystems [SHBE]. *Sustainable Built Environment Working Group: Assembling Data Resource*, National Peer Review: NSF Grant: $650,000, Nepomechie

- Sea Level Rise Research, GRANT, TOR: Inventory of Existing Programmes of the Built Environment + Assessment of Best Practices in Training Energy Efficiency. Co-PI With Thomas Spiegelhalter. *Consultant*, International Peer Review | $20,000, Nepomechie
- Sea Level Rise Research, GRANT, NSF Grant, Urban water Innovation Network*: Transitioning Toward Sustainable Urban Water Systems.* FIU Co-PI, with Michael Sukop, Southeast Environmental Research Center. Including funding for Graduate Research Assistant National Peer Review | NSF, $903,077, Nepomechie
- Social Housing | Urbanism GRANT, The Radical HIVE: Social Housing and Urbanism in Latin America. PI w/E. Goldemberg, National Peer Review | Cejas Grant $1,700, Nepomechie
- AIA Guide to MIAMI | Building Paradise: An Architectural Guide to the Magic City 2010, Nepomechie
- Newman, W. E., Architecture Theory in the 19th century. In J. Mattingly and G. J.Golson, editors, Encyclopedia of Theory, volume 1. SAGE Publications, 1st edition, 2014\
- Vassigh, S, W. E. Newman, A. Behzadan, Y. Zhu, S-C.. Chen, S. Graham, Collaborative Learning in Building Sciences Enabled by Augmented Reality, American Journal of Civil Engineering and Architecture
- Newman, W. E., Space and/or Place in Early Atlases. Environment, Space and Place, (ZETA Books) Published in collaboration with the International Association for the Study of Environment, Space, and Place (IASESP), Vol. 1, Fall 2014: 125-151
- Grant, DoD CoE (Centers of Excellence) Program: BAA RIK-2014-0008, Center for Excellence in Data Analytics, PI: Shu-Ching Chen (SCIS); Co-Pis: Tao Li (SCIS), Xudong He (SCIS), Jason Liu (SCIS), Shahin Vassigh (Arc), Winifred E Newman (Arc), $970,685.05
- Grant, FDOT-TIGER UniversityCity Prosperity Grant supporting 6 SOA graduate students. Co-PIs: Winifred Newman, Adam Drisin and Roberto Rovira, $11.4M
- Grant, FIU Tech Fee funding of I-CAVE (2014-15) submitted for final approval, $496,705 (actual spent for 2015), Newman
- Furniture Designer: *Miami Science Museum,* public furniture project, 2016.
- Lead Designer: *Miami Children's Museum,* design charette for sea level rise exhibition, 2016, Peterson
- Director: *FIU+Bauhaus Workshop*, interdisciplinary study program to the Bauhaus, 2016, Peterson
- Speaker/presenter: *GPS International Conference*, Humboldt University, Berlin, 2016, Peterson
- Exhibitor: *Miami Science Museum*, Miami Maker Fair, 2016, Peterson
- Workshop: *Adaptive Architectural Strategies for Sea Level Rise in Miami Beach*, with visiting University of Genova DSA faculty and students, 2016, Peterson
- Lecture: *What is Fabrication?* University of Genova DSA and Promostudi la Spezzia Polo Universario G. Marconi, 2015, , Peterson
- Exhibitor: *Miami Science Museum*, Innovation and Engineering Weekend, 2015, Peterson
- Exhibition Designer, Lead Fabricator: *Miami 2100 exhibition,* Coral Gables Museum, 2014, Peterson
- Furniture Designer, Project Manager: *Whole Foods Market Pallet Furniture Project*, 2014, Peterson
- Exhibition Curator, Lecture: *PalletCraft,* Coral Gables Museum, 2013, Peterson
- Grant Recipient: *Andrew W. Mellon Foundation,* Wolfsonian Collection Furniture Design course development grant, 2013, Peterson
- Exhibitor: *Design Fairchild*, Fairchild Tropical Garden, 2013, Peterson
- Lecture: *Design for a Living World*, Coral Gables Museum, 2013, Peterson
- A Critical History of Contemporary Architecture, 1960-2010, Ashgate, 2014, Rifkind
- Co-edited an anthology of writings on contemporary Publication, Selected to co-edit theme issue of the *Journal of Architectural Education*, "Building Modern Africa." Fall 2014, Peer review, Rifkind
- *The Battle for Modernism: Quadrante and the Politicization of Architectural Discourse in Fascist Italy* Centro Internazionale di Architettura di Andrea Palladio and Marsilio Editori, 2012. Manuscript was awarded the 2011 Premio James Ackerman by the CISA Palladio, Rifkind
- Publication, Wrote introductory chapter ("Reviewing Modernism through the Lens of Sustainability") for Kevin Bone, ed., *Lessons From Modernism*. Monacelli, 2014, Rifkind

- Publication, Selected to co-write 100 entries on Florida architecture for SAH Archipedia. (with John Stuart) in progress – to be published 2014, Rifkind
- Publication, Published a chapter ("CIAM, Corporative Urbanism and Italy") in *The Rationalist Reader: Architecture and Rationalism in Western Europe 1920-1940 / 1960-1990*, Andrew Peckham and Torsten Schmiedeknecht, eds., Routledge, 2013, Rifkind
- Editor, FIU Architecture Folio, *2014-2015,* Rueda
- MBUS exhibition: *HENRY RUEDA: Domestic Landscapes*
- Director, Rueda & Vera Arquitectos, Caracas Venezuela
- IPO, Idea Proyecto Obra, 27 architectural and urban projects by 9 young architects. *2013,* Rueda
- Operaciones Urbanas en el Municipio Chacao, 51 urban projects featuring 9 local firms. *2013,* Rueda
- Espacios Publicos en barrios del Municipio Sucre, 29 urban projects in Caracas. *2012*.
- AXP, Arquitectura X Procesos, 27 architectural and urban projects by 9 local architects *2010,* Rueda
- Co-PI, Research Grant, 2013-2016: Energy and Climate Partnership of The Americas (ECPA) - Grant Assistance (CFDA), Number: 19.750, Department of State Bureau of Western Hemisphere Affairs. Energy Efficiency Competition. PI: Camilo Rosales, Grant Budget: $799,099.00. Spiegelhalter
- Research Grant, 2013-2018: "RCN-SEES: Predictive Modeling Network for Sustain-able Human-Building Ecosystems (SHBE)." National Science Foundation (NSF) - PI: Yong X. Tao, University of North Texas, Co-PI's: Yimin Zhu, Khee Poh Lam, David A. Cartes, William J. Tolone. Senior Personnel: Thomas Spiegelhalter, Mirsad Hadzika-dic, Richard Feiock, Rudi Thompson, Wei Yan, Carol Menassa, Derrick D'Souza. Budget period: 09/01/2013 – 08/31/2018. Grant Budget: $652,846 Spiegelhalter
- Book: Vassigh, Shahin, Ebru Özer and Thomas Spiegelhalter. *Best Practices in Sustainable Building Design + Interactive Learning Environment*. (Fort Lauderdale: J. Ross Publishers Inc. 2012)
- Stuart, John A."Lincoln Road." CLOG Miami (2013): 76–77
- Stuart, John A., and John F. Stack, Jr., eds., The New Deal in South Florida: Design, Policy, and Community Building, 1933–1940, Gainesville: University Press of Florida, 2008
- Stern, Jewel, and John A. Stuart. Ely Jacques Kahn, Architect: Beaux-Arts to Modernism in New York, New York: W. W. Norton, 2006.
- Stuart, John A, "Liberty Square Housing." Die Alte Stadt 36 no. 2 (Aug. 2009): 199–215
- Stuart, John A. "A New Deal for the American Motorist." Seeking the City: Visionaries on the Margin, Proceedings of the 96th Association of Collegiate Schools of Architecture Annual Meeting, 2010.
- Proceedings, Using Immersive Computing Environments in Environment Research, ACSA 102nd Annual Conference, 2014, Blind Peer Reviewed Conference, Vassigh
- P-I, Building Literacy: The Integration of Building Technology and Design in Architectural Education Project, U.S. Department of Education, 2007-2011, Vassigh
- Journal Article, "Matter as Energy: What Architects Need to Know" Journal of Engineering Technology, Vol 2, No. 2, Peer Reviewed Journal, 2012, Vassigh
- Proceedings, Integrated Design Pedagogy in Building Design Education, June 2013, Peer Reviewed Conference Paper, Vassigh
- Book: Best Practices in Sustainable design: An interactive Learning Environment for Designing Sustainable Buildings, Shahin Vassigh, Ebru Özer, and Thomas Spiegelhalter, Fort Lauderdale: J. Ross Publishers Inc., September, 2012
- Publication Article: 2016 Yi, H., Srinivasan, R., Braham, W.W., and Tillery, D.R., An Ecological Understanding of Net Zero Energy Building: Evaluation of sustainability based on E[m]ergy Analysis, Energy and Buildings (submitted)
- Publication Article: 2015 Yi, H. and Braham, W.W., Characterization of Uncertainty in Building Emergy Analysis (BEmA), Building and Environment 92, 538–558.
- Publication Article: 2015 Yi, H., User-driven Automation for Optimal Thermal-zone Layout during Space Programming Phases, Architectural Science Review. (DOI:10.1080/00038628.2015.1021747)

- Publication Article: 2015 Yi, H., Srinivasan, R.S., Braham, W.W., An Integrated Energy-Emergy Approach to Building Form Optimization: Use of EnergyPlus, Energy Analysis and Taguchi-Regression Method, Building and Environment 84, 86–109.

Student Support Services

CARTA Student Services Staff
The department administration works closely with CARTA Associate Dean of Students and academic advisors. Two academic advisors are dedicated to serving students in the School of Architecture, which also employs a professional recruiter who manages the admissions process for the department. In response to a previous visiting team's concern that students were underserved in advising, the department requested that academic advisors be embedded in the department, and that the number of advisors be increased from one serving the entire college to two serving just students in the School of Architecture. The managing advisor reports directly to the Chair of Architecture. Additionally, the college has hired a recruiter to work on recruiting and admissions for the three design departments. This is a dramatic transformation from the advising, admissions and student support situation in 2007-08. This transformation supports President Rosenberg's initiative of creating a better and more supportive student-focused infrastructure across the University.

Human Resources: Students
Admissions
The department requires a portfolio submission as part of every application. Portfolios are blind-reviewed by the faculty admissions committee. Grade point average, SAT/ACT scores and an introductory essay are additional elements in the admissions review process.
Pre-graduate Admissions Criteria
- 50% portfolio score
- 50% GPA + SAT Score

Graduate Admissions Criteria
- 50% portfolio score
- 50% GPA

Retention
Pre-graduate students are required to have achieved a 3.0 GPA by the time they reach 120 credit hours in order to transition to graduate student status in the M.Arch degree. Graduate students are required to maintain a GPA of 3.0. In spite of these rigorous retention requirements, the department maintains one of the highest retention rates at FIU.

Retention & Graduation Rates
The Architecture department's graduation rates have historically been well above the University averages. The program's six-year graduation rate for students who enter as freshmen is 10% above the University average (for the most recent cohort, which entered in 2009) and the four-year graduation rate for students who enter with an Associate's degree is 23% above the University average (for the most recent cohort, which entered in 2011). The department's retention rates have historically exceeded the University averages, and continue to do so.

Architecture retention & University Retention Average (2009-15 FTIC cohort)
Six-Year Graduation
- University six-year graduation rate 56.8%
- Architecture six-year graduation rate 66.7%

Retention Rates
- University six-year retention rate 66.8%
- Architecture six-year retention rate 75%

Student Support Services

(2) Academic advisors and one (1) recruiter serve students in the Department of Architecture and the other two design departments; they report to the department chair, and liaise with the college's Associate Dean of Students.

Regular Advising Conferences
Students are required to meet with an advisor each semester before registering for the following semester. The conferences includes an overview of the student's overall progress toward a degree, course selection for the coming year, reporting on internships completed during the past semester and a discussion of other issues which are important to the individual student.

Informal Advising
Because of the studio format and the low student/faculty ratio in architecture courses, students come to know the faculty well. Therefore, informal advising between students and faculty is also common.

Annual Career Fair
The department has a long-standing tradition of hosting a Spring Career Fair in which regional firms recruit graduates. The department typically hosts over 15 firms, and in Spring 2016 all participating students received offers of employment from participating firms.- In addition to the Career Fair, the chair and the faculty pro-actively assist recent graduates to find positions in South Florida, other regions and abroad.

Disability Services
The university's Disability Resource Center assists students with physical and/or learning challenges. The department has a number of students with such challenges who have chosen to study with us because of our attention to, and concern for, their well-being and education enrichment.

University Counseling
The university provides professional counseling services to students. The department brings counselors annually to speak to our first-year class on issues of stress management, sleep loss and depression.

Internships
Historically, many of our students work part-time in local architecture firms. Our students are sought after, and are recognized by Miami's firms as mature, gifted and hard-working contributors.
The firms who employ students as interns and part-time employees include:

- Architecture for Humanity
- Arquitectonica, Miami
- BEA Architects
- HOK
- Chad Oppenheim Architecture
- Habitat for Humanity
- Perkins + Will, Miami
- MC Harry, Miami
- RTKL, Miami
- AECOM
- Busch Berenbaum Architecture
- NC-Office
- Zyscovich Architects

Research Opportunities:
Students in the department participate in numerous faculty-led research projects, grants and grant-funded "design as scholarship" projects. Recent examples include:

- HTC Workshop, David Rifkind
- Miami Dade Expressway Authority Master planning Grant, John Stuart
- Department of Energy Solar Decathlon Grant, Marilys Nepomechie
- Miami Contemporary Urbanism Exhibition Grant, Jason Chandler

- Building Literacy in Structural Design, Shahin Vassigh
- Contemporary Architecture in Ethiopia exhibition, David Rifkind
- District XI
- TIGER
- Townhouse Center,
- Sea Level Rise show at the Coral Gables Museum, Marilys Nepomechie
- Palletcraft, Eric Peterson

Student Organizations
Students in the department participate in various academic and professional societies, honor societies and student clubs.

- American Institute of Architecture Students (AIAS)
- Alpha Rho Chi (APX)
- Tau Sigma Delta
- National Organization of Minority Architecture Students (NOMAS)
- Critical Mass
- Architecture for Humanity
- FIU Student Government Association (SGA)

Field Trips
Field trips are an important component of class and studio content. For the past 4 years, funded by over $100,000 a coordinated three-day field trip to Savannah in Graduate Design 6 & Formative 2 is a central element of the learning experience. In recent years, academic off-site travel, both local and regional has become a significant part of many design studios.

Additionally, students in the Genoa program have a fieldtrip course as part of the semester program that includes travel to Rome, Florence, Milan, Torino, Venice, and Pisa.

Student Internships

The department has two curricular mechanisms for internship: a college-wide, zero-credit internship and a three-credit elective internship class. In addition, it is working to develop an Integrated Path to Architectural Licensure (IPAL) designation. The College of Communication, Architecture + The Arts began established a zero-credit internship class in the Fall of 2015.

Zero Credit Internship Course
In 2016 the Department of Architecture received approval for a zero credit internship course which allows us to capture data on student internship experiences more accurately. The course is useful for tracking the large number of supervised work training experiences that students undertake in office settings with licensed professionals. Approved organizations allow interns to assist and observe all job functions & duties related to their major within their respective industry. Zero credit internships are open to all students within the major. Internships are pre-professional and project based experiences allowing students the opportunity to make meaningful contributions to the organization.

Three-Credit Elective Internship Course
The department offers a three-credit internship class elective. This class provides students with exposure to advanced issues in architecture practice through work experience with licensed professionals. Through on-the-job experience, students gain a greater vision of what it means to be employed in architectural practice. Students are exposed to ethical, legal, economic and professional issues involved in the practice of architecture. This course allows the student to establish professional career networking links with businesses and organizations.

Integrated Path to Architectural Licensure (IPAL)
To capitalize upon recent policy changes in the State of Florida Board of Architecture and Interior Design [BOAID], the Department of Architecture is preparing to apply for NCARB's Integrated Path to

Architectural Licensure (IPAL) designation in the January 2017 RFP cycle. In the spring of 2016, the Florida Board approved the early release of the ARE to students enrolled in the iPAL program.

Preparation for application to IPAL includes finalizing agreements between FIU and a number of local firms who will work with our student interns. Approximately 5-10 students will be admitted to the program each year through a competitive application process. Upon the successful completion of their third year in the professional program, eligible students will apply for admission to the internship program. They will work 20 hours per week during the academic year, and full-time during summer and winter breaks. The program will make it possible for students to graduate in six years, having completed the experience requirement for licensure. Once the FIU program attains iPAL designation, students will also be able to take the ARE over the course of their studies and in advance of graduation.

The following is the timeline for this approval process. FIU will present its proposed program to the Florida Board in October 2016, notifying the BOAID of its intent to apply for IPAL designation in January 2017. The first internship cohort will begin working in firms in Fall 2016. IPAL applicants are notified of the status of their applications by spring 2017.

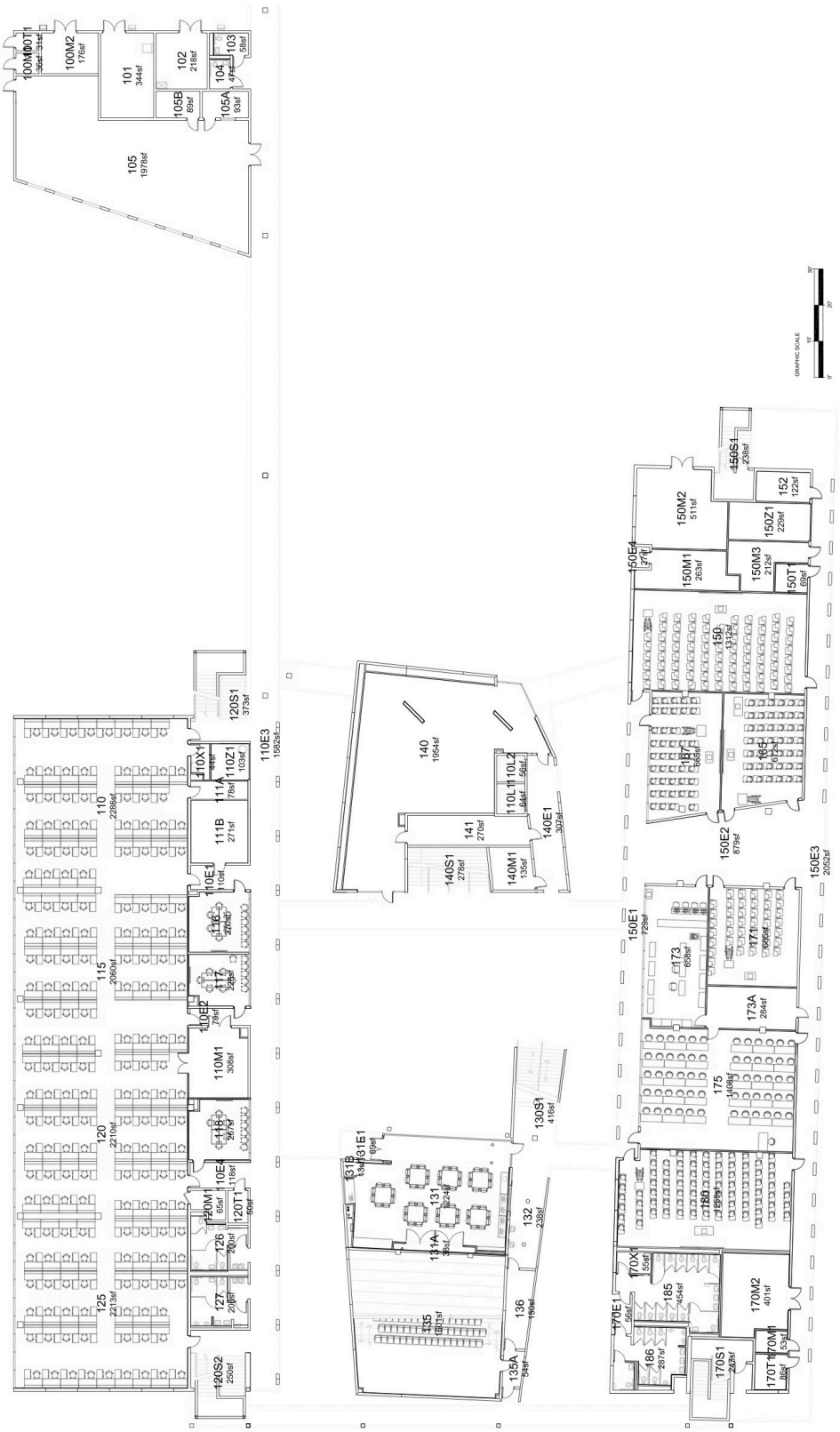
Adjunct Faculty
The department relies upon an exceptional group of adjunct faculty to contribute to its teaching mission. On average, the department employs approximately 15-20 adjunct faculty each semester (see course/faculty matrices at the end of this section). Adjunct faculty typically teach one studio course.

Architect Licensing Advisor
Professor and Associate Dean Marilys Nepomechie, FAIA, NCARB, is the Architect Licensing Advisor for the Department of Architecture. A registered architect in the State of Florida, she leads mandatory AXP/ IDP information sessions annually with lower and upper division students in the architecture department, explaining NCARB internship program and answering student questions. Additionally, she holds office hours and assists students with preparation for the workforce, including CVs and portfolios. Nepomechie attends the Annual NCARB Licensing Advisors' Summit to remain current with changes to the internship program. Working with Architecture Chair Jason Chandler and Dean Brian Schriner, she is currently leading the effort to establish internship opportunites for FIU students, consistent with the requirements of the NCARB IPAL program. FIU is preparing to apply for IPAL designation in the upcoming NCARB RFP cycle.

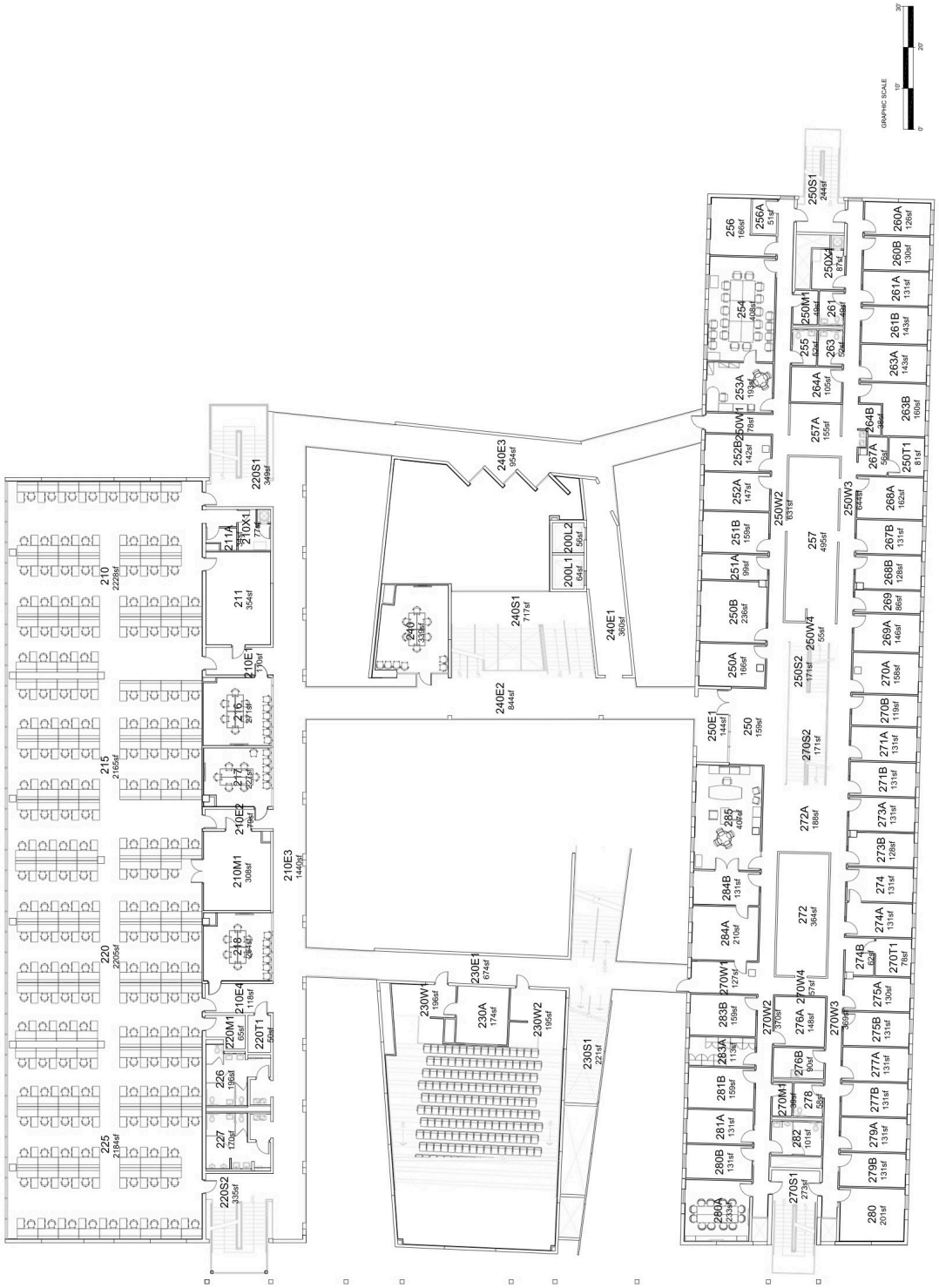
I.2.2 Physical Resources

World-Class Facilities
Until January 2003, the School of Architecture was located in multiple spaces throughout the Campus. At the request of the School of Architecture and its students, the University administration and the former State of Florida Board of Regents, and the Florida State Legislature approved funding for a new building to house the School of Architecture. The University held an international design competition and Bernard Tschumi's submission, developed in conjunction with Miami Architects Bruno Elias Ramos and Associates, was selected for the Paul L. Cejas School of Architecture building. In January 2003, we occupied our new $15.5 million home. The Paul L. Cejas School of Architecture Building is a state-of-the-art facility designed specifically to meet the needs of the accredited program. It houses lower division, upper division, and graduate studios, over fourteen critique rooms, a 200-seat lecture hall, lecture and seminar classrooms, a reading room, a wood, plastics and metal shop, an interior design resource room, a computer laboratory, a dedicated gallery, a slide library, and faculty and staff offices. These facilities are distributed throughout five structures separated by courtyards, and public spaces.

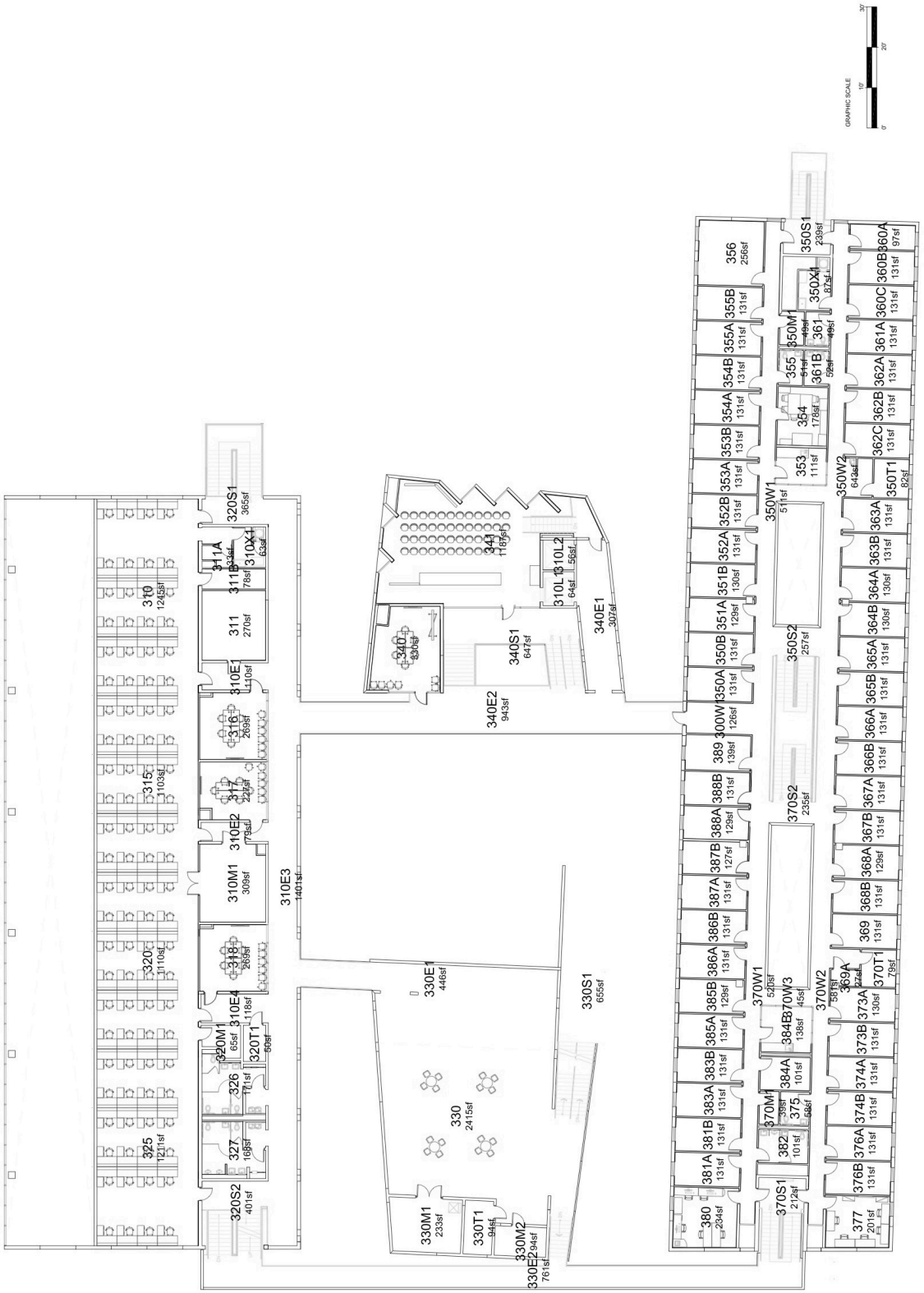
Plans of Paul L. Cejas School of Architecture Building
Ground Floor



Second Floor



Third Floor


GRAPHIC SCALE
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30'
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511sf
350W2
643sf
350T1
82sf
350S2
257sf
370S2
235sf
370W1
520sf
370W3
45sf
370W2
581sf
370T1
79sf
369A
27sf
384B
138sf
384A
101sf
370M1
39sf
375
68sf
382
101sf
370S1
212sf
360A
97sf
360B
131sf
360C
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361A
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201sf

Studios
We believe that designers are best educated in an interdisciplinary design setting.
Therefore, the studios are open spaces where architecture, landscape architecture and interior design studios work openly. The studios are lined with critique rooms enabling studio instructors access for pin-ups and seminar meetings. Each student has a dedicated desk and workspace in the studio with 24-hour access to studio and desk during the entire semester. The desks were custom fabricated for the school and provide a storage cabinet, electrical and Internet access, and a work and display surface. Providing each student with a dedicated work-space within a collective cross-disciplinary environment mimics an office setting where professionals have access to each other and to tools enabling information gathering, idea generation, representation, and effective communication.

Faculty Offices
All full-time faculty members have private offices located close to classrooms and studios.
Faculty members are provided with the space and equipment to prepare courses, evaluate student work, and perform their various administrative or research duties. Adjunct faculty share offices, as they have no research assignment and are not on campus full- time. Each office is equipped with desks, storage equipment, and IT equipment. Faculty members have access to fax and copy machines on each of the two floors of faculty offices.

Classrooms
The building provides large classrooms, seminar classrooms, and a large lecture hall. The classrooms rooms hold between 25-80 students each. Each is equipped with projectors, screens, and internet access. The School of Architecture also manages a gallery that is used for various in-house and traveling exhibits as well as for school events. We also use this space to display student work for evaluation and recruiting purposes.

Fabrication Lab
The department maintains a wood, plastic and metal shop located within proximity of the studios. Containing industrial grade wood working, plastics, and metal working equipment, this shop is designed to give students hands-on experience in large scale model building, CNC milling and furniture building. The shop is staffed by a model shop manager and by work-study assistants who support student training, general project assistance and shop equipment maintenance. The shop is approximately 2,000–square-feet and is open daily, Monday-Friday. The following is the fabrication lab equipmemt:

Cabinet Shop
The foundation of our Lab is a full cabinet shop featuring a 10” Sawstop table saw, a Delta 10” table saw and router table, a Jet 20” band saw with 12” throat, two 14” band saws, a Delta 14” radial arm saw, a 12” and an 8” compound miter saw, a Delta 8” joiner, 14” planer, 24” Jet drum sander, 36” edge sander, spindle sander, a Powermatic mortising machine, a Delta 36” wood lathe, and numerous hand and power tools.

CNC Mill
The Techno LC-Series 4896 is the digital workhorse in the Fabrication Lab. It allows a work area of 4’x8’ with an 11” throat and spindle speeds up to 18,000 rpm. Typical materials range from wood, MDF, and plywood to foam, plastics, and aluminum. The 2-1/2 axis Techno LC-series allows positive curvature three-dimensional surface milling as well as two-dimensional profile cutting, drilling, and pocketing. All of our Lab Technicians are advanced Rhino and Maya modelers who are fully trained in the use of MasterCAM and RhinoCAM to offer a variety of tool path solutions.

Vacuum Former
Our newest Lab addition is a 48”x48” Belovac C-class Vacuum Forming machine with a 42” effective work area and 22” depth of draw. For use with plastics up to 1/4”, the Belovac allows us to take three-dimensional male or female molds made using the CNC mill or manual processes and use them to make thin compound curved and folded surfaces.

Metal Shop
Our metal shop features a range of sheet metal tools including a 36” guillotine sheer, throatless sheer, 42” box and pan break, rotary punch and die, 30” roll former, wheel crimp, and a 10” throat spot welder. We also have a 24” thread cutting lathe, a reciprocating mill, a 280 amp Miller stick SMAW process welder, and a Lincoln wire feed welder for gasless FCAW process welding. Numerous hand and power tools supplement this well-equipped shop.

Concrete Lab
Our concrete lab is used for advanced material research in concrete and cementitious products. It includes numerous hand and power tools as well as a vertical shaft mixer and precision calibrated measuring devices for highly accurate mixture ratios used in concrete strength testing. Through a partnership with the College of Engineering and Computing, our advanced students and research assistants have access to precision tools for strength testing concrete and other cementitious products.

Structures and Environmental Technologies Lab (SET) Lab

The SET Lab allows departmental faculty to teach environmental systems and structural technology courses by using the most advanced demonstration equipment and tools in a dedicated space. Additionally, the lab demonstrates cutting edge green and sustainable building and building control systems. The lab is located on the ground floor of the Paul L. Cejas Architecture Building and consists of 1,300 square feet of classroom and demonstration space. The following is the SET lab equipmemt:

The SET LAB is equipped with state-of the–art technologies that aid students in investigating material performance, innovative building products, systems, and integrated building assemblies as well as their surrounding environment. The Lab will enable both undergraduate and graduate students to test materials and building systems by using advanced diagnostic equipment and aid in validating experiments and research with computer analysis software. Pasco Truss Set- This introductory Structures System set includes everything needed to quickly build and evaluate a variety of trusses. A variety of I-beams give the flexibility to design and create many different structures. All Structures Systems sets, Load Cell can be placed anywhere in the structure, allowing you to measure tension and compression.

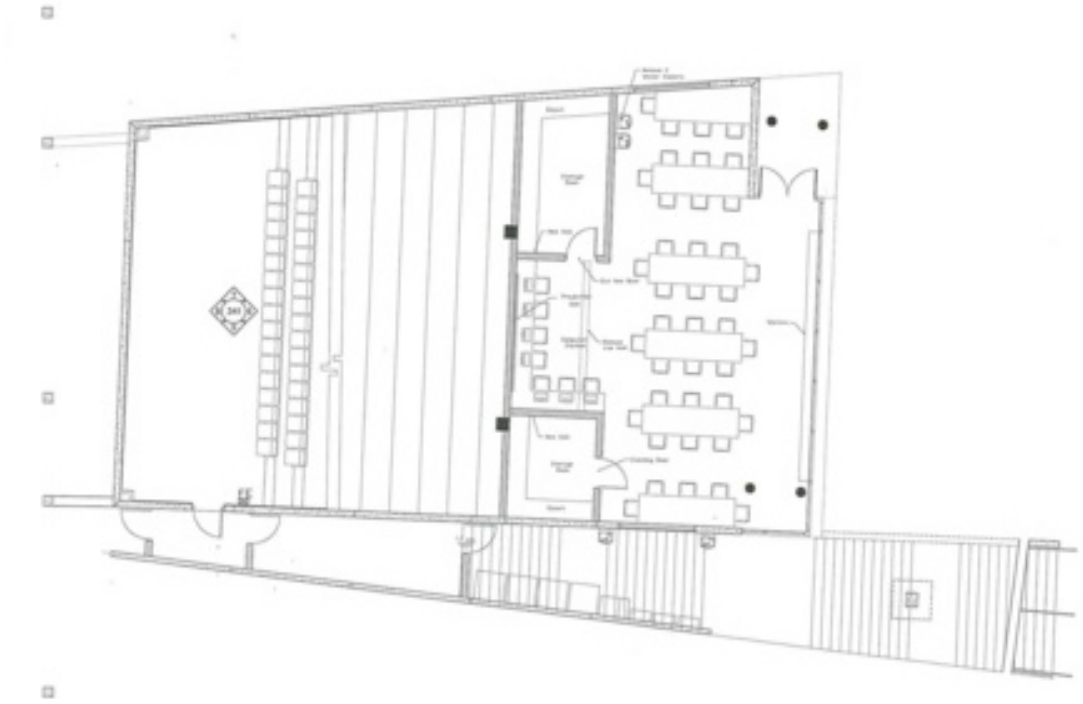
TecQuipment Bending- TecQuipment’s Bending Moment in a Beam:
The high-quality Bending Moments in a Beam experiment module consists of a simply supported beam ‘cut’ by a pivot. To perform Bending Moments in a Beam experiment, students apply loads along the beam. Students read the forces created using a Digital Force Display.

Virtual Bending - The Bending Moments in a Beam Virtual Experiments Software enables computer simulation of experiments working with or without .the Structures teaching hardware. It allows students to visualize, tabulate and graph data. The software displays a bending moment diagram during experiments.

Static System- A Magnetic Work board and Components designed to teach the fundamentals of statics. The Statics System is composed of the Statics Board, Spares Package, Components package and Mass and Hanger Set. Most of the components of the Statics System attach magnetically to the board and have rubber rings on their base to protect the board. The PASCO Statics System is designed to help you investigate the nature of forces for the special case in which there is no acceleration. In other words, the vector sum of all the forces acting on the body is zero.

50-Ton Capacity air over hydraulic shop press

Plan of SET Lab



Digital Lab
Although we require students to have their own lap-top computers by the time they matriculate to second year, the school also supports a digital print lab that provides students with access to various forms of digital output including black and white and color printing and plotting as well as laser-cutting and three-dimensional printing. The lab is managed by the digital technology lab manager assisted by three-to-five work-study students. Student's printing and output costs are covered by technology course fees. Students have unlimited access to printing and are not charged per square foot or per page.
The lab is equipped with:

Printers
The Print Lab features thirteen Hewlett Packard Printers and two scanners:
1 36" HP color InkJet plotter
5 36" HP color InkJet plotters
2 24" HP color InkJet plotters
2 CP6015xh printer that print both 11×17 and 8.5×11
1 42" Scanplus LF742 Color Scanner
1 Ricoh mp-2000 BW copier

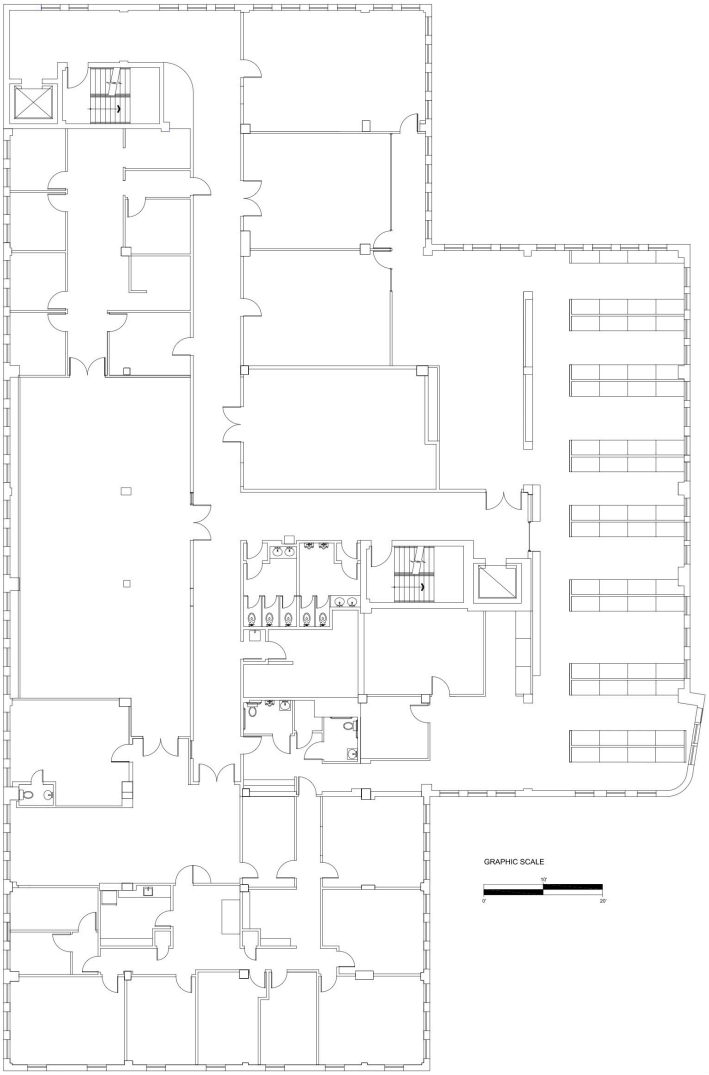
Laser Cutters
The Print Lab features two Universal Laser Systems laser cutters:
Model VLS 6.60 60 watt with 32"x18" cutting bed
Model ULS 6.60 120 watt with 32"x18" cutting bed

3D Printers
The Print Lab features four 3D printers:
2 MakerBot Replicator 2
1 MakerBot Replicator 2X (2 heads)
1 MakerBot Replicator Z18
1 Cubex Duo
Coil binding machine for 8.5x11 and 11x17 paper

Miami Beach Urban Studios (MBUS)
Located in the iconic Art Deco 420 Lincoln Road building, the 16,000 square foot Miami Beach Urban Studios give students and faculty access to Miami Beach's burgeoning arts and design culture. The Urban Studios provide expansive space for design and fine arts students, practice and performance spaces for music and theater students as well expansive gallery/exhibition spaces and classroom space for use by the entire College. The location is an ideal base for the study in arts, design and performance, for museum and gallery visits, and for exposure to the wealth of arts organizations located in Miami Beach. See: http://carta.fiu.edu/mbus/

The Miami Beach Urban Studios are equipped with wireless internet access, scanners, plotters and laser and large-format 2D and 3D printers — all available to students in residence. The MBUS is also managed by a full-time staff and by full-time faculty who are prominent leaders in their disciplines. Additionally, the Urban Studios rely on a large group of guest faculty, and professionals who contribute their expertise to the student experience. The Urban Studios is also the home of important collections of books and catalogues, including those donated by Terry Riley, Nicholas Patricios, and Ambassador Paul Cejas. MBUS is home to the new CARTA Innovation Lab that house 34 makerbots (one per every 2 studio desks). This lab was opening in the Fall of 2015.

Plan of Miami Beach Urban Studios (MBUS)



I.2.3 Financial Resources

A description of the institutional process for allocating financial resources to the professional degree program:

The College of Architecture + The Arts aspires to be a preeminent College of arts, design, and communication education in the nation for teaching, scholarship, creative activities, and community engagement. Therefore, the College aspires to develop a fiscally responsible, long-term entity that is financially sound and abides to the policies and procedures set forth by University administrators. The Dean of the College oversees all financial and personnel transactions as to maximize and better distribute returns to each of the academic departments and units, consistent with their respective missions and priorities. Because the reputation of the University and its Colleges are inseparable, the ultimate decision regarding all unresolved matters related to budget and personnel will rest with the Provost's Office.

The Dean, in his/her role as chief administrative, financial, and academic officer of the College, is responsible for

- Establishing internal protocol in accordance with the principles established in Part I of this document
- Ensuring all financial transactions and personnel issues of the College are in accordance with and adheres to University standards, priorities, and policies.
- Developing the College's vision, goals, and subsequent priorities.
- Approving the College's annual budget plan.
- Reporting regularly on the College's financial performance to the Provost and the Council of Chairs.
- Providing an annual report detailing the performance of the College and making it available to the Department Chairs, Faculty, and Staff at the end of each fiscal year

The College's Director of Administrative Services who reports to the dean, is responsible for

- Providing assistance to the Department's staff as it relates to financial and personnel transactions.
- Collaborating with the Budget and Personnel Office on the day-to-day budgetary transactions.
- Liaising the Human Resources initiatives and policies and procedures to the College's constituents.
- Providing financial reports on College's performance indicators to the College leadership and the Dean.
- Working collaboratively with the Dean and constituent leadership, faculty, and staff of the divisions, departments, and units of the College.
- Validating financial transactions to ensure funding availability and validity by source of funding
- Ensuring the College and all of its units are within budgets.

The Department Chair is responsible for

- Staying within allocated E&G budget amount
- Abiding to policies and procedures set forth by the University administration
- Working collaboratively with the Dean, the Director to implement the divisions', departments', and/or units' approved budgets.

Budget Methodology

The college utilizes three budget methods: Zero-based Budgeting, Performance Base Budgeting, and Initiative-based Budgeting.

Zero-based Budgeting
Zero-based Budgeting requires academic units to start from scratch each year by reconstructing their budgets entirely. Units must justify how their courses and programs relate to institutional goals. It re-examines the basic elements of a unit's strategic plan and requires units to re-evaluate their programs and create action plans that achieve their goals, while also keeping university goals in mind. This budgeting is applied at the unit level and not at the institution level.

Performance Base Budgeting
Performance Base Budgeting links performance with resource allocation. It makes funding dependent on accomplishments and resources are distributed equitably to units that perform well focusing on results rather than needs. This budgeting emerged as a result to address concerns related to unit-level-incentives. It is more applicable at the state level: when state allocates to institutions, not when institutions allocate to their units.

Initiative-based Budgeting
Initiative-based Budgeting is an organized way of creating a pool of money for funding new initiatives. This budgeting fuels creativity, as units think of unique programs to offer that support the institution's mission. It allows departments to achieve their targets in various ways on an annual basis.

A description of the expense categories over which the program has either control or influence:

Permanent salaries and Benefits: This is an expenditure category which includes the staff and faculty employment positions allocated for each fiscal year in the Operating Budget. It provides funds for the full-year funding for salary and fringe benefits associated with each position. Fringe benefit rates vary depending on the type of employee.

Other Personnel Services: This is an expenditure category, which includes the compensation for services rendered by a person who is not a regular of full-time employee filling an established position. this definition includes, but is not limited to, services or temporary employees, student or graduate assistants, persons on fellowships, part-time academic employees, board members, and consultants and other services specifically budgeted by each agency, or by the judicial branch, in this category.

Other Operating Expenses: this expenditure category that covers such items as contractual services, commodities, and supplies of a consumable nature, current obligations, and fixed charges. Payments to other funds or local, state, or federal agencies are included in this budget classification of expenditures.

Operating Capital Outlay: This the expenditure category which includes equipment, fixtures, and other tangible personal property of a non-consumable and nonexpendable nature, the value or cost of which is $5,000 or more to agree with the revised regulation.

A description of the revenue categories over which the program has control or influence:

For-credit academic auxiliaries: These activities facilitate and supplement the academic learning experience for students receiving credit towards a degree or certificate program. The revenues in this category represent fees charged to students above state mandated tuition. Examples of these activities are study abroad, student fees, online, and distance learning courses.

Non-credit academic activities: These activities provide education without university credit. Examples of such activities are conferences, professional education, summer camps, etc.

Contractual activities: Under FIU By Design, the Architecture faculty is able to offer non-licensed consulting services. Rates charged are negotiated with the vendor and should not be significantly less than the fair market value of similar operations outside the university.

A description of the scholarship, fellowship and grant funds available for student and faculty use:

The following departmental scholarships are available to our students:

Nicolas Quintana Scholarship Fund
(2) Design 8/9 Architecture Student Scholarship Awards of $1,000.00 each The Nicolas Quintana Scholarship Fund was made to benefit students in the Department of Architecture at Florida International University in the memory of architect and educator Nicolas Quintana.

BEA International Scholarship Endowment
(2) Design 4 Architecture Student Scholarship Award of $1,000.00 (2) Design 6 or Formative 1 Architecture Student Scholarship Award of $1,000.00 The BEA International Scholarship Endowment was made to benefit students in the School of Architecture at Florida International University. This endowment is established in perpetuity. Recipients of this award will be known as BEA International Scholars.

Ramon A. Arbesu Scholarship Fund
(2) Freshman Architecture Student Scholarship Awards of $1,250.00Ramon A. Arbesu Scholarship Fund was established by Mrs. Ilú Rivera-Arbesú as a memorial to her husband, a local architect and alumnus of Florida International University. Ramón lost his courageous battle against colon cancer in 2014 at the age of 39. Ramón was a gifted and creative individual with a love for architecture and design, the South Florida environment, and most of all, his family. Demonstrated financial need based on federal financial aid standards determined by the University's Financial Aid office

Zyscovich Architecture Scholarship Fund
(1) Architecture Student Scholarship Award of $2,500.00 Level
Zyscovich Architecture Scholarship Fund was established to support one full-time architecture student with a minimum 3.0 GPA and demonstrated need.

Additional scholarships:
The Villagers Scholarship
The Villagers are dedicated to preservation and restoration of historic landmarks and are providing these scholarships to promote interest in the same. The Villagers isa non-profit, volunteer organization in Miami-Dade County. It awards five annual $3,000 Villager Scholarships, a $5,000 Memorial Scholarship, and two additional $3,000 scholarships.

The following Department Endowment provides funding for faculty:
The Paul L. Cejas General Endowment provides funds for faculty research. These funds are awarded as Faculty Cejas Grant Awards. Faculty submit research proposals which are reviewed externally by a blind peer review process.

The following College grants are avaible to faculty:
1. Establishing a new Interdisciplinary Seed Grant opportunity to support projects that engage in state-of-the-art research or creative activity that cut across various disciplines in CARTA. The goal is to promote collaboration among various departments and enhance faculty competitiveness for external funding. Three awards each up to $5,000 are distributed to faculty each academic year.
2. Establishing the Teaching Innovation Grant initiative to enhance faculty success by supporting innovative and effective approaches to teaching. The initiative calls for novel pedagogical approaches in course design, material or curriculum development, assessment methods, use of information technology and etc. Three awards each up to $3,000 are distributed to faculty each academic year.
3. Offering a number of new workshops for grant writing and teaching. In addition, the college supports one or two workshops per year in support of emerging areas of interest as per request of faculty groups

Establishing four (4) annual faculty awards of $2,000 each, to reward excellence in research, teaching and service

A description of planned funding changes

Planned increases or decreases in enrollement:
The Miami Beach Urban Studios allowed the Department of Architecture to increase graduate enrollment by 64 incremental students. At this point, there are no plans to increase enrollment for the program.

Pending reductions or increases in funding and plans for addressing these changes:
FIU's strategic plan: (http://stratplan.fiu.edu/docs/Strategic%20Plan.pdf) focuses on student success, preeminent programs achieving the Carnegie Very High Research Designation while expanding the financial base and increasing efficiency. The University's funding levels will vary depending upon factors not entirely in its control; but based on how well it performs as compared to other universities within the State University System. As a result, the university's internal funding model will be changed in order to direct new resources and to ensure existing resources are strategically invested in the units making the greatest impact on improving student success and research. To this end, FIU has implemented an incentive based budget model in order to enable investments in student success and research preeminence. Twenty critical performance indicators have been established. The indicators will be used to create a scorecard for each Department. FY 2018 base budget will be adjusted for those units not meeting performance targets. Units exceeding their targets may receive additional funds based on availability of funds. In addition, the process to request faculty lines has changed in order to ensure alignment with the university's strategic priorities. Beginning in FY 2017, every vacant faculty line will be subject to review. Units will keep 50% of salary and benefits associated with the position. The Provost's Office will keep the remaining 50%. Funding requests to enhance hiring initiatives will be evaluated twice a year by the Provost.

The Department of Architecture scores well above average on the performance metrics:
1. FTIC 2-year retention with GPA above 2.0 (In 2016, the department had rentention rate of 82.76%, well above the university's rate of 79%)
2. FTIC 6-year graduation rate (In 2016, the department had a 6-year graduation rate of 73.5%, well above the university's rate of 53%)

During fiscal year 2017, the Department was able to successfully recruit two full time tenure earning faculty lines. The Department plans to continue to enhance its external funding base while taking advantage of being one of two STEM degrees within CARTA. While the incentive based funding model is new to the University, the College of Architecture + The Arts has been using these model for years.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last NAAB visit and plans for addressing these changes (include tables if appropriate):
The University has negotiated a new collective bargaining agreement, which is in effect as of 2015 and through 2018. There are no major changes to the compensation, instruction, or overhead at this time since the last visit.

Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments).
FIU has launched a $750 million campaign to support student success, faculty research, and institutional excellence. Funding inextricably ties to the University's five-year strategic plan, FIU*BeyondPossible*2020. The FIU School of Architecture resides within the College of Communication, Architecture + The Arts, and a naming proposal for the College, which would provide for scholarships, endowed faculty positions, and additional programs, is currently under consideration by a donor. The School of Architecture is located in the Paul Cejas Architecture Building, currently celebrating the 10th anniversary year of the groundbreaking of this exceptional facility. Additional naming opportunities for the School have been inventoried and will be discussed with donors during the campaign.

I.2.4 Information Resources

Information Resources
Report prepared by: Valerie Boulos, Head of Collection Development & Resource Access, Stephanie Brenenson and
Melissa Del Castillo, Library Liaisons to the College of Architecture & the Arts

Institutional Context and Administrative Structure
The FIU University Libraries system includes four individual libraries and several service centers. The Green Libraryat the Modesto A. Maidique Campus houses the majority of the research and archival collections, including the Sound & Image Department, Special Collections & Archives, and the Digital Collections Center. The Hubert Libraryat the Biscayne Bay Campus primarily consists of undergraduate-level materials, with focused research collections for degree programs hosted at BBC. The College of Law Library and College of Medicine Library are located on the Modesto A. Maidique Campus; although their primary clientele are the students in the professional programs, these libraries support the entire FIU community. Additionally, the students and faculty in The Engineering Center (one mile from the Modesto A. Maidique Campus) are served by the Engineering Library Services unit, and coursework taken at FIU @ I-75 are supported by two distance learning service librarians who work primarily from the Green Library.

The major components of the Architecture Collection are housed on the 5th floor of the Green Library at the Modesto A. Maidique Campus. The Art & Architecture print materials, both books and journals, classified within the Library of Congress subject heading N are conveniently located immediately adjacent to the Sound & Image Department which houses the visual components. Interdisciplinary materials, including Landscape Architecture Materials in the SB classification, are located on the 3rd, 6th, and 7th floors. Visual collections in this area include an Art & Architecture slide collection with slide views, projectors, and light tables. A Reading Room, dedicated to the needs of the Architecture students, is available for check-out at the Sound & Image Desk. The 5th floor area also includes desktop computers, individual study carrels, open study tables, and group study rooms.

The School of Architecture needs are further supported by the Map & Imagery User Services/Geographic Information Systems Center (MIUS-GIS), located on the 2nd floor of the Green Library, and the Wolfsonian-FIU Museum, located in Miami Beach.

The Dean of Libraries oversees the main campus libraries and coordinates efforts with the independently administered libraries (Law, Medicine, and Wolfsonian). The Dean of Libraries reports to the Provost and Executive Vice President and is a member of the Council of Deans. Reporting to the Dean of Libraries are two Associate Deans, the Associate Director for Human Resources & Budgeting, and the Department Heads of each functional department of the FIU Libraries (10 units).

Collection management for the University Libraries is coordinated by the Head of Collection Management & Resource Access in consultation with the library liaisons and other library units. Reference, research and instructional assistance are provided by library liaisons and coordinated through the Information & Research Services Department. The majority of library liaisons, including the liaisons to the College of Architecture & the Arts, report to the Department Head for Information & Research Services. The Sound & Image Department provides specialized services for audio-visual materials.

Library Staffing
Librarians have academic faculty status, non-tenured, with a well-defined process for promotion in rank from instructor to university librarian. All librarians have a master's degree in library science from a program accredited by the American Library Association. Each librarian reviews their job assignment annually and creates an annual work plan of goals and objectives. The main FIU University Libraries

(not including Law and Medical) have 42 FTE professionally degreed faculty. Librarians serve on nearly all university governance councils, including the Faculty

Senate Graduate Council and the Curriculum
Committee, which together oversee the development of academic programs. The University Libraries have 2 additional non-tenured faculty in Researcher positions. The researchers primarily work in the Geographic Information Systems Department assisting with high-level data manipulation and reporting.

The University Libraries employs 42 paraprofessional staff members in a variety of roles throughout the libraries. Paraprofessional staff members have at least a high-school degree, but a beginning requirement in the hiring process is computer skills. All paraprofessional staff are required by the university to complete at least 20 hours of additional training annually (ranging from human resources management to technical skills). Paraprofessional position descriptions have been updated in recent years, in line with increased responsibilities and skills and, more generally, with a university- wide effort to ensure equitable compensation across all units and within the state. The library has regular, ample budgets to enable professional and paraprofessional staff alike to attend workshops and conferences.

In addition, the library staff includes 19 employees in administrative positions such as accountants, office and computer systems personnel. As the economic climate continues to affect higher education at all levels, the library is increasingly replacing part-time student workers with federal work study students. This change in funding stream has allowed the library to maintain many services that might otherwise be adversely affected. The FIU Libraries are the top employer of federal work study students in the university.

Library Resource Budget
The University Libraries' resource budget has remained fairly stable for the past three years. The resource budget is financed in the Education and General category through Academic Affairs. The FY17 resources budget has been allocated at $7,552,197 (not counting technology fee awards, endowments, grants, or the professional Medical and Law Libraries, but including the Biscayne Bay Campus) which is only slightly lower than the FY16 budget. The numbers below show a three-year overview of the resource budget: FY15 - 2014-2015: $7,620,825, FY16 - 2015-2015: $7,620,825, FY17 - 2016-2016: $7,552,197

Of primary importance is the library's commitment to meet all practical faculty requests for books that fall outside the parameters of the approval plan (mostly trade-publisher titles in science and engineering, encyclopedias in the social sciences, and vernacular-language titles in the humanities). Librarian subject specialists are also granted annual allocations to enhance the collections in areas particular to user needs. The authority for the acquisition of new journals and databases rests in the Libraries' Collection Advisory Committee. New recurring expenditure requests are closely scrutinized to determine the Libraries' ability to maintain continuing access. License agreements are subject to the approval of the Office of General Counsel and University Purchasing Department.

The long-term challenge is to continue to develop collections commensurate with FIU's ranking as a Carnegie Classification R1: Doctoral University (Highest Research Activity) institution and to provide support for the expanding variety of programs and degrees. Program proposals, program reviews and library-faculty consultations are the basic process by which collections are expanded.

Overall Library Collection Holdings
On the broadest level, the FIU Libraries' overall holdings are estimated (in the 2014-2015 Annual Report) to be 2,715,040 titles with 1,791,768 monograph volumes (print and electronic), 381,598 audiovisual units (CDs, LPS, DVDs, etc.), 157,764 serials titles, and subscriptions to 693 databases.

Online journal packages—central to research and curricular programs as a whole— include those of the

American Chemical Society, American Geophysical Union, American Institute of Physics, American Mathematical Society, American Society of Civil Engineering, American Society of Mechanical Engineers, Association for Computing Machinery, American Theological Library Association, Cambridge University Press, De Gruyter, Duke University Press, Elsevier, Emerald Press, GeoScienceWorld, Haworth Press, Institute of Electrical and Electronics Engineers, Institute of Physics, JSTOR, Kluwer, Nature Online, Ovid, Oxford University Press, Project MUSE, American Psychological Association, SAGE, Springer, Taylor & Francis, University of Chicago Press, and Wiley.

Access to Local Collections

Locally owned library materials are generally available in an open stacks configuration. Materials on course reserves, special collection and archives, and some stored materials are exceptions to this general policy. Most of the resources for Architecture, including books, journals, slide collections, and other visual materials, are housed together with study spaces and computer workstations on the 5th floor of the Green Library.

Intercampus delivery is available for print and audiovisual materials, including books received from other libraries through interlibrary loan. Materials may be shipped to campus pick-up points at the Green Library, Hubert Library, Engineering Library Services Center, or the FIU @ I-75 Campus.

Online resources such as digital collections, electronic books, electronic journals, electronic reserves, and databases are generally available 24/7. An on-site proxy server enables off-site access to practically all of the online resources.

Library materials are cataloged in the MARC format according to national standards of physical, bibliographical, and intellectual access (digital collections have other formats). Acquisitions are shown in the online catalog at the time they are ordered. Received materials awaiting processing may be requested by users for rush cataloging are made available within 24 hours. The entrance floors of both campus libraries have new-book areas to display recent acquisitions.

Monographs (Books)

In terms of the trans-disciplinary needs of the School of Architecture, the collection development process of Green Library has certain basic strengths. Green Library continues to maintain a book approval plan which is fairly comprehensive in the social sciences and the humanities. This approval plan includes both print and electronic books, depending on the subject area, as well as a demand-driven electronic book acquisitions program

Through its approval plan the library receives academic and professional-level titles in the social sciences and humanities published in the U.S. and U.K. The plan generally excludes textbooks and popular-level titles, but is customized for specific program needs (for example, it includes popular-level titles in Colonial architecture). In the sciences and engineering, approval books are mostly limited to the university presses. Due to financial limitations, the approval plan profile in Architecture currently includes a price limit parameter which restricts automatic receipts to items below $150. Items with a cost above that price limit can be firm ordered by the subject liaison or Architecture faculty.

For more specialized books, the budget for faculty orders is sufficient to enable the library to meet all requests. Overall, print monograph expenditures in FY15 directly relevant to Architecture include approximately $20,000: $14,540 in the approval plan, plus an additional $4,900 spent annually for subject liaison and faculty requests. Although the faculty are encouraged to submit orders as their needs require, many faculty rely on the approval plan to fill general needs. In addition to resources purchased from the library resource budget, the Green Library receives occasional Architecture-related items paid from the Green Art Endowment and has received book donations from several local architects which have enhanced holdings.

Holdings Library of Congress Class	Print Volumes	A/V Resources	Special Collections	E Resources (Books & Journals)	Serials Volumes
NA - ARCHITECTURE	10.803	138	540	408	1,677
NK - DECORATIVE ARTS. APPLIED ARTS	3,658	23	185	110	678
SB - PLANT CULTURE	1,740	43	213	509	667
TOTALS	16,201	204	938	1,027	3,022

To date, the University Libraries have purchased almost 220,000 electronic books. Collections include the NetLibrary Shared Collections, SAGE eReference packages, Oxford Reference Online, and individual titles from ebrary, EBL, EBSCO, JSTOR, Wiley, Elsevier and Gale Virtual Reference Library. Many electronic books allow unlimited simultaneous users, with some products also allowing content downloads. Electronic books can be accessed 24/7 through the Libraries' proxy server authentication. A simple subject search for "Architecture" in the catalog shows 1,405 electronic books readily available.

The FIU Libraries currently participate in a variety of Demand Driven Acquisitions (DDA) or Evidence-Based Acquisitions (EBA) electronic book programs. Through these programs the library is able to provide access to a large number of electronic books through the catalog and other search interfaces, but the book is not purchased and invoiced until certain "trigger" parameters are met. This allows for discovery of resources without the fiscal risk of purchasing titles which may languish unused.

Specialized Print Collections

FIU's Special Collections contains several collections of direct relevance to Architecture, including the Wasmuth Portfolio, whose main title, Ausgefuhrte Bauten und Entwurfe von Frank Lloyd Wright, is one of the seminal publications in the field. Verlag Ernst Wasmuth A.G. Berlin published the Wasmuth Portfolio of 100 lithographs in 1910. The portfolio in two large volumes (64x40 cm) includes an introductory text, Studies and Executed Buildings, and annotations written in English by Frank Lloyd Wright.

Additionally, two collections of note to Architecture should be singled out:

The Barry Sugerman collection was donated by Andrew Huber and Barbara Sugerman. The collection consists of books, architectural plans, photographs, magazine articles and other items relating to the expansive work of Barry Sugerman, Architect, A.I.A. Sugerman designed homes, office buildings, temples, restaurants and banks in the United States, Latin America and the Caribbean. He specialized in designing custom homes providing both architecture and interior design.

The Carmen Petsoules Mary Brickell Collection consists of materials depicting the role of Mary Brickell as one of the "founding mothers" of the city of Miami, Florida. Documents detail her work as a landowner and real estate developer. The collection includes appraisal reports, architectural plans, bills, estate records, leases, maps, newspaper clippings, personal papers, property records, research materials, tax records, and warranty deeds.

Serials
The University Libraries have access to articles from 97,459 online journals through various vendors, including multi-journal packages from Taylor & Francis, Elsevier, Springer, Wiley, JSTOR, Oxford University Press, Cambridge University Press, Project Muse, ASCE, and ASME. Online journal content can be accessed from the library catalog or through the E-journal Portal, which utilizes the SerialsSolutions platform. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts: Architecture (244), Fine Arts - General (148), Gardens, Landscape Architecture & Parks (48), Visual Arts - General (454), Materials Science (328), Civil Engineering (499), Environmental Engineering (286), Engineering - General (370)

Over the past 12 years the University Libraries have been steadily converting journal subscriptions from print to online to ensure broader access to research needs. Nevertheless, for the Arts & Architecture, a large number of print subscriptions have been maintained due to the potential loss of image quality in an online environment. The Libraries' acquisition system shows 47 current print subscriptions designated specifically for the Architecture program.

The external standard for serial holdings is the Association of Architecture School Librarians Core List. Of the total 54 titles in the latest edition, compiled in 2009, the library's collection is sufficient with full text, either in print or online, to 49 titles (90%). The FIU holdings for AASL titles are included in Appendix 1.

Databases
The library's collections of databases and other electronic resources (over 600 in number) are readily available through the Libraries' webpage via the "Research Tools" tab. Remote access to databases is achieved with a user-authentication proxy server. The core databases owned or leased by the library for Architecture include: *Avery Index to Architectural Periodicals*, *DAAI: Design and Applied Arts Index*, *Art Source* (includes *Art Index Retrospective)*, *Oxford Art Online* , *Arts & Humanities Citation Index*

Given the transdisciplinary nature of Architecture, the following databases are also essential: *ARTStor*, *CAMIO (Catalog of Art Museum Images Online)*, *Index to Nineteenth-Century American Art Periodicals*, *Humanities Source*
Engineering Index, *ASCE Civil Engineering Abstracts*, *Applied Science and Technology Index*, *ProQuest Dissertation & Theses Full Text*, Historical Newspaper Files*: Miami Herald, New York Times, Chicago Tribune, Los Angeles Times, Times (of London)*

Visual and Digital Resources
The library's collections of sound and image resources include 204 video recordings on Architecture. Of special interest is the series of films produced by Michael Blackwood Productions that include documentaries of the works of Mies van de Rohe, Arata Isozaki, and "new American modernists."

Over the past 3 years the library has made a concerted effort to expand access to streaming media files when possible. Videos have been licensed or purchased through a variety of platforms including Alexander Street Press, Kanopy, Films on Demand, and Swank. Although the library has not licensed a collection specific to Architecture, a simple subject search for "Architecture" in the catalog shows 637 streaming videos to support the discipline.

The Art Slides Collection of some 70,000 35-mm items includes about 18,000 of buildings, sites, and related architectural images that range from ancient to modern and Eastern to Western. The collection of classical Greece and Rome images is quite strong, with more recent emphasis on acquisitions of digital images of architecture in the Americas. The Art Slides Collections has been static for several years as the University Libraries are instead relying on online digital collection such as ArtStor and CAMIO to increase access to visual collections with 24/7 access availability. Some of the slides have

faded due to age and portions of the collection are expected to be removed within the next few years.

Geographic Information Systems/MUIS
The School of Architecture's specific interests in geography and demography are supported by the Geographic Information Systems / Remote Sensing Center, which provides computerized mapping and image-processing resources and services. The Center's fee-based plotting service has benefited many faculty and students in School of Architecture. The center maintains broad collections of demographic and social- economic data sets of South Florida counties and municipalities. GIS/RS offers workshops and instruction materials, consulting services on geo-statistical analysis, image processing, data modeling, 3-D visualization and geo-spatial metadata creation and scanning and digitizing of large-format maps. Principal resources and services include LandSAT imagery; USGS color- infrared aerials; high resolution (1-foot) panchromatic aerials photographs of Miami-Dade County; land cover, land use, vegetation, hydrological data, and digital elevation models (IHC's LIDAR data); Decennial Census data and associated TIGER/Line Files (both online and print); property parcel and appraisal data; as well as commercial mapping and image processing software (e.g., ArcGIS and ERDAS Imagine).

Digital Collections

The Digital Collections Center develops and preserves digital information resources of interest to scholars, educators, learners, and citizens. Of general importance to all programs is the FIU DigitalCommons, aimed at capturing, storing, providing access to and preserving the scholarly and creative output of the FIU faculty, staff, and students. Examples of resources for this institutional repository are theses and dissertations, teaching materials, conference programs/presentations/papers (such as the FIU Interior Design Symposium), patents, invited lectures, datasets, video/ audio performances, technical reports, working papers, electronic journals.

Five digital collections of interest to Architecture should be singled out:

1. The Miami Metropolitan Archive contains digitized historical records, reports photographs, oral history interviews, and other information resources from various municipal, civic and cultural organizations. Topics covered include local architecture and urban planning; local history; social and political movements; real estate records; and community development.
http://dpanther.fiu.edu/dPanther/collections/MCA

2. An important sub-collection of the Miami Metropolitan Archive is Coral Gables Memory. The collection consists of legislative minutes, plat books, aerial photographs, city planning documents, realty photographs, which document homes and business structures taken mainly in the 1940s. The buildings represented in this image bank were created in the 1920s and 1930s. They show the development of the City of Coral Gables, a planned community that drew from the Garden City and City Beautiful movements of the late 19th and early 20th centuries. The architectural styles were in large part inspired by those of the Mediterranean, but include designs inspired by the architecture of other countries as well, giving the community an international flavor.
http://dpanther.fiu.edu/dPanther/collections/cgm

3. The City of Miami Beach Archives is large and fascinating collection of photographs, postcards, and other visual materials that make up the historical archive held by the City of Miami Beach. Included in the collection are a number of historical aerial photographs; photographs of the city's commercial buildings, homes, and other structures; planning documents; and building ordinances dating from the early 1900s. http://dpanther.fiu.edu/dPanther/collections/imbda

4. The FIU DigitalCommons hosts the presentations and papers of the university's Interior Design Symposium: Fostering Identity, Diversity, & Connectivity. The goal of this symposium is to explore important facets of the discipline of Interior Design (ID) by bringing together scholars and practitioners to advocate for professional identity, support cultural diversity through design, encourage global connectivity and foster interdisciplinary exchanges. http://digitalcommons.fiu.edu/ias/ Additionally, the FIU DigitalCommons may be queried across collections to link to a board array of materials related to Architecture as a discipline.
http://digitalcommons.fiu.edu/do/discipline_browser/articles?discipline_key=773

5. The Sanborn Fire Insurance Company Maps of Florida comprise a collection of more than 300 bibliographic units in more than 3,000 map sheets. The maps were mainly designed to help fire insurance agents determine the degree of damage to a property and show accurate information to help them determine risks and establish premiums. Along with fire stations, you could also find water facilities, sprinklers, hydrants, cisterns, and alarm boxes as well as firewalls, windows, doors, elevators and chimneys and roof types. The maps included street names, property boundaries and lot lines, and house and block numbers. http://ufdcweb1.uflib.ufl.edu/sanborn

6. The Wolfsonian-FIU digital collections consists of 75 thousand records and almost 100 thousand images from the combined Objects Collection and Rare Books Library. The digital library includes artifacts, rare books, calendars, proofs, advertisements, prints, drawings, and photographs (including almost 4,000 architectural photographs and drawings). http://digital.wolfsonian.org/

The Wolfsonian
The Wolfsonian Museum, located on Miami Beach, contains artifacts and print materials primarily of North American and European origin, dating from 1885–1945. They comprise a wide variety of media: furniture; industrial-design objects; glass, ceramics, and metalwork; rare books; works on paper; paintings; textiles; and medals. The nations most comprehensively represented are the United States, Great Britain, Germany, Italy, the Netherlands, and Russia/Soviet Union. Objects are interpreted to explore key issues in design history—the way design has both altered and been altered by cultural change, industrial innovation, and strategies of persuasion.

Information & Research Assistance
The Information & Research Desk, located in the center of the Green Library 2nd floor, is staffed 75 hours per week with professional librarians or senior library technical staff who provide both general and specialized reference and research assistance. Research assistance is also provided to students, faculty, and staff using online methods including; live chat/instant messaging, a discussion board with over 250 FAQs, SMS texting, and tweeted questions to the FIU Libraries twitter account. FIU Libraries answer an average of 5,000 quick reference questions and 1,600 research questions and consultations within a calendar year.

Library staff and architecture faculty refer architecture students who require more specialized assistance or those working on complex research projects, including theses, to contact the architecture library liaison directly. Individual consultations with the liaison are provided by appointment and via email.

A portal of sources for architecture research is accessible from the Research tab on the FIU Libraries homepage including discipline-specific and recommended databases, electronic sources, and Internet sites. The FIU Libraries Research & Subject Guides (LibGuides) deliver 24/7 online access to curated web based resources including digital archives, subscription databases, eBooks, and streaming media. There are general guides related to researching, locating materials, and academic integrity with additional subject specific guides on architecture, interior architecture, art citation, art research, and image collections.

Sound & Image Resources Desk
Located in the center of the Green Library 5th floor, The Sounds & Image Desk is staffed 30 hours per week primarily by senior library technical staff and student workers, with the oversight of three professional librarians. The Sound & Image staff is available to assist students and faculty with specialized resources and equipment, such as the slide collection. The Sound & Image Librarian is also available for consultations for students who require specialized assistance with Art or Architecture collections and images.

Library Instruction
As part of the FIU Libraries' Information Literacy Program, basic library instruction sessions are

available for all freshmen through their English Composition classes. These sessions focus on the development of basic skills to effectively locate and evaluate information. Architecture faculty may schedule course-related library instruction taught by a librarian (liaison to architecture) in one or more sessions. Library instruction offered in the context of a discipline-specific course is one of the most effective methods to teach research skills because it has a direct relationship to the research requirements of the course and consequently prepares the students for successful achievement of research-related course objectives. The library sessions aim to build transferable information skills such as developing search strategies, utilizing appropriate online databases to identify discipline-specific and interdisciplinary resources including books and articles, accessing information in online and print formats, preventing plagiarism and evaluating information resources. In addition to course-related sessions, open library workshops for graduate students (undergraduates are welcome to attend) are offered throughout the year on topics such as: Literature Review Research Strategies, Citation and Bibliography Management with RefWorks, and Where Should I Publish My Research.

There has been a slight increase in class requests in recent years for specialized library instruction sessions taught for courses in the School of Architecture as indicated in the chart below.

Courses	**2015-16**	**2014**	**2013**	**2012**	**2011**	**2010**
ARC 22701		2				
IND 4943						1
IND 5427	1					
IND 5438			1			
IND 5626	1					
IND 5937	1	2		1	1	1
IND 6225	2	2	2			
Total = 18	**5**	**6**	**3**	**1**	**1**	**2**

Resource Sharing
The library is a member of a number of resource-sharing networks, including: RAPID ILL, Florida State University System Libraries, Southeast Florida Library Information Network, Association of Southeastern Research Libraries, Center for Research Libraries, LYRASIS, and the Global Interlibrary Loan Framework (the last for Asian materials). The FIU Libraries use ILLIAD and Article Exchange services to deliver materials electronically to patrons. Many journal articles are delivered within 24 hours of their request.

FIU is a member of several different coalitions with shared print repositories, including FLARE (Florida Academic Repository) housed in Gainesville, CRL (Center for Research Libraries) housed in Chicago, and the ASERL (Association of Southeastern Research Libraries) distributed repository system. Holdings of these repositories are primarily in print, but scanned pages can be supplied to users through the interlibrary loan system.

The Florida State University System has a patron- initiated borrowing service, called UBorrow. UBorrow will allow patrons from FIU to borrow books from other State University System libraries without mediation by library staff. The turnaround time for non-returnables (mainly books) is estimated to be 5 days, regardless of location.

Facilities
The Green Library had a $39-million renovation and expansion of the mid-1990 and has completed additional upgrades in the last 3 years. Through FIU Technology Fee allocations, the Green Library has renovated sections of the 2nd floor to reduce physical collections and expand computer access and study space. In 2013 the east side of the 2nd floor became “The Hub”, a one-stop center for

computers, printers, scanners, multimedia editing, and device check-out. In summer of 2015 the 2nd floor breezeway was remodeled with new furniture, networking, and electrical capacity to better serve students using laptops and tablets.

The Green Library has a seating capacity of approximately 1,300; the BBC Hubert Library seats 400. In addition, the Green Library has eight study rooms available for group study, with an additional two group study rooms available at the Hubert Library. Study rooms may be reserved up to two weeks in advance via an online booking system.

The University Libraries are open 109 hours a week during the fall and spring semesters, and 92 hours a week during the summer semester. The University Libraries generally close on weekends during intersession and holidays. Hours are extended during final exam periods. Individual service desk hours vary.

As previously noted, all resources for Architecture—books, journals, and visual-arts materials together with computers and work- study spaces—are in a specially designated area of the Sound and Images Department of Green Library, which is located at the center of the University Park campus and a short walk from the School of Architecture.

The library does not generally have environmental, safety, or security problems. Emergency procedures are posted by the elevators on each floor; the general emergency plan is up to date. Two designated security guards are employed by the Green Library for a total of 80 hours per week.

An issue the Green Library is currently experiencing is overcrowding throughout the book collection. Beginning summer 2016, library staff and liaisons will undertake a project to scale down the size of the collection by removing materials which are no longer needed or viable. Periodic deselection is important in keeping a collection vibrant, relevant, and useable. It is anticipated this will not have a major effect on the collection within Architecture and the Arts as many of those materials remain relevant to the program.

Equipment
The various equipment needs at the FIU Libraries (e.g., slide viewers, computer work stations, and scanners) are primarily met through the Libraries' operating budget or by making proposals to the University Technology Fee Committee.

Over 200 computer workstations that include internet and word processing capabilities are available within the libraries, plus the libraries have PC laptops, Mac laptops, iPads, and e-readers available for check-out. Collaboration tables with 47" monitors and laptop ports are available at the libraries (six at Green Library, two at Hubert Library) to enhance participation in group projects. In the last few years, the FIU Libraries have been granted Technology Fee project money to create new high-tech areas at both the Green Library and Hubert Library. The Hub @ Green Library provides a flexible learning and research environment for students by providing computers, high-powered multimedia editing stations, easy access to electronic devices, and on-demand research assistance on the Green Library 2nd floor. A similar project called the ASK (Academic Skill & Knowledge) Center is available at the BBC Hubert Library 2nd floor. The Hub and ASK Center are staffed by University Technology Services to assist students with software needs. The staff can also assist students with other functions such as connecting their laptops to the University's wireless network and resetting passwords to university systems.

Networked printing capabilities are provided through FIU's contract with Toshiba Print & Copy Services. Copier/Scanning stations are available at several locations throughout the library buildings. Additionally, 7 new Bookeye Knowledge Imaging Center Self-Service Scanning Systems have recently been installed at the University Libraries for public use. These systems boast a large V-cradle scanning bed with overhead camera, which decreases the pressure on book spines during scanning and can produce

images as large as 17"x 24". Images can be sent via email or saved to a USB drive.

The Green Library 5th floor and Hubert Library 2nd floor have High Definition viewing stations with Blu-Ray players and seating for 1-4 viewers. The library is equipped with 4 microform scanners to facilitate access to archival materials. Microform scanners are attached to computer workstations to allow inversion and manipulation of images, which can then be saved in a variety of formats for later use. In addition to slide projectors, the Sound & Image Department has a scanner to allow digitization of materials in the slide collection. Students may use this equipment to enhance their presentations or attach images to their reports.

The library has four computer-equipped classrooms devoted to library instruction. The capacity of these classrooms ranges from 30 to 60 students. Two of the rooms are equipped specifically to provide classroom instruction to high-level research courses in the areas serviced by Geographic Information Systems.

The Geographic Information Systems / Remote Sensing Center provide computerized mapping and image-processing resources and services. The Center's fee-based plotting service is available for student and faculty requests.

Appendix 1 - Association of Architecture School Librarians Core List Comparison AASL Core List 2009

Title	**Available at FIU**
306090	select issues in print
A + U (Architecture and Urbanism) = Kenchiku to toshi	print
AA Files	print + online
Abitare	print
ARCA/ L'arca international	print
Architect	print + online aggregator access
Architects' Journal (AJ)	print + online aggregator access
Architectural Design (AD)	print to 2009 + online 2005-present
Architectural History: the Journal of the Society of Architectural Historians of Great Britain	print + online
Architectural Record	print + online aggregator access
Architectural Review	print + online aggregator access
Arkitektur DK/Twentyfirst	Print (ceased in 2014)
ARQ: Architectural Research Quarterly	online
Arquine	
AV Monografias	print
Baumeister	print + online aggregator access
Canadian Architect	print + online aggregator access
Casabella	print
Competitions/Competitions Annual	print
Crit, the Journal of the American Institute of Architecture Students	print + online aggregator access
El Croquis	Print + online
Detail (Munich)	print

Domus	print
Environment and Behavior	online
GA Document	print
GA Houses	print
GreenSource	select issues in print+ online
Grey Room	online aggregator access
Harvard Design Magazine	print
ID (International Design)	
Interior Design	print + online aggregator access
Japan Architect (JA)	print
Journal of Architectural and Planning Research	print to 2009
Journal of Architectural Education (JAE)	online
Journal of Architecture	print to 2013 + online
Journal of Green Building	
Journal of the American Planning Association (JAPA)	print to 2009 + online to present
Journal of the Society of Architectural Historians (JSAH)	print to 2012 + online to present
Journal of Urban Design	online
Landscape Architecture	print
Landscape Journal	print to 2010 + online
Log	online to 2014
Lotus International	print
Metropolis	print to 2009 + online aggregator
Perspecta	print + online
Places	print to 2007 + online
Planning	print + online aggregator access
Praxis: Journal of Writing and Building	
Preservation	print
Quaderns d'arquitectura i urbanisme	print
RIBA Journal (Royal Institute of British Architects)	print
Thresholds	
Urban Land	print
Werk Bauen und Wohnen	online aggregator access

I.2.5 Administrative Structure & Governance

Department Administration

Chair, Jason R. Chandler, A.I.A.
Office Coordinator, Maria D. Garcia
Financial Analyst 1, Madeleine Manzano Barrera

Academic Coordinators
Lower Division Coordinator Nik Nedev
Design 5/6 Coordinator Jason Chandler
Digital Design Coordinators Eric Goldemberg & Alfredo Andia
Comprehensive Design Coordinator Henry Rueda
Design 9 Coordinators Gray Read & Thomas Spiegelhalter

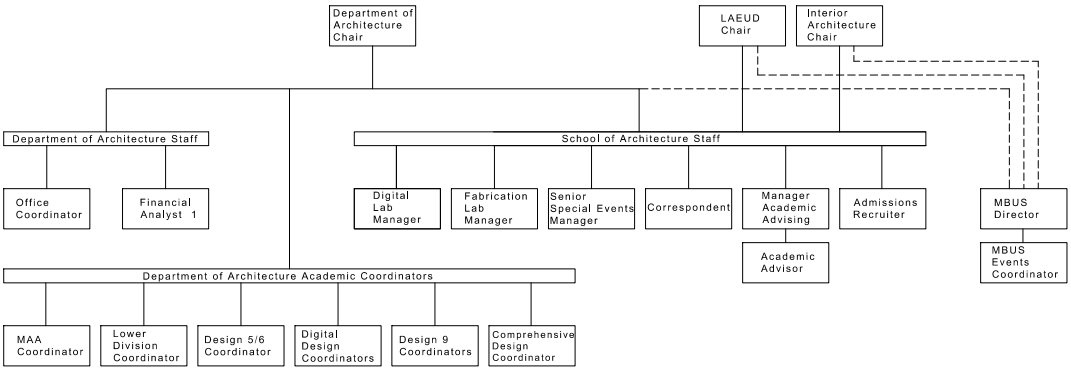
MAA Coordinator
Gray Read

School of Architecture Administration
Digital Lab Manager: Michael Bisnett
Fabrication Lab Manager: Julia Sarduy
Senior Special Events Manger: Rebecca Lontemps
Correspondent: Juan Brizulea
Manager Academic Advising Services: Aisha Williams
Academic Advisor 1: Linzey Stahl
Admissions Recruiter: Mayra Ortega

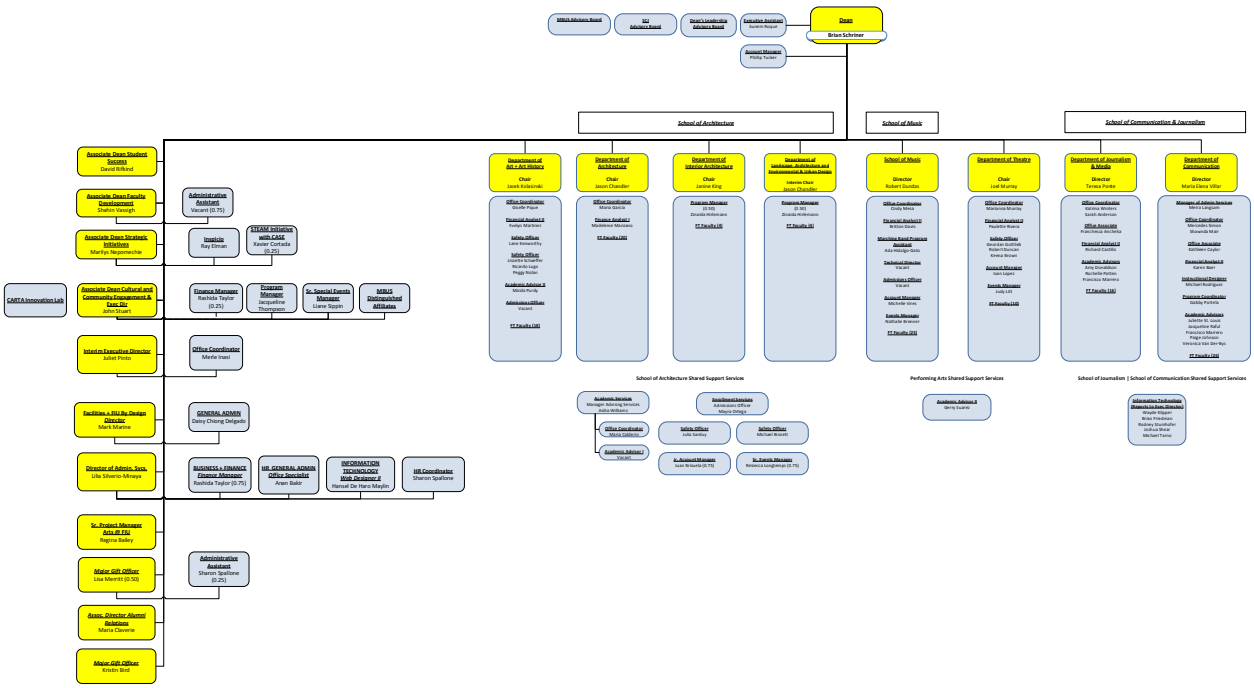
College Administration

Dean, Brian Schiner
Associate Dean of Faculty Development: Shahin Vassigh
Associate Dean of Student Success: David Rifkind
Associate Dean of Strategic Initiatives: Marilys Nepomechie
Associate Dean of Cultural and Community Enganment, Executive Director of Miami Beach Urban Studios: John Stuart
Interim Executive Director of Biscayne Campus: Juliet Pinto
Director of Facilties + FIU by Design: Mark Marine
Director of Administrate Services: Lilia Silverio-Minaya
Senior Project Manger Arts @ FIU: Regina Bailey
Major Gift Officer: Lisa Merritt
Associate Director of Alumni: Maria Claverie

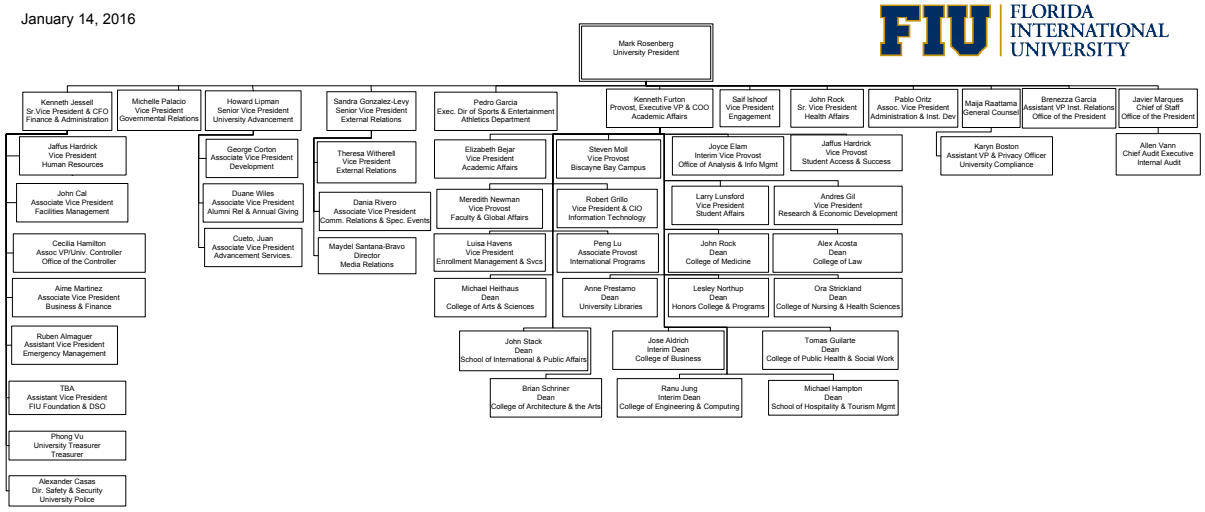
Department Organization Chart



College Organization Chart



University Organization Chart



II.1.1 Student Performance Criteria

Matrix of Master of Architecture: 72 Pre-Grad + 102 Grad Credits

Master of Architecture: 72 Pre-Grad + 102 Grad Credits

	Realm A: Critical Thinking and Representation									Realm B: Building Practices, Technical Skills, and Knowledge											Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
	A.1 Professional Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History and Global Culture	A.8 Cultural Diversity and Social Equity	B.1 Pre-Design	B.2 Site Design	B.3 Codes and Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems and Assemblies	B.8 Building Materials and Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluation and Decision Making Design Process	C.3 Integrative Design	D.1 Stakeholder Roles in Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct
	Ability to communicate graphically in various representational media appropriate to the profession and within the general public.	Ability to raise clear, precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well reasoned conclusions, and test solutions against relevant criteria and standards.	Ability to gather, assess, record, and comprehensively research information relevant to the architectural problem.	Ability to apply basic formal, organizational, and aesthetic principles and skills to conform two- and three-dimensional design.	Ability to apply fundamental principles of both natural ordering systems and the capacity of each to inform two- and three-dimensional design.	Ability to examine the fundamental principles, precedents and historical examples that have shaped the built environment.	Understanding of diverse architectural traditions, global cultural diversity, and the way in which these traditions have shaped our valued environments and buildings.	Understanding of the diverse needs, values, behavioral norms, and social and spatial patterns of individuals and groups in society and the ability to design appropriate responses in architectural projects.	Ability to prepare a comprehensive program that includes an assessment of client and user needs, an inventory of spaces and their requirements, analysis of site conditions (including existing buildings, if any), a review of the relevant building codes and standards, and relevant research, and a clear statement of concepts and goals governing the development of the project.	Ability to make site selection and develop a design for a building on a specific site, including such factors as building placement, prominence, solar orientation, visual relationships, energy use, and circulation, in response to an understanding of the natural and built environments of the site.	Ability to design sites to meet requirements for safe and accessible access.	Ability to make technical choices in the design of construction systems, integrating appropriate building technologies and principles of sustainability.	Ability to apply the basic principles of structural systems and construction technologies, including the behavior of gravity forces and forces due to wind and seismic events, in the selection and design of building structural systems.	Ability to demonstrate an understanding of environmental systems' design, how design impacts the natural environment, and the ability to apply appropriate principles and technologies to achieve sustainability in the design of buildings and sites. This includes assessment of the climate and geographic region, and the building's orientation, massing, fenestration, shading, thermal properties, natural ventilation, indoor air quality, and solar energy potential. Also, understanding of active and passive heating and cooling, plumbing, lighting, and other environmental systems, and their impact on energy use. Ability to integrate structural, lighting, plumbing, and other environmental systems in a manner appropriate to the building type and its overall design. Ability to apply principles of sustainability in the design of buildings and sites.	Understanding of the basic principles involved in the selection and application of building envelope systems and assemblies commonly used to provide a weather resistant, durable, energy and moisture efficient building envelope. Understanding of fundamental performance, application, and limitations of commonly used building envelope materials, including their environmental impact.	Understanding of the basic principles involved in the selection and application of materials and assemblies commonly used to construct the building interior and exterior, including their environmental impact.	Understanding of the basic principles and appropriate applications and performance of building service systems, including HVAC, lighting, plumbing, fire protection, communication, vertical transportation, security, and life safety systems.	Understanding of the fundamentals of building economics and the financial considerations which must include project budgeting, construction cost estimating, operational costs, scheduling, life-cycle costs, and life-cycle costs.	Understanding of the theoretical and methodologies and ethical issues involved in the design process.	Ability to gather relevant information, frame critical issues, and make reasoned decisions about architectural solutions, and predicting and evaluating their likely impact.	Understanding of the relationship between project variables and how they can impact a project's design, cost, and schedule.	Understanding of the basic principles of sustainable design, including orientation, solar shading, daylighting, energy conservation, water conservation, and indoor environmental air quality.	Understanding of the collaborative process—client, consultants, contractor, architect, community—and the role of the architect in integrating and reconciling stakeholder needs.	Understanding of the basic principles of project delivery methods.	Understanding of the roles and responsibilities of the architect in leading and managing the project team, including identifying work tasks, establishing schedules, and directing, coordinating, monitoring, and evaluating the performance of project team members.	Understanding of the principles of business management and leadership, including planning, marketing, financing, and recruiting.	Understanding of the legal rights and responsibilities of architects and the architect-client relationship, including regulations and legal guidelines governing the profession and the contractual relationships among architects, clients, consultants, contractors, and others involved in the building design and construction process.	Understanding of the core values of the architectural profession and responsibility for upholding the standards of the profession, including the ethical responsibility to the public and the client, and the ability to recognize ethical issues that may arise in practice and apply professional judgment. Knowledge of the NCARB Rules of Conduct and the AIA Code of Ethics as a guide for defining professional conduct.
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ARC 5329 DESIGN 5																										
ARC 5335 DESIGN 6																										
ARC 5337 MATERIALS & METHODS 2																										
ARC 5744 History 3																										
ARC 5249 Design Theories 1																										
ARC 5205 Design Theories 2																										
ARC 5351 Comprehensive Design																										
ARC 5484 Integrated Building Systems																										
ARC 5362 Design 4																										
ARC 5554 Structures 2																										
ARC 5555 Structures 3																										
ARC 5612 Environmental Systems 1																										
ARC 5621 Environmental Systems 2																										
ARC 6280 Professional Office Practice																										
ARC 5135 Computer Practices 2																										
SPC 5066 Presentation Skills																										

Matrix of Master of Architecture: 105 Graduate Credits

Master of Architecture: 105 Graduate Credits

	Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
	Professional Communication Skills Ability to write and speak effectively and to use graphic and digital media appropriate for professional practice and with the general public.	**Design Thinking Skills** Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative solutions both against relevant criteria and standards.	**Investigative Skills** Ability to gather, assess, record, and comprehensively evaluate relevant information in order to support conclusions related to a specific project or assignment.	**Architectural Design Skills** Ability to effectively use basic knowledge and organizational and principles and the necessity of two- and three-dimensional design.	**Ordering Systems Skills** Ability to utilize the fundamentals of natural and constructed ordering systems and to make informed assessments of how each system informs the design process.	**Use of Precedents** Ability to assess and incorporate relevant precedents into architectural and urban design projects.	**History and Global Culture** Understanding of the parallel and interrelated development of architecture and cities, including the traditions of global cultures.	**Cultural Diversity and Social Equity** Understanding of diverse cultural values, behaviors, and norms, physical abilities, and spatial requirements that characterize different cultures and communities and the responsibility of the profession to ensure equity of access to sites, buildings, and structures.	**Pre-Design** Ability to assemble, comprehend, synthesize, and apply multiple factors relevant to an architecture project, including site conditions, client and user needs, local building codes and standards, program requirements, and relevant research, to develop project goals and objectives.	**Site Design** Ability to respond to the relationships between people and their environment, to the behavioral aspects of architecture, and to the need to create places that provide opportunity for social interaction, security, and safety.	**Codes and Regulations** Ability to design sites, buildings, and structures to meet the requirements and principles of life safety, accessibility, and other relevant codes and regulations.	**Technical Documentation** Ability to make technically clear graphic, written, and oral presentations of architectural projects at various scales, including the assembly of drawings, specifications, and other documents into a complete set of contract documents sufficient for accurately obtaining bids or negotiating a contract for the construction of a building.	**Structural Systems** Ability to demonstrate an understanding of the principles of structural behavior in building systems and their ability to withstand gravitational, seismic, and other forces; and the ability to apply the basic principles of structural design.	**Environmental Systems** Ability to demonstrate the principles of environmental factors in building design, including acoustical, lighting, thermal, and climatic systems, and the tools used for predicting performance. This demonstration must include the principles of solar geometry, daylighting, heating and cooling, solar shading, indoor air quality, solar systems, lighting design, and acoustics.	**Building Envelope Systems and Assemblies** Understanding of the principles involved in the appropriate selection and application of building envelope systems and assemblies based on performance, aesthetics, maintenance, durability, and life-cycle cost and material resources.	**Building Materials and Assemblies** Understanding of the principles involved in the appropriate selection and application of materials, finishes, products, components, and assemblies based on performance, including environmental impact and reuse.	**Building Service Systems** Understanding of the basic principles and appropriate application and integration of building service systems, including plumbing, lighting, mechanical, electrical, construction, vertical transportation, security, and fire protection systems.	**Financial Considerations** Understanding of the fundamentals of building costs, which includes such methods as feasibility, construction cost estimating, life-cycle cost estimating, operational costs, and life expectancy.	**Research** Ability to critically use theoretical and applied research, including an understanding of the practices used during the design process.	**Integrated Problem Solving and Decision-Making Design Process** Ability to demonstrate critical thinking skills by making integrated decisions across multiple systems and variables in the predesign and design phases. This demonstration includes the articulation of a design strategy that satisfies a complex program, and the testing, evaluation, and refinement of design decisions leading to the effectiveness of implementation.	**Integrative Design** Ability to make design decisions within a complex architectural project, balancing and demonstrating broad considerations of life safety, sustainability, technical documentation, environmental conditions, life safety, structural systems, and building envelope systems and assemblies.	**Stakeholder Role in Architecture** Understanding of the roles played by key stakeholders in the design process, including the client, contractor, architect, community—and the architect's role in mediating multiple needs.	**Project Management** Understanding of the methods for working with consultants and contractors, and for identifying work, plans, project requirements, and project delivery methods.	**Business Practice** Understanding of the basic principles and practices, including the formation and management of business planning, marketing, organization, and entrepreneurship.	**Responsibilities** Understanding of the architect's responsibility to the public and the client in terms of regulation and legal considerations governing the practice of architecture and professional conduct.	**Professional Conduct** Understanding of the ethical issues involved in professional practice, the professional judgment in exercising the responsibilities, and the understanding the role of professional societies and the Code of Ethics and Rules of Conduct and the risk management issues in defining professional conduct.
ARC5075 FORMATIVE 1																										
ARC5076 FORMATIVE 2																										
ARC5447 MATERIALS& METHODS 2																										
ARC5744 History 1																										
ARC5849 Design Theories 1																										
ARC5205 Design Theories 2																										
ARC5861 Comprehensive Design																										
ARC5853 Integrated Building Systems																										
ARC5862 Design 3																										
ARC5554 Structures 2																										
ARC5855 Structures 3																										
ARC5612 Environmental Systems 1																										
ARC5621 Environmental Systems 2																										
ARC6280 Professional Office Practice																										
ARC5167 Computer Practices 2																										
SPC 5166 Presentation Skills																										

Matrix of Master of Architecture: Pre-Professional Bachelors + 60 Graduate Credits

Master of Architecture: Pre-Professional Bachelors + 60 Graduate Credits

	Realm A: Critical Thinking and Representation									Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8		B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
	Professional Communication Skills *Ability to write and speak effectively and use graphic media appropriate to the needs of the profession and with the general public.*	**Design Thinking Skills** *Ability to clearly and precisely think and make critical decisions; to integrate knowledge, consider diverse points of view, reason, test alternative conclusions, and weigh relevant criteria and standards.*	**Investigative Skills** *Ability to gather, assess, record, and apply relevant information in order to support a defensible design related to a specific project or assignment.*	**Architectural Design Skills** *Ability to effectively use basic knowledge and skills of organization and principles of the relationship of form and space, order, and the capacity for environmental comprehension in the production of two and three dimensional design.*	**Ordering Systems Skills** *Ability to utilize the principles of ordering inherent in natural and built environments and the theoretical and formal precedents of those ordering systems and their relevance to two- and three-dimensional architectural design.*	**Use of Precedents** *Ability to research and comprehend the relevance of precedent principles inherent in exemplary works of architecture and to make informed interpretations of such principles in architectural and urban design projects.*	**History and Global Culture** *Understanding of the parallel and contemporary development of architecture and the cultural norms and values of diverse indigenous, local, national and regional settings in terms of climatic, social, economic, cultural, and technological factors.*	**Cultural Diversity and Social Equity** *Understanding of the diversity of different cultures and communities and the responsibility of the architect to promote design solutions that provide access to site, building and facilities for all members of society.*		**Pre-Design** *Ability to prepare comprehensive programs for an architectural project, to include an assessment of client and user needs, an inventory of relevant conditions and requirements, an analysis of functional relationships, and the capacity to size a building (building types), to review relevant precedents, and to state the principles to be followed, including relevant standards, ethical considerations, and an assessment of the implications for the project, and a definition of site selection criteria and assessment criteria.*	**Site Design Skills** *Ability to respond to site characteristics, including climate, topography, soils, hydrology, context and existing built form, in the development of a project design.*	**Codes and Regulations** *Knowledge of codes, standards, and regulations that are a response to health and safety requirements, and the principles of the relationship of these to the development of a project design.*	**Technical Documentation** *Ability to produce clear, technically clear and thorough construction documents, including drawings, specifications, and other project documentation. Mastering and integrating the assembly of materials, systems, and components for a safe and code compliant building design.*	**Structural Systems** *Ability to demonstrate basic principles of structural behavior and the ability to size structural members.*	**Environmental Systems** *Ability to incorporate the principles of environmental systems in design, the design criteria can vary by climate, culture, and building program, and the relationship between the tools used for environmental control. This demonstration must include active and passive systems, and the integration of geometry, daylighting, shading, solar control, air quality, plant systems, lighting systems, and acoustics.*	**Building Envelope Systems and Assemblies** *Understanding of the basic principles involved in the appropriate application of materials, components and assemblies and their interrelationships as fundamental building systems relative to performance, aesthetics, durability, and energy and material resources.*	**Building Materials and Assemblies** *Understanding of the basic principles involved in the appropriate application of materials, products, components and assemblies based on their inherent characteristics, including performance and impact and reuse.*	**Building Service Systems** *Understanding of the basic principles involved in the appropriate application and integration of building service systems, including life safety, mechanical, electrical, communication, vertical transportation, security, and protection systems.*	**Financial Considerations** *Understanding of the fundamentals of financial considerations which may include project financing methods and feasibility, construction costing, life-cycle costs, operational costs, and life-cycle costs.*	**Research** *Understanding of the elements of basic and applied research and emerging practices used during the design process.*	**Integrated Evaluations and Decision-Making Design Process** *Ability to demonstrate an integrated, multi-criteria process and make decisions across multiple project scales and systems. This includes the completion of a predesign evaluation, program development, problem identification, analysis, and synthesis, demonstration includes the establishment of criteria, applying research findings, testing solutions, and evaluating the effectiveness of implementation.*	**Integrative Design** *Ability to integrate multiple systems and demonstrate a complex architectural project that resolves life safety, environmental, structural, and other issues. This is demonstrating a broad range of knowledge and sensitivity to historical and environmental considerations through the production of comprehensive documentation, including analytical diagrams, sections, life safety, environmental systems, structural systems, and building envelope systems and assemblies.*	**Stakeholder Roles in Architecture** *Understanding of the relationships among key stakeholders in the design process, including owner, contractor, architect, user groups, local community, and the architect's role in addressing stakeholder needs.*	**Project Management** *Knowledge of the elements for project planning and consultant assembling teams, budgeting, schedule, plans, project administration, and recommending procurement methods.*	**Business Practices** *Understanding of the basic principles of business practices, including financial management, business planning, organization, and entrepreneurship.*	**Legal Responsibilities** *Understanding of the architect's responsibility to the public and the client as determined by law, professional consideration, and understanding the role of architecture and professional service contracts.*	**Professional Conduct** *Understanding of the ethical issues involved in professional practice and the need for professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics and Professional Conduct and the AIA Code of Ethics in professional conduct.*
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8		B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Pre-Professional Bachelors																											
ARC 5205 Design Theories 2*																											
ARC 5744 History 3																											
ARC 5861 Comprehensive Design																											
ARC 5453 Integrated Building Systems																											
ARC 5362 Design																											
ARC 5554 Structures 2																											
ARC 5555 Structures 3*																											
ARC 5621 Environmental Systems 2																											
ARC 5203 Professional Office Practice																											
ARC 5167 Computer Practice 2																											
SPC 0046 Presentation Skills																											

* May be waived if satisfied with prior professional Bachelors

Description of pedagogy and methodology used to address Realm C

C.1 Research
Understanding of the theoretical and applied research methodologies and practices used during the design process.

The following classes address this criterion: ARC 5205, Advanced Design Theories and ARC 5362, Sustainability Design 9 Studio. Theoretical methodologies are addressed through Advanced Design Theories: students read critical texts in architectural theory, do academic research and write a paper on an assigned topic. Applied research methodologies are addressed in Design 9, which is taken in association with ARC 5621 Environmental Systems 2. In Design 9, students research sites, the environment, building materials and systems as part of the process of developing a design project. Projects go through several iterations of research, design and evaluation.

C.2 Integrated Evaluations and Decision-Making Design Process
Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

The following classes address this criterion: ARC 5361, Comprehensive Design, ARC 5483, Integrated Building Systems (IBS) and ARC 5362, Sustainability Design 9 Studio. Comprehensive Design Studio and IBS are co-requisites that integrate study of building systems with the design studio. Students evaluate multiple structural, mechanical and life safety systems in the process of developing a design project. In studio the design process focuses on integration of systems in relation to each other and to the spatial intentions of the project.

Sustainability Design 9 Studio also provides the skills to integrate multiple systems and variables in the completion of a design project with the addition of empirical criteria and assessment. Design 9 studio is taught in association with ARC 5621 Environmental Systems 2. Students evaluate the environmental performance of an integrated design using Green Building Systems software. The software predicts the effectiveness of students' design decisions through several iterations.

C.3 Integrative Design
Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

The following classes address this criterion: ARC 5361, Comprehensive Design Studio and ARC 5483, Integrated Building Systems (IBS). These two classes are co-requisites and are taken at the same time. A lead faculty member teaches IBS and coordinates the Comprehensive Design Studio to ensure the incorporation of the quizzes and targeted assignments in the studio design projects. IBS introduces and explains the many components and systems of an architectural project. Quizzes and targeted assignments assess the student's understanding. These assignments are reinforced in Comprehensive Design Studio. In the studio, students are tasked to design a complex architectural project by integrating the lessons from IBS.

Description of the methodology for assessing student work:

High pass= exceeds the requirements set forth in the course syllabus
Low pass = meets the requirements set forth in the course syllabus

II.2.1 Institutional Accreditation

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 7, 2011

Dr. Mark B. Rosenberg
President
Florida International University
11200 SW 8th Street
University Park, PC 528
Miami, FL 33199

Dear Dr. Rosenberg:

The following actions regarding your institution was taken at the December 2010 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2020** unless otherwise notified.
>
> The Commission on Colleges continued accreditation following review of the new College of Medicine offering the Doctor of Medicine. No additional report was requested.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2011,** and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

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

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Tom E. Benberg

II.2.2 Professional Degrees & Curriculum

5 and 6-Year Master of Architecture

This path is a professional degree programs for applicants who have completed high school and who wish to begin their architectural studies as undergraduate freshman. This path provides a seamless course of study leading from undergraduate freshman year to the conferral of the Professional Master of Architecture degree (M.Arch). The 6 year and 5 year seamless paths integrate pre-graduate and graduate coursework in a single curricular program and are comprised of 72 credit hours of pre-graduate coursework taken over two years followed by 102 credit hours of graduate coursework (taken in either four or three years). Transition to graduate study occurs without the conferral of an undergraduate degree.

Students who have completed the AA in Architectural Studies may apply for transfer admission into the third year of this path as junior year transfer students. This path provides students with a solid base of knowledge in the discipline of architecture along with an expansive general education. Emphasis in this path is placed upon six thematic areas; general education studies, architectural design studies, architectural history & theory, building technologies, digital technologies, and ethics & professional practice. The fully integrated pre-graduate and graduate course of study covers the comprehensive knowledge and skills required for a professional career in the discipline of architecture. Students are eligible to spend a semester studying in Genoa, Italy.

Transfer Students

Applicants who have completed a four-year pre-professional degree at another NAAB accredited program may apply for transfer admission into the 5 and 6 year path. Transfer applicants who have completed the four-year component of a 4+2 program and have earned either a BA or a BS in Architecture must complete a minimum of 60 credit hours and two years of coursework. Transcripts, course syllabi and portfolios are carefully reviewed in order to determine which courses, and by extension which NAAB SPC competencies, have been successfully completed in the pre-professional degree.

Pre-Graduate Curriculum 72 Credits

M.Arch Pre-Graduate Curriculum: 72 credits (contingent upon Math Placement)					
			TRANSFER CREDIT	COMPLETED	COMMENTS
PRE-GRADUATE					
First Year: Fall		Credits			
	SLS 1501 First Year Experience	1			
	ARC 1301 Des Studio 1	4			
	ARC 1131 Des Graphics 1	2			
	ENC 1101 Writing and Rhetoric I	3			
	ARC 2701 His of Des Ant to Mid. Ages I	3			
	ART 2330C Figure Drawing	3			
		16			
First year: Spring					
	ARC 1302 Des Studio 2	4			
	ARC 1132 Des Graphics 2	2			
	ENC 1102 Writing and Rhetoric II	3			
	ARC 2702 His of Des Ren to XIX Cent II	3			
	MAC 1114 Trigonometry*	3			
		15			
First Year: Summer					
	OPEN				
Second Year: Fall					
	ARC 2303 Des Studio 3	4			
	ARC 1461 Materials & Methods 1	3			
	ARC 4058 Fundament of Dig Design	3			
	PHY 2053 Physics w/o Calc 1	4			
	PHY 2048L Physics w/o Calc 1 Lab	1			
		15			
Second Year: Spring					
	ARC 2304 Des Studio 4	4			
	ARC 4586 Structures 1	1			
	ARC 4586L Structures 1 Lab	2			
	Social Science-Group 1	3			
	Mathematics	3			
	SPC 2608 Intro to Public Speaking (UCC)	3			
		16			
Second Year: Summer					
	Natural Science Group Two(UCC)	3			
	Natural Science Lab Group Two (UCC)	1			
	EVR 1017 Global Env and Soc	3			
	Humanities Group One UCC	3			
		10			
	Pre-Graduate Credit Total	**72	(contingent upon Math Placement)		

*** prerequisite MAC 1105 College Algebra or math placement**

****1 credit ARC 4905 Independent Study or elective may be taken to satisfy total credit count**

5-Year Graduate Curriculum 102 credits

M.Arch Five-Year Graduate Curriculum: 102 credits					
			TRANSFER CREDIT	COMPLETED	COMMENTS
GRADUATE					
Second Year: Summer					
	ARC 5176C Computer Practices II	3			
Third Year: Fall					
	ARC 5329 Grad Des 5	6			
	ARC 5249 Des Theory 1	3			
	ARC 5554 Structures 2	1			
	ARC 5554L Structures 2 Lab	2			
	ARC 5744 Hist of Des 1840 to Pres III	2			
	ARC 5744L Hist of Des 1840 to Pres III Lab	1			
		15			
Third Year Spring					
	ARC 5335 Grad Des 6	6			
	ARC 5555 Structures 3	1			
	ARC 5555L Structures 3 Lab	2			
	SPC 5066 Presentation Skills for Architects	3			
	ARC 5467 Materials & Methods 2	3			
		15			
Third Year: Summer					
	ARC 5340 Grad Des 7	6			
	ARC 5612 Env Sys I	3			
	SOA 5XXX Elec- Non ARC	3			
		12			
Fourth Year: Fall					
	ARC 5343 Grad Des 8	6			
	SOA 5XXX Elec- Non ARC	3			
	ARC 5205 Des Theory 2	3			
		12			
GENOA					
	ARC 5343 Grad Des 8	6			
	ARC 5734 Culture & Art in Italy**	3			
	ARC 5756 Arch of the City*	3			
	ARC 5745 Urban Arch 20th Century**	3			
		15			
Fourth Year: Spring					
	ARC 5362 Grad Des 9 (Sustain Studio)	6			
	ARC 5XXX Dir Elec	3			
	ARC 5621 Env Sys 2	3			
		12			
Fourth Year: Summer					
	ARC 5361 Comprehensive Des	6			
	ARC 5483 Integrated Bldg Sys	3			
		9			
Fifth Year: Fall					
	ARC 6356 Grad Des 10	6			
	ARC 5XXX Dir Elec	3			
	ARC 5XXX Dir Elec	3			
		12			
Fifth Year: Spring					
	ARC 6970 Master's Project	6			
	ARC 6280 Pro Practice	3			
	SOA 5XXX Dir Elec -Non ARC	3			
		12			
	Graduate Credit Total	**102**			
	Degree Total (73+102)	**175**			

***Replaces ARC 5205**
****ARC Elec**

6-Year Graduate Curriculum 102 credits

M.Arch Six-Year Graduate Curriculum: 102 credits					
			TRANSFER CREDIT	COMPLETED	COMMENTS
GRADUATE					
Second Year: Summer					
	ARC 5176C Computer Practices II*	3			
		3			
Third Year: Fall					
	ARC 5329 Grad Des 5	6			
	ARC 5249 Des Theory 1	3			
	ARC 5554 Structures 2	1			
	ARC 5554L Structures 2 Lab	2			
	ARC 5744 Hist of Des 1840 to Pres III	2			
	ARC 5744L Hist of Des 1840 to Pres III Lab	1			
		15			
Third Year Spring					
	ARC 5335 Grad Des 6	6			
	ARC 5555 Structures 3	1			
	ARC 5555L Structures 3 Lab	2			
	SPC 5066 Presentation Skills for Architects	3			
	ARC 5467 Materials & Methods 2	3			
		15			
Fourth Year: Fall					
	ARC 5340 Grad Des 7	6			
	ARC 5612 Env Sys 1	3			
	ARC 5205 Des Theory 2	3			
		12			
GENOA					
	ARC 5340 Grad Des 7	6			
	ARC 5734 Culture & Art in Italy**	3			
	ARC 5756 Arch of the City*	3			
	ARC 5745 Urban Arch 20th Century**	3			
		15			
Fourth Year: Spring					
	ARC 5343 Grad Des 8	6			
	ARC 5621 Env Sys 2	3			
	SOA 5XXX Graduate Elec - Non ARC	3			
		12			
Fifth Year: Fall					
	ARC 5361 Comprehensive Des	6			
	ARC 5483 Integrated Bldg Sys	3			
		9			
Fifth Year: Spring					
	ARC 5362 Grad Des 9 (Sustain Studio)	6			
	ARC 5XXX Dir Elec	3			
	SOA 5XXX Graduate Elec - Non ARC	3			
		12			
Sixth Year: Fall					
	ARC 6356 Grad Des 10	6			
	ARC 5XXX Dir Elec	3			
	ARC 5XXX Dir Elec	3			
		12			
Sixth Year: Spring					
	ARC 6970 Master's Project	6			
	ARC 6280 Pro Practice	3			
	SOA 5XXX Dir Elec - Non ARC	3			
		12			
	Graduate Credit Total	**102**			
	Degree Total	**175**			
***Replaces ARC 5205**					

****ARC Elec**

3-Year Master of Architecture

The 3-year M.Arch path is a professional degree program for applicants with no background in architecture and who possess a four-year undergraduate bachelor's degree in any area. The path consists of 105 credit hours and is usually completed in three years. The course of study consists of six semesters of design studio coursework followed by a semester long master's project. Supporting courses in history/ theory, building technology, digital technology, professional practice as well as cross-disciplinary electives complete the course of study. Students are eligible to spend their sixth semester studying in Genoa, Italy.

M.Arch Three-Year Curriculum: 105 credits						
			ADVANCED STANDING	TRANSFER CREDIT	COMPLETED	COMMENTS
GRADUATE						
Prerequisites		Credits				
	PHY 2053 Physics w/o Calc 1**					
	MAC 2147 Pre-Calc Math**					
	ARC 4058 Fundamentals of Dig Des					
First Year: Fall						
	ARC 5075 Formative Studio 1*	6				
	ARC 5249 Des Theory 1	3				
	ARC 5711 His of Des Ant to Mid. Ages I*	3				
	ARC 5612 Env Sys I	3				
		15				
First year: Spring						
	ARC 5076 Formative Studio 2*	6				
	ARC 5582 Structures 1*	3				
	ARC 5582L Structures 1 Lab*	1				
	ARC 5467 Materials & Methods 1*	2				
	ARC 5733 His of Des Ren to XIX Cent II*	3				
	SPC 5066 Presentation Skills for Architects	3				
		18				
First Year: Summer						
	ARC 5077 Formative Studio 3	6				
	ARC 5176C Computer Practices 2*	3				
	ARC 5554 Structures 2	1				
	ARC 5554L Structures 2 Lab	2				
	ARC 5XXX Dir Elec	3				
		15				
Second Year: Fall						
	ARC 5361 Comprehensive Des	6				
	ARC 5205 Des Theory 2	3				
	ARC 5483 Integrated Bldg Sys	3				
	ARC 5744 Hist of Des 1840 to Pres III	3				
		15				
Second Year: Spring						
	ARC 5362 Grad Des 9 (Sustain Studio)	6				
	ARC 5555 Structures 3*	1				
	ARC 5555L Structures 3 Lab*	2				
	ARC 5621 Env Sys 2*	3				
		12				
Third Year: Fall						
	ARC 6356 Grad Des 10 (Genoa or Miami)	6				
	ARC 5XXX Dir Elec	3				
	ARC 5XXX Dir Elec	3				
	ARC 5XXX Dir Elec	3				
		15				
Third Year Spring						
	ARC 6970 Master's Project	6				
	ARC 6280 Pro Practice	3				
	ARC 5XXX Dir Elec	3				
	ARC 5XXX Dir Elec	3				
		15				
	Degree Total	**105**				

****at departmental discretion**

***May be replaced by SOA Electives if the content in these courses has been satisfied in their pre-professional degree program.**

2 -Year Master of Architecture

In spite of the elimination of the BAA degree, the program can continue to accept students who have previously earned a pre-professional architecture degree (BA in Architecture or the BS in Architecture) into its extant 60 credit hour advanced standing M.Arch path. Students continue their architectural education by following a course of study consisting of 60 credit hours that are usually completed in two years. Students are eligible to spend their third semester studying in Genoa, Italy.

M.Arch Two-Year Curriculum: 60 credits						
			ADVANCED STANDING	TRANSFER CREDIT	COMPLETED	COMMENTS
GRADUATE						
First Year: Fall		Credits				
	ARC 5361 Comprehensive Des	6				
	ARC 5205 Des Theory 2	3				
	ARC 5483 Integrated Bldg Sys	3				
	ARC 5554 Structures 2*	1				
	ARC 5554L Structures 2 Lab*	2				
		15				
First Year: Spring						
	ARC 5362 Grad Des 9 (Sustain Studio)	6				
	ARC 5555 Structures 3*	1				
	ARC 5555L Structures 3 Lab*	2				
	ARC 5621 Env Sys 2*	3				
	SPC 5066 Presentation Skills for Architects	3				
		15				
First Year: Summer						
	ARC 5176C Computer Practices II*	3				
Second Year: Fall						
	ARC 6356 Grad Des 10 (Genoa or Miami)	6				
	ARC 5744 Hist of Des 1840 to Pres III*	2				
	ARC 5744L Hist of Des 1840 to Pres III Lab*	1				
	ARC 5XXX Dir Elec	3				
		12				
Second Year Spring						
	ARC 6970 Master's Project	6				
	ARC 6280 Pro Practice	3				
	ARC 5XXX Dir Elec	3				
	ARC 5XXX Dir Elec	3				
		15				
	Degree Total	**60**				

***May be replaced by ARC Electives if the content in these courses has been satisfied in a pre-professional degree program.**

Other Degree Programs

The Master of Arts in Architecture
The Master of Arts in Architecture is a 36-credit post- professional degree program that enables students to pursue advanced studies in three areas: theory, applied research and special topics in practice. Individual areas of concentration are pursued through course work and independent study and may include the philosophy and history of design, digital technologies and visualization, mapping, technology, sustainability, neuroscience and architecture, furniture and industrial design, advanced topics in design and sustainable development. These concentration areas are supported by focus topics in the FIU SOA curriculum and allow students to pursue advanced research combining cross-disciplinary course work with faculty areas of specialization.

Certificate programs

The program offers two transcripted certificates:

Certificate in History, Theory and Criticism of Architecture
The Graduate Certificate in History, Theory and Criticism of Architecture offers exceptional students from the School of Architecture and throughout the university community a chance to follow a rigorous course of study in history, theory and criticism, including a required seminar devoted to research methodologies. For architecture students, we offer the further option of a pedagogical apprenticeship, where faculty members mentor students seeking to become teachers. For students outside the School of Architecture, we offer an opportunity to supplement their studies in history, anthropology, environmental science, art history, literature, area studies and other fields with an intense and systematic engagement with cultural production and the visual arts. The certificate program helps students hone their critical skills as they generate new knowledge and embark on self-directed research. Students admitted to a graduate degree program at FIU may apply for admission to the Graduate Certificate in History, Theory and Criticism of Architecture. This certificate program is open to degree-seeking students only.

Professional Certificate in Sustainable Construction
This interdisciplinary Professional Certificate provides both traditional students and practicing professionals with a unique learning experience that enhances their design and management capabilities in the emerging field of sustainable building design and construction. The program focuses on an integrated system approach to apply basic engineering science/architectural principles to practical applications through interdisciplinary teamwork. Interested applicants must contact the Program Coordinator prior to registering for the program. This certificate program is open to both degree- and non-degree seeking students.

II.3 Evaluation of Preparatory Education

Our students earn the M.Arch through three paths:

1. A seamless five and six-year curricular M.Arch path for applicants with a high degree and transfer students with an AA in Architectural Studies who enter in the third year of the path.

Applicants seeking admissions must submit official secondary school transcripts and appropriate test scores. High school diplomas accepted for undergraduate degree-seeking admissions to FIU must be completed at a secondary institution accredited by a regional accrediting body or at an institution accredited by a national accrediting agency recognized by the United Stated Department of Education. Applicants who receive an Associate in Arts (A.A) degree from a Florida Public Community College or State University in Florida will be considered for admission without restriction except for published limited access programs within the University.

In the occasional cases where transfer credit or advanced standing status are necessary, the department maintains a formal review process for content that will substitute for our required courses that satisfy the pre-graduate curriculum. Official transcripts, course syllabi and examples of completed student work are reviewed in a three-tiered process. This process involves assessment by the director of student advising & admissions followed by assessment by the chair who typically consults with faculty who teach in the competency areas (history/theory, structures, building technology, design, etc.) of those courses under review for advanced standing. Additionally, all of Florida's public accredited programs participate in a regulated course numbering system in which course numbers, course content, and learning expectations are coordinated across Florida's public universities and community colleges in order to ensure course equivalency. This system minimizes variation in content and helps to ensure that pre-graduate competencies are fully met in cases where transfer credit and/or advanced standing is accepted. When a substitution is permitted the student completes the associated credits with elective credits.

2. A 3-year M.Arch path is a professional degree program for applicants with no background in architecture and who possess a four-year undergraduate bachelor's degree in any area.

A student seeking admissions into the 3-year graduate program offered by the University must have a bachelor's degree from a regionally accredited institution or, in the case of foreign students, from a well-established institution of higher learning that is authorized to grant degree by appropriated authorities in that country.

In the occasional cases where transfer credit or advanced standing status are necessary, the department maintains a formal review process for content that will substitute for our required courses that satisfy the graduate curriculum. Official transcripts, course syllabi and examples of completed student work are reviewed in a three-tiered process. This process involves assessment by the director of student advising & admissions followed by assessment by the chair who typically consults with faculty who teach in the competency areas (history/theory, structures, building technology, design, etc.) of those courses under review for advanced standing. When a substitution is permitted the student completes the associated credits with elective credits.

3. A two-year M.Arch path for applicant who have previously earned a pre-professional architecture degree (BA in Architecture or the BS in Architecture).

A student seeking admissions into the 2-year graduate program offered by the University must have a 4-year pre-professional Bachelor of Arts in Architecture or Bachelor of Architectural Studies degree from an accredited institution or, in the case of foreign students, from a well-established institution of higher learning that is authorized to grant degree by appropriated authorities in that country.

Student may request substitutions for the following classes: ARC 5554 Structures 2, ARC 5555 Structures 3, ARC 5176C Computer Practices II, ARC 5744 Hist of Des 1840 to Pres III.
Official transcripts, course syllabi and examples of completed student work are reviewed in a three-tiered process. This process involves assessment by the director of student advising & admissions followed by assessment by the chair who consults with faculty who teach in the competency areas (ARC 5554 Structures 2, ARC 5555 Structures 3, ARC 5176C Computer Practices II, ARC 5744 Hist of Des 1840 to Pres III.) of those courses under review. When a substitution is permitted the student completes the associated credits with elective credits.

II.4 Public Information

Department Website:
http://carta.fiu.edu/architecture/

Catalgue Website:
http://catalog.fiu.edu

III.1.1 Annual Statistical Reports

FIU | FLORIDA INTERNATIONAL UNIVERSITY

Office of Planning and Institutional Research

August 12, 2016

To Whom It May Concern:

I hereby confirm that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Please let me know if you have any questions.

Sincerely,

Hiselgis Perez, Ph.D.
Director, Institutional Research
Analysis and Information Management

Modesto Maidique Campus, PC 543, Miami, Florida 33199 • (305) 348-2731 • Fax: (305) 348-1008
Equal Opportunity/Equal Access Employer and Institution

III.1.1 Interim Progress Reports

These are not to be included in the APR. The NAAB will provide them directly to the team.

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website.

  Please visit: https://www.dropbox.com/sh/kczt1ozwd4ztgam/AABoaLYYKhE2vWqWj8g-XOcFa?dl=0

- Studio Culture Policy

  Please see section I.1.1.

- Self-Assessment Policies and Objectives

  Please see section I.1.6

- Policies on academic integrity for students (e.g., cheating and plagiarism)

  Please visit: http://studentaffairs.fiu.edu/about/student-handbook/index.php

- Information resources policies including collection development

  Please visit: https://library.fiu.edu/using-the-library/library-policies

- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

  Please visit: https://hr.fiu.edu/index.php?name=regulations

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

  Please visit: http://academic.fiu.edu/faculty_resources.html

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

  Please visit: http://academic.fiu.edu/faculty_resources.html

- Response to the Offsite Program Questionnaire (See *2015 Procedures,* Section 8)

  N/A