

Name of Institution: Florida International University
Name of Academic Unit: Architecture Department

Interim Progress Report

Master of Architecture: *[high school degree + 175 credits]*

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Year of the Previous Visit: **2011**

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Date: **November 30, 2013**

NOTES:

1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

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1. Identity & Self Assessment

a. History Mission

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

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. Modesto A. Maidique was FIU's fourth president. Appointed in 1986, the former Harvard Business School professor and high-tech entrepreneur built upon the sound foundation laid by his predecessors – Charles E. Perry, FIU's first president appointed in July 1969; Harold B. Crosby, who succeeded in June 1976; and Gregory B. Wolfe, named the third president in February 1979. On August 28, 2009, Mark B. Rosenberg became Florida International University's fifth president. Rosenberg is former chancellor of the State University System of Florida 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 to celebrate this magnificent institution. We are here today because we care. We are here today because of our hungry heart for 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. The University is a member of Phi Beta Kappa, the nation's oldest and most distinguished academic honor society.

The University – Description

Florida International University offers more than 200 baccalaureate, master's and doctoral degree programs in 21 colleges and schools:

- College of Arts and Sciences
 - School of Environment and Society
 - School of Integrated Life Sciences
 - School of International and Public Affairs
- College of Architecture + The Arts
 - School of Architecture
 - School of Music

College of Business Administration
Alvah H. Chapman Jr. Graduate School of Business
School of Accounting
College of Education
College of Engineering and Computing
School of Computing and Information Sciences
College of Nursing and Health Sciences
Dr. Robert R. Stempel College of Public Health and Social Work
School of Social Work
The Honors College
School of Hospitality and Tourism Management
School of Journalism and Mass Communication
College of Law
Herbert Wertheim College of Medicine
University College

FIU has more than **50,000** students, **2,900** full-time faculty, and **180,000** alumni, making it the largest university in South Florida and placing it among the nation's largest colleges and 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 – and an educational facility at the Pines Educational Center in nearby Broward County. Additionally, numerous programs are offered at off-campus locations and online. *U.S. News & World Report* has ranked FIU among the top 100 public national universities in its annual survey of “America’s Best Colleges.” FIU has been recognized as one of the top 10 public commuter universities in the nation by *Money*. *Kiplinger’s Personal Finance Magazine* ranked FIU as the country’s 18th best value in public higher education. Research is a major component of our mission. The purpose of the Division of Research is to improve the quality of life in our region, the state and the larger international community through research. We are particularly interested in environmental quality, energy, health, water quality, sustainable communities, economic development, security and safety. Multidisciplinary teams, information technology and international culture are major themes in our research.

FIU is one of the nation’s major research universities and we expend approximately \$100 million annually on research. Our research is funded by more than 200 public and private organizations, and in terms of dollar value, our largest sponsor is the Federal Government with funding from 41 different Federal agencies. The University has many specialized research facilities including a new nano scale research and fabrication laboratory. We also conduct many studies “off site” throughout the United States and the world. Undergraduate and graduate students participate actively in all of our research endeavors. FIU exports its discoveries for public benefit through publications, formal technology transfer agreements, public testimony and evidence-based advocacy.

Faculty

Ninety-five percent of the university’s full-time faculty hold doctorates or the highest degree attainable in their field.

Research

The University is ranked as a Research University in the High Research Activity category of the Carnegie Foundation’s prestigious classification system. FIU emphasizes research as a major component of its mission.

Alumni

With more than **180,000** alumni, Golden Panthers constitute the fastest growing university alumni group in Miami-Dade County. FIU confers approximately half of all degrees now awarded by universities in Miami-Dade County.

National Recognition

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 recently ranked among the best values in public higher education in the country, according to *Kiplinger's Personal Finance* magazine's 2006 survey, "100 Best Values in Public Colleges." FIU ranked among the top 50 nationally for in-state students and among the top 100 nationally for out-of-state and international students. FIU recently ranked 3rd in granting bachelors degrees to minorities and 9th in granting master degrees to minorities (among the top 100 degree producing colleges and universities),

U.S. News & World Report ranks FIU's undergraduate international business programs 7th in the nation and their graduate programs among the top 20. The university has also been named one of the "10 Cool Colleges for Entrepreneurs" by *Fortune Small Business* magazine. Our Executive MBA program was recently ranked #1 in Florida by the *Financial Times*. **Furthermore, FIU is ranked #1 in the nation in awarding Bachelor's and Master's degrees to Hispanic students.**

Economic Impact

The University's 2012-2013 operating budget was \$1.2 billion. FIU has more than 4,800 employees. The University has an economic impact of more than \$1.7 billion on the South Florida economy.

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 will celebrate the grand opening of its new facility on the University Park campus in 2008.

The Wolfsonian-FIU museum, located in Miami Beach, promotes the collection, preservation and understanding of decorative art and design from the period 1885-1945.

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.

Under the direction of the Creative Writing Program, the Writers on the Bay lecture series presents noted authors and poets.

The 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.

FIU Mission Statement

Florida International University is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

FIU Values Statement

As an institution of higher learning, Florida International University is committed to:

Freedom of thought and expression;
Excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge;
Respect for the dignity of the individual;
Respect for the environment;

Honesty, integrity, and truth;
Diversity and strategic operational and service excellence.

FIU Vision Statement

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

Operational Statement:

As an anchor public institution in South Florida, FIU is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

FIU Strategic Themes With the installment of a Mark B. Rosenberg as FIU's fifth president on August 29, 2009, FIU entered a new phase. President Rosenberg has already begun the development of a new strategic plan. The Arts and Design have been central to the strategic planning process and will likely be foundational in his new strategic plan. The extant strategic plan (developed by former president Modesto Maidique) involved six themes to achieve strategic advantages in higher education. Given rapid globalization in the 21st century, FIU's strategic themes involved engagement at both the local and global level.

A. International

Florida International University was originally chartered with a mission to promote international understanding. We responded to this mission by appointing faculty who have professional expertise in fields that are international in content and application and who have professional experience abroad. We also encourage our students to pursue a bilingual/biliterate competency and study-abroad experience. These efforts have led to a distinguished international reputation, particularly in international business and the study of the Latin American and Caribbean region. Our efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida community; the continued globalization of the Florida and national economies; and the State's desire to be a global leader in economic development in the 21st century. These conditions provide a unique opportunity for FIU to be a major connecting point between nations and their citizens.

B. Environment

South Florida is a fragile blend of the ocean, Everglades, and urban areas. Continued development of the area provides a unique opportunity for environmental education and research. Understanding our natural and man-made environments and the relationships between them is necessary for the continued vitality of both. Population growth and exploitation of natural resources and the environment have created local and global environmental problems that must be addressed to ensure a sustainable environment and development.

Environmental knowledge relies on the humanities to help clarify our values and attitudes toward our environment, the basic and applied sciences which teach us how environmental processes work and how we can influence these processes, and planning and management disciplines to develop and implement effective and efficient improvement efforts. Applying our understanding of the dynamics of these systems can provide models that will assist in addressing both local and global environmental issues.

C. Florida and Local Economic Development

FIU's future is strongly tied to the economic health and development of the state of Florida and the South Florida community. The opportunity to partner with the local community to provide the research and innovation required to address social and economic problems and to enhance economic development is critical to the University's future. Our greatest contribution to economic development is our graduates, who constitute a major portion of the region's educated workforce. However, the University's role in economic development extends beyond the local community to include the global community. The State of Florida has a vision of "being a global leader in knowledge-based jobs, leading-edge technology, and competitive enterprises in traditional and new businesses" (*Partnering to Shape Florida's Economic*

Future: 2001-2006). FIU has a major determining role to play in helping the state achieve this vision and enhancing the economy of the local community by providing expertise in management, law, economics, commerce, science, and especially in new technologies, such as information and biomedical technologies, which are critical to South Florida.

D. Health

Primary care, prevention of disease, rehabilitation, public health, and environmental health are concerns of every community. FIU has established a role as a provider of health professionals – nurses, physical therapists, biologists – and researchers dedicated to addressing the health needs of the local community. In recognition of the increasing multidisciplinary nature of health care, FIU encourages multidisciplinary instructional and research activities. The University intends to continue its engagement with the health care needs of the community and to expand its engagement as the needs of the community grow and evolve. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.

E. Arts, Culture, & Diversity

South Florida and FIU have diverse populations that create opportunities to understand and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. FIU's two museums, The Patricia & Phillip Frost Art Museum and The Wolfsonian-FIU, and outstanding programs in Music, Art, Theatre, Design, and Film offer students unique academic and professional experiences. These facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. FIU will continue its leadership in these areas and provide learning opportunities to meet the needs of diverse populations. As part of University's strategic planning process, the new President created The Arts Committee. The dean serves as co-chair of this important committee.

D. Learning Opportunities

Formal education is and will continue to be a major element of FIU's engagement with its constituent communities, particularly the South Florida community. Graduates are encouraged to pursue a bilingual/biliterate competency and to experience study abroad programs. Opportunities for the future lie beyond the traditional undergraduate and graduate education models. Changes in the economy and career patterns will result in situations in which individuals renewing/developing career skills. This shift will create a need for new or additional programs in adult learning, continuing professional education, and technology-based education as well as self-improvement programs. Meeting these needs will require the increased use of distance learning technology as a means of enhancing access to educational opportunities. Moreover, the need for traditional students to become better integrated into their communities will increase the demand for experiential and service-learning programs.

Student Body

FIU's Student body reflects the vibrant diversity of South Florida.

Who we serve:

61% Hispanic

13% White Non-Hispanic

13% Black

13% other minority groups

Architecture Program History & Mission

(History of the program, its mission, founding principles and a description of how that is expressed in the context of the 21st century architecture education.)

Mission: Adopted by faculty vote April, 2007.

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 physical environment from the scale of the city to the scale of furniture. 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, 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 embracing both the humanities and the sciences.

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

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.

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.

Knowledge and Skill-Based Learning

Exploring the diverse areas of knowledge and the technical skills that play a critical role in thoughtful formation of the constructed environment which are essential for successful design practices.

Commitment to Innovation

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

Appreciation for the Constructed and the Natural Environments

Fostering sensitivity and appreciation for the constructed and natural environments of South Florida. 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.

Culture of Connectivity

Promoting connections between the Architecture department 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 North America, Latin America and Europe.

Ethos of Trans-Disciplinarity

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

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, and 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. Application for initial accreditation from The National Architectural Accrediting Board was made in 1997 and granted

Accreditation (1999)

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 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. 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.

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 "cold desks" in the new building (where every student has 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 escalated from 2.3 in 2001 to 3.6 in 2009. In 2010 the Architecture Department had 350 applicants for 60 FTIC seats.

With reorganization and the creation of the College of Architecture + The Arts (CARTA) in AY 2006-07, the accredited program became one of seven units in the college. The administrative structure of the college consists of a dean and two associate deans. The College administration is supported by a staff

and a student advising office. The seven 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, and the Department of Communication Arts.

Administration (2007)

In response to the 2008 Visiting Team Report(VTR) that the college reorganization created too many administrative layers between the chair of the Architecture department and the Provost, the position of school director was eliminated. As per the VTR's suggestion, the chair now reports directly to the dean who in turn reports to the provost.

Administration Growth

Since the 2008 visit, the department has seen a significant increase in dedicated staff positions. The department now has its own full-time office manager, a fabrication shop manager, a digital lab manager, and a part-time IT manager. Additionally, a number of part-time assistants work in the office. The Department is greatly assisted by a full-time advising office in the college that dedicates 80% of its time to advising our design students.

Undergraduate Selectivity

Between 2002 and 2010 the program has witnessed dramatic increases in both the quality and quantity of its applicants. The Architecture department has retention and graduation rates that are above the university average. The 6 year graduation rate for FTICs in architecture was 87.3% while the university rate was 46.8%. The 6 year retention rate for FTICs in architecture was 56.9% while the university rate was 56.1% .

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. Additional responses to the 2008 NAAB review included hiring a faculty member with expertise in environmental technology, constructing a cutting edge Environmental Technology and Structural Technology teaching lab and revising many of the Technology course in the curriculum.

The Wolfsonian-FIU

The new college, particularly the Architecture department, takes advantage of our special relationship with The Wolfsonian-FIU and its significant collection of decorative and propaganda arts, donated to the University in 1998. This donation comprises the largest gift ever given to a university in the history of the State of Florida. As a major museum, library and research center devoted to the study of decorative complexes, industrial design and propaganda arts from 1875 to 1945, it is an invaluable resource for architectural design research. Finally, The Wolfsonian-FIU has become an increasingly important resource and teaching laboratory for both the undergraduate and graduate curricula. In 2010, the Wolfsonian Museum in conjunction with the department inaugurated the Wolfsonian-FIU Scholar program. Made possible by support from the Andrew W. Mellon Foundation, visiting scholars come to Miami to engage in research at the Wolfsonian and as part of their duties, teach a graduate seminar. The first Scholar is Professor Dennis Doordan from University of Notre Dame who will co-teach a graduate seminar titled Material and Visual Studies of Modernity during the Fall 2010 semester.

Advisory Board

In AY 2006-07 the Architecture department established an advisory board. Consisting of 12 professionals, the board is tasked with advisement and assistance in fund-raising, developing and implementing strategic initiatives, program promotion and in identifying and responding to local, regional and national trends in the discipline. Additionally, the board connects the department, the faculty and the students to many of the professional offices in the region.

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 2012 semester, 23 students attended the Genoa program.**

Summer Study Abroad

In the summer of 2013, the department held three study abroad programs in the following cities: Tokyo, Rotterdam and Barcelona/Rome. In total, 48 students participated in these programs. Three more study abroad programs are planned for summer 2014: Tokyo, London/Berlin and Paris/Milan.

Cejas Eminent Scholars

Thanks to a \$1,000,000 gift from Ambassador Paul L. Cejas, and a \$750,000 state match, 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.

Solar House Collaboration

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 will lead to the design and fabrication of the FIU Solar House in 2011. ***Our 2011 entry garnered a first place award in Energy Balance and an eleventh place award in the 2011 National Solar Decathlon.*** Our 2005 entry 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.

Cejas Faculty Grant

Inaugurated in 2007-08, the Paul L. Cejas Faculty Initiative Endowment is expected to fund approximately \$30,000 annually towards faculty projects, research, scholarship and travel via a competitive School of Architecture faculty initiative application process.

The Present Situation

The program has aggressively capitalized upon its youthful and entrepreneurial spirit and is building a national reputation for excellence. During this period, there has been an almost constant series of modifications in the college, the school, and in the department. The most recent transformations have been helpful and productive and have enabled demonstrable improvements in our fiscal situation, in our facilities, administrative structure, staff resources and in our ability to offer excellent academic advising and student services.

Central to University Mission

The "Arts" and "Design" have rapidly become important aspects in President Mark Rosenberg's new strategic planning for FIU. In the first year of his new administration, the role of Arts and Design – as one of four foundational themes of the new strategic plan - have become central components in every facet of the strategic discussion. At FIU, Design and the Arts are not seen as disciplines on the margins of university life, but rather as models of excellence with content, teaching methods, scholarship and research that are critical and central to the University's core mission. "Design thinking" is increasingly

being recognized as a third area of knowledge at many universities (joining the Sciences and the Humanities). The University administration's history of supporting the Design disciplines and the integration of them into the core vision of the University serve as a model for other universities.

Transdisciplinarity

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. Our faculty (adjunct and fulltime) have been recognized by the university with awards and honors for excellence in teaching and scholarship. Most recently, one of our senior faculty was awarded the competitive and prestigious Provost's Fellowship for the 2010-11 academic year. 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 Architecture and The Arts, we have fostered a cross-disciplinary ethos amongst the six units and the department by offering numerous team taught courses that unite faculty from various other disciplines and departments with our faculty. These cross-disciplinary courses have focused on the intersection of Art and contemporary Architecture, Film and Architecture, and the historical and contemporary relationship between space and performance.

Synergies and Collaborations

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. A number of departmental annual and bi-annual happenings have become prominent events within the life of University and the city. Events include the "Walk on Water" day, the annual Cejas Scholar Lecture, the Miami + Beach Bienal as well as the Celebrate Architecture exhibition cosponsored with the Miami AIA. Additionally, the department has worked to bring together Miami's government officials and the profession during various events, such as the 2009 breakfast forum in which the department hosted city of Miami and Miami-Dade County officials and mayors and city council members to hear AIA president Marvin Malecha discuss why Design matters to government. Additionally, the department has used the advanced design studios as community outreach and civic engagement vehicles. Recent examples include the department's teaming up with The Miami-Dade Expressway Authority (MDX) on the proposal of a light-rail master-plan for Miami (2009), creating design proposals for live/work housing for Miami's arts community (2010). The proposal was funded through a Hagen Family Foundation grant. Additionally, the department has continually received grant funding to teach the advanced placement architectural courses at Design & Architecture Senior High School (DASH); Miami-Dade County Public School System's design and art magnet high school. This school was recently ranked the 5th best magnet school in the nation by *US News and World Report*. These are a small sampling of our recent initiatives that have benefitted the university.

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. Additionally, in the Spring of 2013, the department received a \$20,000 grant from the Townhouse Center and the Knight Foundation to sponsor an infill housing studio. In the Fall of 2013, the department received an additional \$60,000 from the Knight Foundation to continue the infill housing studio for two more years. In the Fall of 2013, also, 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). Moreover, 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 Department of Architecture faculty members will serve as co-principal investigators on this grant.

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 a broader constellation of humanist ideas and societal values that enlighten and engender the production and reception of architecture”. Additionally, the mission statement notes that architecture is “taught as a critical endeavor that embraces both the humanities and the sciences.” 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. 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. Students are permitted to choose from numerous courses within these four categories. The goal is to develop a holistic and broadly constructed knowledge base in which to situate the discipline of architecture.

Program Description

FIU Architecture is dedicated to the education of future generations of ethical professionals, creative designers and informed citizens. We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry addressing the physical environment from the scale of the city to the scale of furniture. The goal of the educational experience is for students to develop synthetic thought and design processes using creative problem solving and critical thinking. FIU Architecture prepares students for professional practice with emphasis placed upon five thematic areas: architectural design, history/theory, building technologies, digital technology, and professional business practice.

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.

Master of Architecture:

The Master of Architecture prepares students for professional careers in the discipline of architecture. The intensive course of study is organized into five thematic areas; design, history/theory, building technology, digital technology, and professional practice. The degree has three paths; each designed to address the different backgrounds and educational needs of our applicants. The degree path consists of a course of study that is comprehensive and rigorous and that prepares graduates to be creative leaders,

and skilled innovators in all aspects of the profession. The Master of Architecture degree is accredited by the National Architecture Accrediting Board (NAAB).

Six and Five-Year Seamless Path (for freshman applicants) is a professional degree program for applicants who have completed high school and who wish to begin architectural study as a freshman. This path provides a course of study leading from undergraduate freshman year to the conferral of the Professional Master of Architecture degree (M.Arch). The six and five year path is comprised of 73 credit hours of pregraduate coursework taken over the first two years of study and is seamlessly 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 and no bachelor degree is awarded at any point.

Students who have completed an AA in Architectural Studies may apply for transfer admission into the third year of this path as junior year transfer students. The seamless path provides students with a strong professional education 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 and digital technologies, and professional & Business practices. 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.

Three-Year Path: The three-year path is a professional degree program for applicants with no background in architecture; the applicant would 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 and business practices as well as cross-disciplinary electives complete the course of study. Students are eligible to spend their sixth semester studying in Genoa, Italy.

Two-Year Path: The two-year path is a professional degree program for applicants who already possess a pre-professional four-year undergraduate degree in architecture. Students continue their architectural education by following a course of 60 credit hours that is usually completed in two years. The course of study consists of three semesters of design studio coursework followed by a semester long master's project. Supporting courses in history / theory, building technology, digital technology, professional and business practices as well as cross-disciplinary electives complete the course of study. Students are eligible to spend their third semester studying in Genoa, Italy.

Master of Arts in Architecture:

The Master of Arts in Architecture is an advanced post-professional degree for those already holding an accredited professional design degree (the five year B.Arch or the M.Arch degree) and who are interested in continuing their education through advanced research, study and teaching. The Master of Arts in Architecture degree currently offers three tracks, each corresponding to a specialized area of study. All three tracks follow a 36 credit hour course of study over roughly one academic year.

Advanced Design Studies - Miami based One-Year Track: This course of study allows students to pursue advanced design studies, research and teaching. The program deploys the design studio as the primary instrument for extending the base of knowledge with particular emphasis on contemporary design practices and pedagogy. The program uses the city of Miami, the region and its tropical and sub-tropical context as a design laboratory. Architecture faculty work closely with the advanced design studies students around topics of mutual interest. Areas of focused study and research may include; design, history/theory, design pedagogy, digital technologies, urban design, building technologies, and professional practice.

Advanced Design Studies – Genoa, Italy based One-Year Track: Genoa remains one of the few cities in Italy that maintains both an extraordinary range of historically significant works of architecture, as well as an ever-increasing wealth of contemporary architectural works by many of the most significant

architects of the 20th and 21st centuries. The course of study centers on the design studio as the primary instrument for synthetically extending knowledge with particular emphasis on contemporary architectural design in historic urban contexts. The program uses the city of Genoa and the Italian peninsula as a laboratory. The program begins with an intensive summer orientation at our Miami campus with study continuing during the Fall and Spring semesters at the facility in Genoa, Italy.

Urban Development - Miami based One-Year Track: This course of study extends the knowledge base of the professions of Architecture, Interior Design and Landscape Architecture with a particular emphasis upon the built environment, urban development, real estate and business administration. The program of study is intended for mid-career professionals, as well as recent graduates who wish to return to the academy for a postprofessional focus on urban development, corporate finance and legal practices.

Students take 18 credits in the Architecture department and 18 credits in the College of Business with many courses offered evenings and weekends.

Study Abroad In Italy:

Central to the academic experience is the opportunity to participate in our architectural study abroad program. Located in Genoa, Italy, and ideally situated in the historic center of the city, the department's architectural study abroad center occupies a newly renovated former convent dating from the 13th century. During the semester, students in Genoa are afforded the opportunity to study those artistic and architectural spaces and artifacts that have long been acknowledged for their exceptional and enduring value to Western design culture. Students are taught by FIU faculty and Italian guest faculty and take a full course load while studying in Genoa. Central to the academic experience are numerous faculty-led academic fieldtrips to Rome, Florence, Milan, Torino, Pisa and Venice.

Summer Study Abroad

Central to the academic experience is the opportunity to participate in our architectural study abroad program. To expand study abroad opportunities for our students, the faculty has developed robust offerings for summer travel and study. Each program is composed of a studio and two seminars. Students travel for two weeks, and then return to FIU to develop their design projects and research, which they began while studying abroad.

b. Responses to the Five Perspectives

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- Programs must describe how this section changed since the most recent APR was written and submitted*

A. Architecture Education and the Academic Community

The University Context

The Architecture Department views its setting in South Florida's only public urban research university as a major asset. The campus provides a stimulating environment for the students and faculty. Florida International University is categorized as a "Doctoral/Research-Extensive" institution, with the caliber of faculty and resources that the designation would imply. A variety of academic programs on campus are scrutinized regularly through accreditation processes and through a rigorous internal review process.

University Resources

The program benefits from University resources such as:

- An excellent research library
- An Honors College

- Faculty development funds, awards and paid sabbatical leave
- Resources and grants to support instructional equipment and technology

Interdisciplinary Initiatives

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

- Two trans-disciplinary DOE Solar Decathlon house projects
- Cross-disciplinary faculty research grants in sustainability
- ***Cross-disciplinary faculty research grants in transportation***
- ***Cross-disciplinary faculty research grants in urbanism***
- Cross-disciplinary faculty research grants in structural design
- Trans-disciplinary team teaching in numerous courses (college and University)
- Many students have pursued minors, and certificates in other disciplines
- Professor Vassigh regularly collaborates with faculty from the College of Engineering and Computing
- ***Professor Newman regularly collaborates with faculty from computer science, the GIS Lab and the department of Occupational Therapy***
- ***Professor Nepomechie regularly collaborates with faculty from Landscape Architecture***
- ***Professor David Rifkind regularly collaborates with faculty in the Department of African and African Diaspora Studies***
- ***Professor Eric Goldemberg regularly collaborates with faculty in the Department of Art + Art History.***
- Professor Thomas Spiegelhalter regularly collaborates with faculty from Construction Management
- Professors John Stuart and Gray Read regularly collaborate with faculty from Art, Art History & Theatre
- 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. Additionally, through its Genoa program, the department has taken a leadership role in FIU's Global Initiative.
- The dean serves as co-chair of the University's Strategic Planning Arts Committee
- The chair serves on the University's Engagement Task Force

University Citizenship

The solid appreciation by the University community for the Architecture department and the role that architectural design plays at FIU and in Miami is evidenced by the University's bestowal of honorary doctoral degrees upon two architects: Morris Lapidus and Ricardo Legoretta. While the department benefits enormously from its setting within FIU, the university also benefits from student and faculty involvement in campus activities. Both faculty and students have played important roles in University governance and in service through campus focused design research and design consultancy:

- Students have served in student government
- 2009 design studio was asked to envision a new Alumni Center on campus
- 2008 design studio was asked to envision a new Honors College building on campus
- A number of studios have been involved in the new masterplan for the medical school
- ***Students were involved in a university open space design charrette in 2010.***
- Faculty and graduate students worked with the Lehman Center for Transportation and the Miami-Dade Expressway Authority on a masterplan for light-rail
- Professor John Stuart was selected as the 2010-12 Faculty Fellow in the office of Academic Affairs
- ***Professor Marilyns Nepomechie serves on the university masterplan urban design sub-committee***
- ***In 2012, Professors Adam Drisin and Elysse Newman were asked to envision a new University City***
- Professor Adam Drisin serves on FIU's Engagement Taskforce
- ***In 2012, Professor John Stuart serves as Chair of the FIU Senate's Building and Environments Committee***
- Professor Thomas Spiegelhalter serves on FIU's Sustainability Task Force
- ***Professor Jaime Canaves serves as a university faculty senator***
- ***Professor Gray Read serves as a university faculty senator alternate***
- ***Professor Gray Read serves on the university sabbatical committee***
- ***Professor Shahin Vassigh serves on the sustainable building systems and informatics research initiative (SBSI).***
- ***FIU's 2011 Solar Decathlon House is being installed as the Office of Sustainability at FIU's Modesto A. Maidique Main Campus.***

Other Academic Communities

The department has been active in extending our academic community into broader and more diverse definitions of “academic community” to create new synergies and opportunities. The department has linked with the Miami-Dade Public School System and teaches college level Architecture courses at DASH through an annual \$49,000 grant that is awarded to the Architecture Department to fund the instruction. Additionally, the department sees the University of Genoa and the faculty and students in its Architecture program as part of our broad academic community. Each year we co-organize a colloquium in Genoa that includes faculty and students from both schools. Additionally, during summer sessions – under the guidance of the chair - the program hosts a small number of students from the University of Genoa who are interested in working within South Florida for their thesis projects.

B. Architecture Education and Students

Respect and Empowerment

The Architecture Department aspires to provide an academic environment of respect and empowerment. From the first year, each student is part of the academic community that includes students of Architecture, Interior Design and Landscape Architecture. Each student has a personal workstation in the Paul L. Cejas Architecture Building which is open 24/7. The design-focused community that is the School of Architecture exists within a broader college environment of faculty and students dedicated to art, design and performance. An atmosphere of student empowerment is fostered in the department and the college through curricula that allow an increasingly diverse student body to receive excellent discipline specific training, without jeopardizing the ability to pursue a variety of individual, self-selected interests.

Student Engagement

It is a point of considerable pride among School of Architecture students that the strong advocacy of their colleagues, who campaigned intensively both within the University as well as at the State level, was instrumental in the creation of the accredited program and the building. That legacy continues today.

Students continue to play a much-valued, pivotal role in building the school. They hold active and ongoing roles on several school committees. Student representatives meet regularly with the chair and the dean. A graduate student served on the recent Architecture faculty search committees and on the college dean search committee. Students also served on the Paul L. Cejas School of Architecture Building Committee.

Architecture & the Arts Dorm

In 2005, FIU established the Architecture and the Arts Living and Learning Community, dormitory specifically for students of architecture and the Arts who wish to live in an arts and design centric setting with scheduled formal and informal academic events and social activities.

Academic Advising

Architecture students have an intensive and mandatory academic advising protocol with its own dedicated advising staff. Advising for architecture students is handled by the college’s student services and advising office. Led by a director of student services, four advisors dedicate the majority of their time to the academic advising of architecture students who are required to meet with their advisors each semester before registration. The chair is available to students for additional consultation. Students also have access to the University’s personal and career counseling services. The range of available student advising include:

- CARTA advising office (required)
- Chair (optional)
- Faculty (optional)
- Departmental Website information
- Peer Advising (informal mentorship via AIAS, Alpha Rho Chi, Tau Sigma Delta **and APX**)

- Career Services (university)

Student Handbook

A student handbook contains academic policies and information. The handbook is made available to all students online and can be downloaded as a pdf. Students are less reliant upon inconsistent verbal information from different sources. Consequently, the student/advisor and student/faculty meetings need no longer focus on procedures and policies, but on substantive issues of academic advising and career mentorship.

Student Organizations

Students may participate in any number of student organizations within the department.

- American Institute of Architecture Students (AIAS)
- Tau Sigma Delta Honor Society (TSD)
- Alpha Rho Chi Chapter (APX)
- Architecture for Humanity

Critical Mass

Each year, the department funds architecture graduate students to join students from 30 other programs to participate in Critical Mass, a two-day symposium of architectural design and research where a tradition of collaboration and exploration between schools of Architecture is fostered. The event included round-table discussions and a forum with distinguished critics and guests.

Trans-disciplinarity

The trans-disciplinary character of the school – housing the departments of Architecture, Interior Design and Landscape Architecture – is a defining aspect of the educational experience of all students. While each discipline focuses upon their professional content, all students learn in a context where professional boundaries are intentionally blurred. Students of Architecture frequently take elective classes in the other two design disciplines and learn to value a design culture that is inclusive of other disciplines.

Student Accomplishments

Architecture students have recently had great success in competing on the national stage. In spite of our program's young age, our students have recently won prizes in numerous prestigious international and national competitions including:

- Entering undergraduate Architecture students are amongst those with the highest entering GPA and the SAT scores at FIU
- The Architecture department historically has had one of the highest rates of participation in the FIU Honors College.
- FIU was one of twenty schools selected by Department of Energy's SolarDecathlon competition to compete in 2011
- In 2010, our students won 1st , 2nd and 3rd prizes in the USGBC Sustainable Housing National Competition.
- In 2009, Christine Vidal (M.Arch 09) won the AIA Florida Bronze Medal Student ward
- *In 2010, Madeline Gannon (M.Arch10) won the AIA Florida Bronze Medal Student Award*

- *In 2011, Hermann Gonzalez (M.Arch11) won the AIA Florida Bronze Medal Student Award.*
- *In 2012, Yamile Leon (M.Arch12) won the AIA Florida Bronze Medal Student Award.*
- *In 2011, Alan D'Amore won the AIA Miami Architectural Photo Competition.*
- *In 2011, Maike Acosta and Javier Cuevas won grand prize, AIA Florida Committee on Environment's Video-Arch Competition.*
- *In 2011, FIU won first place in the Solar Decathlon Energy Balance Competition and 11th place overall.*
- *In 2013, student Mauricio Gonzalez and Professor Alfredo Andia won third place in Miami's Downtown open international competition.*
- In 2009, recent alumnus Hai Zhang won the prestigious Rafael Vinoly Research in Architecture Fellowship and Grant
- In 2008, F. Waltersdorfer(M.Arch 08) won Honorable Mention in the ACSA Student Design Competition
- In 2007, Claudio Carbonell (M.Arch 07) received the Florida Foundation for Architecture Award
- In 2006, George Sanchez (M.Arch 06) received the Florida Foundation for Architecture Award
- In 2005, Vera Villegas(BAA 07) received the Van Alen Institute's Student Design Competition Prize
- In 2005, Gabriel Fuentes (M.Arch 05) was awarded the Boston Society of Architects Unbuilt Architecture Award for his thesis project.

C. Architecture Education and the Regulatory Environment

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 and to follow architectural projects on campus from architect interviews to construction management.

IDP Presentation Session

Each year, the program brings staff from the National Council of Architectural Registration Board's (NCARB) national office to make an in depth presentation to our students on IDP issues. Additionally, the program has an IDP information portal on our website. Web information includes the NCARB's powerpoint presentation "Inside NCARB: IDP, 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 new IDP Educator Coordinator. The department holds IDP meetings throughout the year for our students. Student participation at one meeting per year is required. Professor Chandler attended the NCARB annual conferences in 2010, 2011, 2012 and 2013. Student Registration for IDP is a component of Design 5 Studio and the Professional Practice course, students are required to log on to the NCARB website to create their NCARB IDP Profile. While we cannot legally require that students finalize their application profile as it necessitates a fee, we do require that they fill out the form completely and convert it to a printout. These printouts are kept on file by the program.

Faculty Licensure

Licensure or a Ph.D. is a program requirement for tenure. As such, the program has a high rates of faculty licensure with **83%** licensed or in the exam process. Most adjunct faculty are licensed and active members of the professional community.

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.

D. Architecture Education and the Profession

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, participate in program events and interview graduating students at our career fairs. The presence of professionals on the program's board of advisors helps to maintain that curricula are relevant and competitive. Additionally, the college maintains a board of advisors that includes architectural professionals and construction industry representatives.

Student Internships

As an urban based program, many of our students work in local firms on a part-time basis. This experience allows the students to be actively engaged in the field and allows them to begin fulfilling their IDP requirement while still in school.

New Leadership Component in Professional Practice

The required Professional Practice course (ARC 6280) now has a focused "leadership in Professional Practice component. This component is taught by Lillian Chiu Principal of Morgan Environments, a consulting practice specializing in strategic planning, professional development, organizational research and business development strategies for architectural design firms.

Strong Program/AIA Partnership

The program maintains excellent relationships with the Miami chapter of the AIA and with the state organization. The chair of the Architecture department sits on the boards of the state organization and the Miami chapter. Additionally, we send a student representative to the monthly AIA Miami board meetings in order to further strengthen the ties between the profession's future leaders and its current leadership.

The department collaborated extensively with AIA-Miami in the organization of the 2010 National Convention.

Celebrate Architecture Event

The program is an active participant in the professional organization's annual "Miami's Celebrate Architecture Month." This month-long series of lectures, events, tours, and classes culminates in the annual AIA awards gala ceremony. The AIA recognizes FIU Architecture students (scholarships and design awardees) as part of this event.

AIA President's Lecture

As part of our objective to bring the profession and the academy closer together in South Florida, the program sponsored a breakfast lecture in which AIA President Marvin Malecha delivered a breakfast talk to a group of Miami's design professionals, students and Miami's mayor and city council.

FIU and Professional Leadership The program is fully engaged through the faculty's leadership role in the profession. The chair of the department sits on the executive board of the Florida AIA and participates in the monthly board meeting of the Miami AIA. Additionally, Professor Jaime Canaves has a significant leadership role at the state level. He served as co-chair of the 2010 National AIA Convention Planning Committee. Professor Marilys Nepomechie is an active leader at the national level and is a frequent contributor to AIA national events. Recent faculty service to the profession includes:

- Editorial Advisory Board, Architectural Record

- National AIA Knowledge Leadership Assembly Advisory Board

- AIA Small Practice Task Force, AIA Board of Directors

- AIA 2030 Initiative Steering Committee

- AIA Orlando Awards Jury

- AIA Gulf States Awards Jury Chair

- Vice President, AIA Florida

- Co-Chair AIA 2010 National Convention Committee

- AIA Silver Medal Jury

- AIA Florida Fellowship Committee

- ***Professors Jason Chandler, Camilo Rosales and John Stuart are members of the AIA.***

- ***Professor Marilys Nepomechie is a Fellow of the AIA***

- ***Professor Jaime Canaves is a Fellow of the AIA***

E. Architecture Education and the Public Good

The program believes that the study of Architecture must reach beyond the studio to engage the human and natural conditions that affect our environment. 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 our ongoing collaboration with Architecture for Humanity focusing on Haiti's relief. Recent collaborative community design studios have focused on the rebuilding of Llico, Chile; a small fishing town on the Chilean coast severely damaged by the 2009 earthquake and on Miami's own "at-risk" communities and landscapes. Examples include the recent Miami River Mitigation studio and the Asiatown Community Design Studio.

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. 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.

Design and Civic Responsibility

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. During a recent semester, the third year Design 6 Studio focused upon the history and current condition of subsidized housing in Miami through a design project located at the Hampton House complex in Overtown, an economically challenged area and the heart of Miami's African-American community. Other recent studios have addressed societal issues of exile, immigration, and diaspora. Most recently, a third year design 6 studio was funded by a grant from the Hagen Family Foundation to develop new models of live/work housing for Miami's emerging arts communities.

Service Learning

Within the university, the department is recognized for the social content of many of the design studios (Design 5 Studio, Design 6 Studio, Design 9 Sustainability Studio). The capstone Masters Project Sequence affirms the role of the architect in advancing the public good and promoting an understanding of Architecture as a social and civic art.

Sustainable Cities In the most recent Sustainability Studio(ARC 5362), students focused their efforts on the design of low cost sustainable housing for New Orleans through the 2010 USGBC housing for New Orleans Competition (Our students won 1st, 2nd and 3rd place in the first stage of this competition.)

Solar Decathlon

Simultaneously other students focused their efforts on Team FIU's submission to the 2011 US DOE Solar Decathlon House Competition. (TEAM FIU has subsequently been selected as one of twenty groups to compete in the Solar Decathlon.)

Engaged Citizens

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 in **2010**
- ***Professor Jason Chandler served on the South Miami Environmental Review and Preservation Board from 2006 to 2012.***

- Professor Gray Read serves on the South Miami Green Task Force
- Professor Adam Drisin Serves on the University's Community Engagement Committee
- Students are actively participate in projects of Architecture for Humanity and Habitat for Humanity; Currently students are involved in Haiti relief and the construction of low-cost housing in Martin County
- Many faculty have received national recognition for their research related to environmental issues and sustainability
- Led by Professor Alfredo Andia, recent studios have teamed up with Chilean schools of Architecture to focus on Post-earthquake rebuilding efforts along the coast of Chile.

Architecture For Humanity

Beginning in 2009, the program has offered an internship course with the Miami Chapter of Architecture For Humanity. In this three-credit course, students work directly with the leadership team of Architecture for Humanity on projects that respond to both local and global needs. In 2009, the course focused upon developing urban farms for Miami and in 2010, the focus shifted to Haiti. Architecture for Humanity in conjunction with the Architecture department is designing a volunteer village that will be built on the periphery of Port Au Prince in 2011. Students have been central in planning this effort and will hopefully participate in eventual construction.

Design + Architecture Senior High School

The department is active in working towards the good of the community through its Senior High School partnership with the Miami-Dade Public School System. Through an annual \$49,000 grant awarded to the Architecture department, we are able to offer college level architecture courses at DASH. The grant fully funds the cost of instruction.

c. Long Range Planning

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Program's Strategic Plan

The department has a strategic plan that has guided its evolution over the last five years. The plan was developed by the chair in 2005 with input from the faculty through departmental strategic planning sessions, faculty retreats and ongoing discussion. Most of the short-term goals have been fulfilled. Many of the long-term goals will be accomplished by 2011. ***In 2012, the faculty held a retreat to discuss Strategic Improvement Action Plan Goals.***

Departmental Retreats

The Department held faculty retreats in 2012 to discuss the following:

- ***Curricular review in relation to 2011 NAAB VTR***
- ***Departmental strategic plan in relation to the College's strategic planning***
- ***Departmental strategic plan in relation to ongoing University strategic planning***
- ***NAAB's five perspectives in relation to curricular and strategic planning***

- ***Plan for retreat in 2014***

Departmental planning documents (SWOC, Strategic Plan, Mission & Vision Statement) are incorporated into the college's planning process and were also submitted for the university's planning process.

Overview

The accelerated professional Masters of Architecture (M.Arch.) degree program, which may be completed by a student in either five or six years, is the central program of the Department of Architecture. In addition to this core course of study, the Department has also developed several other programs of graduate study: students with undergraduate degrees in any non-architectural field may complete the M.Arch. in three years; students with undergraduate degrees in architecture may complete the M.Arch. in two years; lastly, students with a professional undergraduate or graduate degree in architecture may complete a post-professional Masters of Arts in Architecture (MAA) to enhance their advanced studies.

In the broadest terms, the practices and goals outlined below aim to enhance the quality of students' experiences, increase the quantity and quality of faculty research opportunities, and enhance service and engagement on the part of students and faculty to advance the profile of the Department within the College, University, and community and among its global partners. Given the strength of its faculty, the current and increasing quality of its students, and the excellent facilities at MMC and at the Miami Beach Urban Studios (MBUS), the specified practices and goals are designed to develop current strengths into a national model of excellence for engaged, collaborative, and student-centered graduate research and education in architecture.

2011 NAAB Accreditation

Evidence of the Department's disciplinary strengths, and the context for this Strategic Improvement Action Plan, may be found in the very recent (August 2011) report from the National Architectural Accreditation Board (NAAB), which granted the Department's professional M.Arch. degree a six-year term of accreditation (until 2017). The NAAB report details the conclusions of the NAAB Visiting Team, and that the program is on solid footing, in many respects, as one of the most impressive in the nation. These impressions were reinforced by the program review conducted later in the year by Dean Tim de Noble, who noted that "[t]he architecture program is a superb academic unit...mature beyond its years[,] but without the inertia that tends to stifle the responsiveness of more established programs."

Short- and Long-term Priorities

The Department's short- and long-term priorities, therefore, are attempts to deepen and broaden larger goals in a way that supports the Department's youthful agility, while accommodating intensified educational opportunities for students and faculty members.

Summary of Priorities for Enhancing Student Experience

The Department's short- and long-term priorities center on the enhancement of our students' abilities to develop and integrate their knowledge of some of the most critical aspects of architecture – its design, history and theory, structure, site conditions and social context, building systems, digital fabrication, the ethics of practice, etc. – into a cohesive, creative endeavor that they can explain eloquently, in writing and through oral presentations. Action Plans for these enhancements have been articulated below in Section III. In the long-term, the intensification of student research will lead to the growth of the one-year, post-professional Master of Art in Architecture degree program, and the development of the collaborative, interdisciplinary Ph.D. or Doctor of Design. The Ph.D., or Doctor of Design, will allow students to develop a program of

advanced studies from core areas of faculty research in architecture, and in conjunction with faculty in related disciplines across the university.

Critical to the student experience in our department is the exchange of ideas and experiences, made possible by educational opportunities away from the MMC. The most important and obvious example of this is the development of courses and curricular interfaces at the exciting new Miami Beach Urban Studios (MBUS). Student experience will be enhanced through the interdisciplinary nature of the MBUS, which offers opportunities for collaborative engagement with the City of Miami Beach, the Wolfsonian-FIU, the New World Symphony, and numerous other points of cultural and educational contact within that urban context. Longer-term priorities for the MBUS call for the establishment of programs in Architectural Preservation and Architecture and Real Estate Development, both of which are areas of focus that naturally take advantage of the local context of Miami Beach and the expertise in the area.

The Department has developed two opportunities for education abroad: our continuing program in Genoa, Italy and our summer abroad studios. In Genoa, the Department collaborates with professors from the University of Genoa and students from across Europe. This educational opportunity is one that the Department will develop through an increased FIU faculty presence in Genoa and through additional financial aid for student travel. The summer abroad offerings are seen as an alternative for students who are unable to spend an entire semester abroad. In the summer of 2013, the Department held three study abroad programs in the following cities: Tokyo, Rotterdam and Barcelona/Rome. In total, 48 students participated in these programs. Three more study abroad programs are planned for summer 2014: Tokyo, London/Berlin and Paris/Milan.

Lastly, the Department prioritizes the development of the student experience with digital design and fabrication tools and design/build opportunities. The Department has invested in new three-dimensional "MakerBots." This priority focuses on the students' abilities to craft and make architecture, utilizing the most comprehensive set of current tools available. It also prioritizes the idea of fieldwork in architecture, the best, recent example of this being the Solar Decathlon project.

Priorities for Enhancing Faculty Research and Creative Activities

In many ways, faculty priorities overlap with those geared toward our graduate students. The growth of the MAA program and the creation of the Ph.D. program are desired by faculty members in the Department as a means of increasing faculty research opportunities. Other priorities in the category are to find either at the MBUS or at the MMC additional space for faculty-based research and creative activities, particularly in the areas of design and the building sciences (structures, environmental systems, sustainability, materials and methods, etc.). Like their sister disciplines in the College of Engineering and Computing, the College of Arts and Sciences, or the Department of Art + Art History, these potentially lucrative areas of research require both space and funding to be successful. As Dean de Noble clearly pointed out in his report, one of our priorities must be to identify and acquire flexible spaces for these research and creative endeavors to thrive. In the Fall of 2013, the Department opened its new Structural and Environmental Technologies Lab (SET Lab). This lab supports student teaching and provides a venue for the building and testing of structural and environmental models.

A major priority is to provide faculty members the opportunity to travel to conferences, develop contacts across the nation and around the globe, and become global leaders in their areas of creative activities and research. In this regard, the faculty must grow and attract top researchers and creative talent to the University. The likelihood of top talent coming to the University would be greatly increased by the establishment of one or more endowed chairs in the Department.

Finally, an important priority will be to increase global, teaching opportunities for FIU faculty

members. We want our faculty to teach in Genoa, on Miami Beach, and with students on architectural design, studio-based trips, all of which enhance the faculty members' teaching experiences, while they afford greater professional contact between students and faculty.

Priorities for Enhancing Community Engagement

The Department of Architecture is fortunate to be, already, one of the most engaged Departments at the University. For years—for over a decade, in fact—students in the Department have worked regularly with the administration on issues of building and campus planning and development, on developing projects with various communities and community groups, and on engaging nationally and internationally in design competitions and projects. One of the top priorities, however, is to increase and enhance these opportunities as the Department continues its current level of involvement. The new MBUS offers an important opportunity to engage with the Miami Beach City Manager and the various City offices to help them solve real-world problems related to the built and natural environment, preservation, housing, transportation, and many other issues. The MBUS will host work with the university that solves real world problems through workshops and charrettes. The Department would also like to increase its engagement with the City of South Miami, the City of North Miami, the City of Sweetwater, and numerous other local and regional partners. The recent experiences gained through the Solar Decathlon project could point to layers of expertise that may be applied to design/build projects in several of the neighboring communities.

Priorities for a Stabilizing Financial Base

The Department has an excellent relationship with the Development Office at the College of Architecture + The Arts (CARTA), and will continue to work with that office to find prospects for funding and engagement. Some of the areas of priority for the Department include enhanced alumni relations through increased social and professional contact, enhanced educational opportunities (as professional design critics), and clarified opportunities for financial support.

Vision for the Program

The vision for the program in architecture is very closely aligned with that of the university, and the priorities of the program are based around those articulated in the 2011 Worlds Ahead strategic plan. The Department seeks to enhance student learning experiences from their first-year through their graduate education, intensify faculty research opportunities and output, increase levels of engagement with the community, and establish a firm financial base. As part of the Arts – one of the four collaborative content areas of the university's strategic plan – the Department is poised to provide leadership toward many of the university's strategic goals.

In 2012, the faculty discussed the following Strategic Improvement Action Plan Goals:

Strategic Improvement Action Plan Goal 1: Enhance the geographic diversity of the student body.

It is well established that the student body in the Department is extremely diverse. Yet, the faculty continues to seek students from around the world. Faculty members felt that the Department should seek relationships with schools in South and Central America. Faculty members discussed that the political unrest in the Middle East is making it hard for our current students and potential students to enter into the program from this region.

Strategic Improvement Action Plan Goal 2: Improve participation in student organizations.

Professor Jaime Canaves is the AIAS chapter advisor, and Professor Malik Benjamin is the APX chapter advisor. Both faculty members felt that each group should develop strategies to enhance

their visibility with College-wide activities and promotions, such as t-shirt sales and regular food offerings.

Strategic Improvement Action Plan Goal 3: Develop Identity

The faculty felt strongly that the Department needed to develop its identity with the establishment of clearly articulated research groups. These groups could “brand” faculty research. Some possible groups discussed were: design/build, sustainability, digital design, urbanism, and history and theory. Discussion included the need to enhance our identity and presence at the university through the built initiatives on campus. It is felt that the Department’s publication “Folio” should include not only student design work, but also student and faculty research and creative work. It was felt that first-year students should be required to go to the Master’s project reviews, which could be held in larger spaces.

Strategic Improvement Action Plan Goal 4: Enhance the presence of the Department at MBUS

MBUS is an important component of the Department’s public engagement. Faculty members discussed ways to enhance lectures and exhibitions and how to coordinate openings with other CARTA departments. The faculty felt that it is crucial to get more signage at the Lincoln Road entrance to the building.

Strategic Improvement Action Plan Goal 5: Develop vibrant design/build and fabrication culture at FIU.

The Department has been involved in two Solar Decathlons (2005 & 2011). Faculty members noted that it was a significant accomplishment to have the 2011 Solar Decathlon House installed as the Office of Sustainability at the Modesto A. Maidique Campus. The faculty felt that there needed to be a more sustained design/build effort year-to-year. It was discussed that yearly installations should occur and be a part of the studio and funding sources needed to be secured. Faculty members discussed the intergration of the new “MakerBots” into the design studio and discussed faculty research and installation possibilities. It was discussed that fabrication could be launched in Design Studio 4.

d. Program Self Assessment

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- Programs must describe how this section changed since the most recent APR was written and submitted*

Program Self-Assessment

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.

Student Learning Outcomes 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 following student learning outcomes are evaluated:

- Knowledge Acquisition
- Communication Skills
- Critical Thinking
- Technical Application
- Creative Expression

Evaluations are collected each year and data are compared against previous year's data. The program responds to the results with appropriate levels of modification.

In Spring 2012, evaluators determined:

- ***88.7% of student work met or exceeded expectations in "Knowledge Acquisition"***
- ***87.1% of the work met or exceeded expectations in "Communication Skills"***
- ***83.27% of the work met or exceeded expectations in "Critical Thinking"***
- ***77.42% of the work met or exceeded expectations in "Technical Application"***
- ***87.1% of the work met or exceeded expectations in "Creative Expression"***

Comparative data for all years are kept by the department and will be made available to the visiting team.

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 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.

The Department held a departmental retreat in 2012 and is planning another retreat for 2014.

Program SWOC Assessment

The department developed a comprehensive review of our strengths, weaknesses, opportunities and challenges during the 2009 faculty retreat. This document was used in the development of the college's SWOC analysis.

Semesterly Program Review

The department holds a full-day "post-mortem" self-assessment at the conclusion of each semester. 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). These meetings are led in the Fall by the chair and in the Spring by an invited guest from either the profession or academe. 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. Recent consultants have included Peter McKeith, Associate Dean Washington University, Peter Magyar, Director, Florida Atlantic University, Terry Riley, Director, Miami Art Museum and Marvin Malecha, AIA President.

Course Assessments

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 kept on file by the department. Evaluations of each course and faculty are kept on file by the department and will be made available to the Visiting Team.

Licensed Professional External Assessment

Assessment by professionals 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 above).

Ongoing Dialogue

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

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.

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.

A departmental Academic Standards Committee is involved in self-assessment of student standards.

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

Stream 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.

Faculty & Staff Assessment

The department deploys numerous processes and instruments for evaluating faculty and staff including:

- Mandatory annual reports by faculty
- Annual evaluation of all faculty by the department chair
- Third-year evaluation of tenure-track faculty by department chair & senior faculty
- Periodic review of adjunct faculty

2009 SWOC Analysis

As part of its strategic planning initiative the chair and the faculty engage in a "*Strengths*,

Weaknesses, Opportunities, Challenges” (SWOC) analysis. The most recent version was created in December 2009 by the faculty and administration during their retreat. The SWOC exercise analyzed the department in terms of its students, its faculty and its educational programs. ***After the accreditation visit in Fall 2011, the Department prepared a Strategic Improvement Action Plan (IAP) to address the 2009 SWOC.***

Departmental Strengths:

Students

- ***Gender and ethnic Diversity***
- Student design talent
- Retention rate and graduation rate
- Entering student quality
- ***Students are increasingly being recruited by top-tier, post-professional programs (e.g., Harvard, Yale, Columbia, Princeton, and MIT)***

Faculty

- Dedicated and exceptional full-time faculty
- Experienced, talented and motivated adjunct faculty
- Collegiality and a culture of respect
- ***A high percentage of faculty (full-time and adjunct) hold degrees from the top five programs***

Educational Programs

- High demand
- Clarity of mission and vision
- Excellent facilities
- Use of local contexts (natural, urban and cultural)
- Well developed procedures for planning, assessment and evaluation
- Commitment to progressive technology
- Transdisciplinary pre-graduate foundation
- Strong relationships with the profession
- Strong study abroad program

Departmental Weaknesses:

Students

- Student’s academic preparedness

- Too regional in background
- Too many external demands on their time
- Writing and verbal abilities

Faculty

- Too few Full-time faculty
- Salary compression
- Minimal faculty research support

Educational Programs

- Inadequate funding / scholarship support for students
- Small endowment
- Undersized support staff and administration
- A history of constant transformation and restructuring
- Lack of presence in Downtown Miami and Design District
- No In-house library resources (reading room)
- Inadequate IDP & career advising

Departmental Opportunities:

Students

- Extra-regional recruitment

2011 IPA: The program has hired Adrian Molina, a full-time admissions recruiter. We are developing a recruitment plan that will focus on the increasing out-of-state applications, with emphasis on urban areas and on design high schools in Miami, New York City, Philadelphia, and elsewhere.

- Leadership participation in national organizations (AIAS, AIA, ACSA, Etc)

2011 IPA: Active student participation has waxed and waned over the years. The program leadership is working with current student leadership to create mechanisms for ensuring continuity and increasing participation in student groups. The Department has sponsored events, created social activities, and increased visibility for the student groups within the life of the program.

Faculty

- Untapped regional funding for research support

2011 IPA: The program has initiated discussions with the cities of South Miami and North Miami to develop partnerships focused upon design/build projects. Additionally, the

College's development office is assisting the program in building stronger partnerships with industry.

The creation in 2013 of the new Structural and Environmental Technologies Lab (SET Lab) is a result of these partnerships.

Educational Programs

- Broaden our relationships with regional design firms
- ***Strengthen our partnership with the University of Genoa through faculty exchanges and other collaborations.***

2011 IPA: The program has already begun building a stronger collaborative partnership with UNIGE. In February 2011, faculty and students from Genoa attended a 10-day collaborative workshop in Miami.

- Build stronger relationships with local and national industry

2011 IPA: The College's development office assists the program to build stronger partnerships with the construction industry. The 2011 Solar Decathlon project is instrumental in this initiative.

- Take better advantage of the context (tropics/sub-tropics as a unique context for research, teaching and practice)
- Establish permanent Downtown center
- ***The program moved into the Miami Beach Urban Studios (MBUS) a 16,000 square foot facility on Lincoln Road in 2011.***
- Strengthen our community outreach and public service

2011 IPA: The Department has initiated a collaborative partnership with Architecture for Humanity, consisting of an internship program and participation in design/build projects. Additionally, the Department is working with the cities of South Miami and North Miami and has had a significant role in the CEOs for Cities/FIU collaboration under the guidance of the FIU Office of Engagement. Future collaborations with the City of Miami Beach are being coordinated through the Miami Beach Urban Studios.

- Create a vibrant design/build and fabrication culture
- ***2011 IPA: The Department is supporting a more active design/build culture through the Solar Decathlon project, and the South Miami "Sustainable House" Design/Build Studio. The latter will be an ongoing project.***
- ***2011 IPA: Create a program and degree in preservation architecture***

The Department is currently not developing a program in preservation, but sees this as a logical growth area. The Department would like to implement a preservation degree within the next ten years.

- **2011 IPA: Create a Ph.D. Program**

The Department's faculty in history/theory, structures, and building systems/sustainability are currently working to enhance the existing M.A.A. program, which will provide the springboard for a new collaborative Ph.D. program.

Departmental Challenges:

- Cyclical economy of the construction industry (boom & bust) affects all aspects of the department

Students

- Cohort management

2011 IPA: The CARTA Advising Office has implemented rigorous tracking systems that will result in better advising and the ability to quickly recognize and respond when a student has gotten off-track.

Faculty

- Lack of funding to fully address salary compression

2011 IPA: The Department is looking for supply spaces and physical resources in support of faculty research, grant, and contract activities. Additionally, faculty members have little space to collaborate on design competitions and charrettes. This problem has been mitigated by the creation of the Miami Beach satellite facility, and the Department is re-examining current space allocations at the Paul L. Cejas School of Architecture Building.

In 2011, two faculty members' salary compression was addressed with planned increases over a three-year period.

2011 IPA: Difficulty in recruiting faculty due to high cost of living in Miami. Recent changes in Miami's residential real estate market have significantly helped address this challenge. Recruiting top-tier applicants remains an important goal for the Department. As such, the program must continue to offer competitive salaries that compensate for the high cost of living. The new fiscal model resulting from the accelerated Master's program can ensure that this challenge is met.

2011 IPA: With a dedication to the teaching mission, faculty members maintain high teaching contact hour loads (12 contact hours/semester). This commitment competes with the need for faculty to maintain research and scholarship Program Response. The contact hour commitment is typical of accredited architecture programs, but atypical of standard practices within a research university. As such, it is critical that architecture programs make this anomaly (24 contact hours per year) clear to university administrators so that expectations for tenure and promotion and faculty productivity are informed by an understanding of this extraordinary commitment to teaching.

Educational Programs

- High demands on limited staff, resources, space and infrastructure.

2011 IPA: The Department is poised to increase space and infrastructure resources over the next year. The Department hopes to increase its OPS staff in order to provide better service to our students. This increase will be funded for its first three years through a recurring \$32,000 grant to increase OPS technology staff and through additional funds from the accelerated Master's degree path.

- Context of institutional transformation, instability and volatility
- **2011 IPA: The Department has enjoyed the past one-and-a-half years of stability. In order for the Department to mature and build a collective sense of self-confidence to meet its goal of becoming a nationally prominent architecture program, the constancy, stability and trust that have developed over the past one-and-a-half years must continue. This context of stability is created by CARTA and the university, and not only by the program itself.**

The College of Architecture + The Arts (CARTA) continues to provide stability and administrative support for the Department

- Potential for new Miami-based private and public accredited programs

2011 IPA: The Department cannot be complacent and must continue to build its reputation both locally and nationally. If the Department meets its goals of increasing the percentage of out-of-state applicants and becoming a nationally prominent program, creating new programs focused on a local applicant pool will not be a challenge.

Summative Program Strengths:

Introduction

As the only accredited graduate public program in South Florida, FIU Architecture is a high quality academic program, with a strong commitment to the integration of teaching, research/creative activity, and service. In the last six years, the program has been on a clear upward trajectory, within striking distance of national recognition as a top 25 program. This recognition could be assured with a small investment related to improving the national visibility of the program, its faculty and students.

Program Strength:

Dedication to Teaching

Architectural education at FIU is based upon a passionate commitment to the teaching mission, with low student faculty ratios and high contact hours. **With the exception of first-year studios, studio sizes range from 10 to 17.**

Program Strength:

The College of Architecture + The Arts (CARTA)

The Department of Architecture resides in the College with the following departments: Interior Architecture, Landscape Architecture, Art + Art History, Music, Theatre, and Communication Arts. This College is the third largest at the university. The College continues to provide stability and administrative support for the Department. Faculty members engage in collegial governance with the other units.

Program Strength:

Quality of Faculty

The department has a high quality faculty dedicated to teaching and the academic mission of lifelong learning. Seventy-three percent of the full-time faculty have degrees from the highest ranked American architecture programs.

Program Strength:

Transdisciplinarity

The School of Architecture unites professional accredited programs in Architecture, Interior Architecture and Landscape Architecture. In the freshman and sophomore years of all three programs, students are taught together and fundamental design is approached as a transdisciplinary endeavor. Students learn to appreciate not just their own discipline, but at the initial stages of their education, they are taught to value both the commonalities and the overlap between the three disciplines. Finally they are taught to appreciate the unique characteristics and values of each design discipline. This pedagogical model sets them up for career paths that acknowledge the increasingly significant role of collaborative practices and interdisciplinary teamwork.

Program Strength:

Broad Definition of Research

Within a research university, the Architecture department demonstrates a broad interpretation of research and creative activity. Design is viewed as a form of “applied research” which can be of benefit to society. Faculty design work and creative activity have received national and international recognition. The faculty has research areas related to environmental issues and sustainability, supported by over \$1,000,000 in grants and over \$2,000,000 in pending grants in projects on sustainability, environmental and structural design visualization, urban design, design history and theory, housing, outreach and community engagement.

Program Strength:

Student Quality

The department attracts the highest quality of undergraduate (FTIC) students on campus. Demand for the program is high with over **120 portfolio applicants for 45 seats in the 2012 freshman class**. Retention and graduation rates remain above University averages.

Program Strength:

Student & Faculty Diversity

The Department remains one of the most diverse, accredited programs in the nation, with over 88% of our graduate architecture students self-identifying as non-white/minority, and over 90% of our pre-graduate architecture students self-identifying as minority. NAAB reports national averages of minority students in 2009 at 36% for undergraduate architecture students and 20% for graduate architecture students. Likewise, faculty diversity at 44% minority is well above the 2009 NAAB reported national average of 22%.

Program Strength:

Architectural Technology

In a spectrum of interpretation and application that ranges from the poetic to the pragmatic, the faculty share a strong appreciation for the tectonics of building. Believing that technical and structural considerations are a major source of ideas, spatial character, expression and meaning, this is demonstrated in teaching methods, faculty creative work and scholarship and in the student work. In the last three years, the program has introduced five new courses that focus exclusively on various aspects of sustainability. The comprehensive design studio sequence has partnered with the Miami Chapter of the Construction Specifications Institute (CSI) to give our students access to the very best and most up to date information in building technologies. Under the leadership of Professor Vassigh, the program is one of the first to deploy cutting edge structural visualization software as a teaching tool in our structures courses and comprehensive design studios. Students have access to the latest in digital fabrication, CNC milling, three dimensional printing and rapid prototyping hardware. ***In 2013, the program inaugurated the Structural and Environmental Technologies Laboratory (SET Lab), which is a teaching and learning lab.***

Program Strength:

Comprehensive Design

Our Fall semester Comprehensive Design Studio and its concurrent Integrated Building Systems course, were reconceived in 2008 to better address NAAB requirements. Together they allow students the opportunity to develop a building to high degree of resolution with particular attention paid to integrating technical issues into the design process. As evidence of this strength, our students have achieved success in building technology and sustainable design focused competitions including the 2010 USGBC competition in which our students won first, second and third place.

Program Strength:

Genoa/Miami Partnership

In 2005, The Architecture Department established a program in Genoa, Italy with its first cohort of seven students. We now boast one of the highest rates of participation in study abroad on campus with over 30% of our 2010 fourth year class attending the Genoa Program. Study abroad has become an important component of the program's curricula. Architecture students are afforded the opportunity to consider the artifacts and works of art, architecture, landscape design and urbanism that have for centuries been acknowledged for their exceptional and enduring value to Western culture. Students in Genoa take a full complement of courses including Design, History, Theory, Cultural Studies and Language. The FIU Center is located in the historic center of the city in a renovated 13th century monastic complex ideally situated next to the University of Genoa's School of Architecture (UNIGE). The program frequently hosts faculty and students from the University of Genoa's School of Architecture for mini-semesters in Miami. Through various forms of collaboration, the two schools have developed a strong partnership that has led to joint faculty research projects, collaboration on thesis advising, and sharing of resources.

Program Strength:

Summer Abroad Programs

In the Summer of 2013, the Department held three study abroad programs in the following cities: Tokyo, Rotterdam and Barcelona/Rome. In total, 48 students participated in these programs. Three more study abroad programs are planned for summer 2014: Tokyo, London/Berlin and Paris/Milan. The summer abroad programs offer students a chance to study abroad for those who cannot spend a semester away from Miami.

Program Strength:

Faculty Licensure/Registration

56% of the full-time faculty maintains professional licensure/registration. This compares favorably to the 34% that NAAB reported as the 2009 national average.

Program Strength:

Community Outreach

Using the South Florida region as a laboratory, Design is a form of applied research, of direct benefit to the citizens of S. Florida. The department demonstrates how community outreach can integrate service, teaching, research and creative activity, while promoting economic development. Recent funded examples of outreach studio include:

- Housing the Arts in Miami Studio 2010
- **Solar Decathlon 2011**
- ***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.***
- ***In the Spring of 2013, the Department received a \$20,000 grant from the Townhouse Center and the Knight Foundation to sponsor an infill housing studio.***
- ***In the Fall of 2013, the Department received an additional \$60,000 from the Knight Foundation to continue the infill housing studio for two more years.***

- ***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).”***
- ***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.***

Program Strength:

Active Symposia Program

During the past three years, the department has held at least two major symposia each year. Our HTC colloquia - sponsored in part by the Graham Foundation - provides a semiannual forum (Fall and Spring) for new research in architectural history, theory and criticism. Since 2008, the department held two additional public symposia. The first focused on digital design. Moderated by Jeffery Kipnis, participants included leading designers, theoreticians and polemicists of the new digital design and fabrication movements. The text of the symposia along with critical essays will be published in 2011. The second, titled “Engaging the Urban” focused on emergent works of civic modernism in Miami and included an extensive exhibition of these architectural projects. The exhibition along with critical essays will be published in 2011. ***The fourth HTC Workshop was in February 2010 and included the following speakers: Ken Tadashi Oshima, University of Washington; Kai Gutschow, Carnegie Mellon University; June Komisar, Ryerson University; and Kimberly Elman Zarecor, Iowa State University. The fifth HTC Workshop was in February 2011 and included the following speakers: Ola Uduku, Edinburgh College of Art and University of Edinburgh; Vladimir Kulic, Florida Atlantic University; Mabel Wilson, Columbia University; Peter Tolkin, PeterTolkin Architecture; Vandana Baweja, University of Florida; Robert González, Florida International University; Prita Meier, Wayne State University; and Robert Cowherd, Wentworth Institute of Technology. The sixth will be held 20-21 February 2014.***

Program Strength

Cross-University Partnerships

The department has built a strong collaborative relationship with the African & Diaspora Studies department. In the past three years, we have partnered to bring African architects to FIU as part of our public lecture series. We have brought to FIU, exhibitions that focus on African architecture and urbanism and have sponsored and hosted a gallery talk on the socially conscience design work in East Africa by Donna Cohen & Claude Armstrong.

2. Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report

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.

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.

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.

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.”

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."

3. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

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.

2011 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.

2012 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 Reinerman, 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, Brasil, 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.

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 showing 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 Schriener 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.

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 Rasheda 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.

Changes or Planned Changes in the Program

Such as

- **Faculty retirement/succession planning**
There are no planned retirements or successions.
- **Administration changes (dean, department chair, provost)**
*Adam Drisin was chair of the Department from 2005 to 2011
Adam Drisin was appointed Associate Dean of Academic Affairs for the College of Architecture +The Arts in the Spring of 2011
John Stuart was the chair of the Department from Spring 2011 to Fall 2013
Jason Chandler was appointed the Chair of the Department in Fall 2013
John Stuart was appointed Associate Dean of Cultural and Community Engagement Affairs for the College of Architecture +The Arts in Fall of 2013*
- **Changes in enrollment (increases, decreases, new external pressures)**
*In 2011-2012, the Department's Master of Architecture enrollment was 465
In 2012-2013, the Department's Master of Architecture enrollment was 489*
- **New opportunities for collaboration**
The Department has initiated a collaborative partnership with Architecture for Humanity consisting of an internship program and participation in design/build projects. Additionally, the Department is working with the cities of South Miami and North Miami and has had a significant role in the CEOs for Cities/FIU collaboration under the guidance of the FIU Office of Engagement. Future collaborations with the City of Miami Beach are being coordinated through the Miami Beach Urban Studios. The Department is supporting a more active design/build culture through the Solar Decathlon project, and the South Miami "Sustainable House" Design/Build Studio. The latter will be an ongoing project.
- **Changes in financial resources (increases, decreases, external pressures)**
*In 2011-2012, the Department's instructional funding was \$1,960,647.
In 2012-2013, the Department's instructional funding was \$2,316,114.*
- **Significant changes in educational approach or philosophy (e.g., new provost = new approach)**

The university remains in the same five-year plan as it was in 2011. The president and the provost are the same people.
- **Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)**
The Paul L. Cejas School of Architecture Building has undergone a series of improvements:
 1. *A new \$424,000 Structural and Environmental Technologies Lab (SET Lab) was completed in Fall 2013.*
 2. *A \$338,000 technology grant allowed for 11 new flat screen montors to be placed into review rooms in 2012.*
 3. *A 2012-2013 \$1,000,000 renovation of the Paul I. Cejas included replacement of skylights in the faculty wing and acoustical paneling in 12 reviews.*

Note: The credit hour calculation in PART 1 of this annual submission was defined as the credit hours of the classes taught by faculty multiplied by the weeks the class was taught. For example: a 3 credit class = 3 * 16 = 46 Credit Hours Taught.

- 4. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)**

Please note the last accreditation visit was in 2011. There have not been any changes to the NAAB conditions since then.

Not required for 2013

Supplemental Material

Instruction: Include the following as a list of individual URLs or instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).

Be sure to identify the changes/outcomes expected.

- a. New/revised syllabi
 - b. Student work demonstrating the change
2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)
 3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative bio, one-page CV)
 4. Provide additional information that may be of interest to the team at the next accreditation visit.

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These should be presented in Word or Adobe PDF*
2. *Student work*
 - a. *Studio work should be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers should be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them.*
 - b. *Classroom work should be presented in digital form (PDF) after grading. Instructors' comments and grades should be visible. Students' identities may be removed in order to comply with FERPA.*
 - c. *Presentations or other oral projects should be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*