

UNIVERSITY OF MIAMI  
SCHOOL OF  
ARCHITECTURE

ARCHITECTURE PROGRAM REPORT

RODOLPHE EL-KHOURY, PH.D.  
Dean  
Phone: 305.284.5000  
Email: relkhoury@miami.edu

CARIE PENABAD, ASSOCIATE AIA  
Director of Undergraduate Studies and Associate Professor  
Phone: 305.284.5708  
Email: cpenabad@miami.edu

ALAN SHULMAN, FAIA  
Director of Graduate Studies and Associate Professor  
Phone: 305.284.5258  
Email: ashulman@miami.edu

THOMAS J. LEBLANC, PH.D.  
Executive Vice President and Provost

JULIO FRENK, M.D., MPH, PH.D.  
President

DEGREE PROGRAMS OFFERED:  
Bachelor of Architecture  
Master of Architecture

**2014 Conditions for Accreditation****TABLE OF CONTENTS****SECTION I: PROGRAM DESCRIPTION**

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## APR SECTION 1: PROGRAM DESCRIPTION

### I.1.1 History and Mission

The APR must include the following:

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education
- A brief 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
- A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement and service
- A summary of the benefits derived to the program from the institutional setting
- A description of how the program's course of study encourages the holistic development of young professional through the integrated study of the liberal arts and the specific discipline of architecture.

### History of the University and its position in context of 21<sup>st</sup> Century Higher Education

In the early 1920s, George Merrick, an idealistic real estate developer, laid out the town of Coral Gables just south of Miami, advertising it as “Miami’s university suburb”. In 1925, Merrick’s dream was on the way to becoming a reality. That year the city fathers had secured a charter from the State of Florida for what they hoped would become a great Pan-American University. He persuaded the founding regents of the future University of Miami to build it in his new town.

Merrick donated a prominent 160-acre site for the school, accompanied by spectacular images of Mediterranean-inspired buildings to house the 12 schools and colleges including a College of Liberal and Applied Arts which would “endeavor to develop the painter, the sculptor, and the architect in the finest medium for self-expression in the world,” while at the same time making the “work practical and economically valuable.” Merrick believed the University of Miami would be the meeting point of the Americas, “where the foundation may be laid for everlasting peace on the Western Hemisphere: where commerce will receive its greatest impulse.”

Merrick’s new images for the University were produced by the artist Denman Fink; Paul Chalfin, one of the designers of Viscaya; and architect Phineas Paist, all of whom were major contributors to his ambitious scheme for an ideal garden city planned at the new scale of the automobile. They seamlessly integrated “the outdoor university”, as they called it, into the overall plan for the streets and canals of Coral Gables, skillfully arranging the school’s structures in a logical hierarchy around arcaded, gardened courtyards.

The first building, the Solomon G. Merrick Building, was to front the university lake, which would reflect a great tower based on the Giralda of Seville and rising to a height of two hundred feet to announce the university’s presence. On February 4, 1926, Merrick addressed the crowd gathered to lay the cornerstone of the building named after his father stating, “Proud as I am of what has been accomplished for Miami in Coral Gables, I am prouder of this University beginning than of everything else put together.”

Despite this glorious beginning, many trials and tribulations befell the University in its early years. The hurricane of September 18, 1926, brought a halt to the university’s building plans. Well before the Great Depression that was soon to engulf the rest of the country, the collapse of the Florida real estate boom struck hard in the pioneering community of Coral Gables and nearby Coconut Grove. Yet despite adversity, the University of Miami was resilient. President Bowman Ashe has been generally credited with keeping the institution afloat through painfully lean years. Only a month after the hurricane, he welcomed the first 125 students to makeshift quarters in pre-existing buildings near downtown Coral Gables. The University remained in these “temporary” facilities for over twenty years.

The 1940s were a time of great change at the University. During World War II, President Ashe made available university facilities for training U.S. Army and British Royal Air Force personnel. The war gave the University reason to expand its facilities. The Graduate School was created in 1941 and the Marine Laboratory was formally established in 1943.

The University of Miami (UM) moved back to its original site in 1946 with 2000 students and new funds to house and educate the returning veterans of World War II. Marion Manley, Miami's first woman architect, and Robert Law Weed designed the new masterplan for the campus. Financial considerations as well as post war architectural trends weighed heavily on the decision to build simple modern buildings, devoid of expensive traditional detailing. Together, Manley and Weed designed what was recognized as the first, built, "modern" campus in the United States; and the project was well publicized in national and international periodicals. Manley was also responsible for a number of campus buildings including the present facilities of the School of Architecture.

Growth continued during the 1950s. In 1952, the School of Medicine, was founded, the first medical school to be accredited in the state of Florida. After nearly three decades of leadership, President Ashe died in December of 1952. Jay F. W. Pearson was elected the University's second president in January of 1953 and served in that capacity until 1962. During his tenure, UM installed its first computers at the College of Engineering and the Board of Trustees removed all racial barriers from admission policies.

Henry King Stanford became the third president on April 18, 1962. Under his leadership, the Department of Nursing in the College of Arts and Sciences became the School of Nursing in 1968. That same year, thanks to a gift from the Rosenstiel Foundation, the University obtained a deed for 9.7 acres of land on Virginia Key. The Institute of Marine Science was renamed the Rosenstiel School of Marine and Atmospheric Science. Although continuing education classes had been offered since 1926, the University formally founded the School of Continuing Studies in 1974.

Edward T. Foote II was inaugurated as the University's fourth president in 1981. During his tenure the University was granted a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society. Foote also established the Residential College system, based on Yale University's living and learning model. Three additional schools were founded in the eighties: the Graduate School of International Studies (1983), the School of Communication (1985), and our own School of Architecture (1983) formerly a department within the College of Arts and Sciences. Throughout his term, President Foote was an advocate for the School of Architecture, supporting an expansion of both its physical facilities and its faculty.

Donna E. Shalala became the University's fifth president in 2001, the year of the University's 75<sup>th</sup> anniversary, serving for 14 years until stepping down on June 1, 2015. Shalala was dedicated to building a nationally recognized research institution. She capitalized on her years in government service to bring a host of internationally renowned luminaries from President Bill Clinton and the Clinton Global Initiative to the Dalai Lama. She launched two capital campaigns which raised nearly three billion dollars to expand the university endowment, increase student financial aid and scholarships, and built or renovated 55 buildings on the Coral Gables campus - most notably the renovation of the Cox Science Building and the construction of the Student Athletic Center, the University Village apartments, and new facilities on the campuses of the Miller School of Medicine and the Rosenstiel School. She hired faculty who are acknowledged leaders in their respective fields and admitted only the best 2000 freshman from over 35,000 applicants each year. This dedication to academic excellence raised the national ranking of the University of Miami from 65 to 51 in *US News and World Report*, increased research and sponsored program expenditures to a total of \$309 million in 2015; and according to the NSF HERD Survey, and earned the ranking as 67th among all universities in expenditures of federal funds for research and development (FY2013). All are noteworthy achievements for such a young private institution.

On January 29, 2016, the University inaugurated its sixth president – Dr. Julio Frenk, a noted leader in global public health and a renowned scholar and academic. Prior to arriving at the University of Miami, Frenk served as the secretary of Health of Mexico and from 2009 – 2015 as Dean of the faculty and T& G Angelopoulos Professor of Public Health and International Development at the Harvard School of Public Health. Frenk's inaugural address focused on several aspirations including the strengthening of a hemispheric university that builds bridges to connect the Americas; the continued drive for excellence that permeates every domain from research to public service, from teaching to athletics, from healthcare to the arts; a commitment to relevance or more specifically how research translates into policy and practice; and finally the aspiration to be an exemplary university whose values are indivisible from its actions. Eight working groups or "Quads" were formed to develop President Frenk's vision in an ongoing planning process that produced a roadmap for University of Miami's course in the coming years. The

Quads reports and regular updates on the planning process are posted on a dedicated webpage that encourages comments from the larger community: <http://president.miami.edu/roadmap/initiatives/index.html>

President Frenk intends to fulfill these aspirations through a variety of ambitious initiatives; most notably the “100 New Talents for 100 Years” campaign. Before the university’s centennial in 2025, Frenk is committed to mobilizing the resources to endow 100 new faculty chairs to support a mix of senior, junior, and visiting professorships that will span all fields of inquiry throughout the university. In an effort to promote a relevant university, Frenk proposes to address some of the most challenging topics of our day, including climate change and sea level rise, a global issue with enormous local implications. Architecture and the building of cities will play a critical role in this discussion, and the School of Architecture will be an important forum for this initiative; the fall 2016 Tecnoglass lecture series and exhibition will be dedicated to Coastal Resiliency.

President Frenk has a continued commitment to the University of Miami’s core mission to educate and nurture students, to create knowledge, and to provide service to the community and beyond. Committed to excellence and proud of its diversity, the University strives to develop future leaders of our nation and the world. In the fall of 2015, the University of Miami enrolled 16,848 students – from all 50 states and numerous foreign countries – in 116 undergraduate and 105 masters programs, 63 doctoral (59 research/scholars and 4 professional practice) programs of study in 12 colleges and schools including: Architecture, Arts & Sciences, Business Administration, Communication, Education and Human Development, Engineering, Graduate, Law, Medicine, Marine and Atmospheric Science, Music, Nursing and Health Studies, along with the Division of Continuing Studies. The University of Miami is accredited by the Southern Association of Colleges and Schools Commission on Colleges and 19 other professional accrediting agencies.

While much has changed since its founding in 1925, the University maintains its roots as an independent, non-sectarian, non-profit institution and retains Merrick’s original commitment to its role as a Pan American University. The original Coral Gables campus, with its two colleges and seven schools, has grown to include the Leonard M. Miller School of Medicine Miami campus with its three University-owned hospitals, affiliated hospitals and more than a dozen outpatient clinics located in Miami-Dade, Broward, Palm Beach and Collier counties; the Rosenstiel School of Marine and Atmospheric Science on Virginia Key in Biscayne Bay; and the Richmond Facility with research facilities for the Rosenstiel School's Center for Southeastern Tropical Advanced Remote Sensing (CSTARS) and the Richmond Satellite Operations Center (RSOC).

The University of Miami’s new General Education Requirements ensure that graduates have acquired essential intellectual skills and have engaged a range of academic disciplines. The General Education Requirements provide students with the opportunity to study methodologies and achievements in all areas of human inquiry and creative endeavor, and to cultivate abilities essential for the acquisition of knowledge. The "Areas of Knowledge" aspect of the general education requirements is based on the cognate system.

A cognate is a group of three related courses totaling at least nine credits that are coordinated in a topical, thematic, interdisciplinary, and/or sequential fashion to provide coherent depth of knowledge in a specific area. All students must take three cognates to fulfill the Areas of Knowledge requirement, one in the Arts & Humanities (A&H), one in People & Society (P&S), and one in Science, Technology, Engineering & Mathematics (STEM). An architecture degree fulfills either the Arts & Humanities or the STEM requirement. As such, our students elect to take courses that meet their individual interests in either the P&S and (STEM or A&H) concentrations. The cognate system promotes a well-rounded liberal arts education that allows students to capitalize on the diverse areas of knowledge that UM has to offer. Similarly, UMSOA makes cognates available to students from outside the major, giving them exposure to architectural theory, urbanism, and general design concepts etc. An extensive selection of offerings is available at <http://www.miami.edu/index.php/registrar/cognates/>.

### **History of the Architecture Program and its Position in context of 21<sup>st</sup> Century Architectural Education**

The initial Department of Architecture was founded in 1927 and placed in the College of Liberal Arts with other departments, including Business Administration, Education, Engineering, and Law. The 1927 catalog correctly prophesied: “At a later date (these) departments will be developed into Schools”. The first architecture faculty was headed by John Llewellyn Skinner, a Fellow of the American Academy in Rome and Head of Architecture at

Georgia Institute of Technology. Phineas Paist, also a Fellow of the American Academy in Rome and then Supervising Architect of Coral Gables, and artist Denman Fink, then Art Director of Coral Gables, joined Skinner as founding members of the faculty. In addition to their academic responsibilities, Fink and Paist were major contributors to Merrick's ambitious schemes for his ideal garden city.

The new architecture program graduated five students on June 12, 1931. Student interest in both classical and vernacular traditions emulated that of their illustrious faculty mentors and is evident in the student work of those early years. A collection of student projects was displayed in the third and fourth annual exhibitions of the Architectural League of Greater Miami in 1931 and 1932. The watercolors are similar to the Beaux-Arts esquisse work common to the period, because many schools including Miami utilized the competition problems issued by the Society of Beaux-Arts Architects in New York. Yet studies of local structures by early students Jewell Harden and Bonnie Munroe revealed an interest in the vernacular, notable in a period when most academic architecture focused solely on the formal design of prominent buildings. Another distinguishing feature of the new program was the presence of female students.

By the mid-1930s a number of factors including the Great Depression and the end of the Florida real estate boom, caused the University to reduce its scale of operation. The architecture program was one of the first affected. As described by the University's "Golden Anniversary" historian in 1976: "The program in architecture fell victim to the growing economic depression and possibly to the associated economic strife at the university." On July 14, 1932, students of architecture were advised to change to another department or another school." (Tebeau 1978)

The architecture program re-emerged in 1950 as the department of architectural engineering and moved to the McArthur Building with other engineering departments in 1959. In 1962, under the leadership of James Elliott Branch, the Bachelor of Architecture curriculum was re-established as a 171-credit, five-year program and renamed the Department of Architecture and Architectural Engineering within the School of Engineering. Branch brought a number of faculty from Illinois; including Jan Hochstim who graduated from the University of Miami's architecture program in 1954 and returned as a faculty member in 1966. This new faculty team shaped the curricular focus as "a sequence of courses in architectural design, structural design, construction, building materials, city planning, building equipment, office practice, and the humanities (Bulletin 1965, 249)". The program would lead "to the development of architects, who as enlightened individuals, responsible citizens, and resourceful professional men, who will serve their society in attaining a worthy architecture (Bulletin 1965, 249)". Although the courses have broadened and the society of men has opened to become more than 50% women, the essential goal of contributing to a better world remains at the heart of the program today. The Bachelor of Architecture program has been accredited since 1974; and the Master of Architecture program has been accredited since 1995.

In 1983, following the initiative of department head John Steffian, the department of Architecture and Architectural Engineering became the School of Architecture. The new school was relocated from the Mc Arthur Building to its present facilities within a series of structures originally designed in 1945 as Veterans' housing for GIs attending the University of Miami after World War II. These buildings were designed by Robert Law Weed and Marion Manley. During these transitional years, Dean Thomas Regan hired many of the current and long-standing members of the faculty including Rocco Ceo, Jorge Hernandez and Jean Francois LeJeune, and launched a master plan for the school by Pritzker-prize winning architect Aldo Rossi, a project that was never realized. Nevertheless, the school expanded among existing campus buildings; and in 2005 completed a new facility, the Jorge M. Perez Architecture Center, designed by famed European architect Leon Krier with alumna Natividad Soto, of Ferguson, Glasgow, Shuster, and Soto, and Merrill, Pastor. Currently, the school has broken ground on two new buildings the Thomas P. Murphy Design Studio building and B.E. & W.R. Miller BuildLab.

In 1991, following two years in Venice, the School of Architecture opened its Rome Program which has run continuously since its inauguration. The program has grown to include year-round curricular offerings. In 2008, the program established its own outreach facility in the Borgo Pio near the Vatican. Historically taught by faculty members of the School of Architecture the Rome program has recently expanded to include distinguished Italian visiting faculty in both history and design.

Also during the early 1990s, Vincent Scully, the Sterling Professor Emeritus of the History of Art in Architecture at Yale University, and Catherine Lynn joined the faculty, teaching a series of spring courses followed by hundreds of students and the community at large. The 1996 publication of "Between Two Towers", by Scully and Lynn together

with Professors Jorge Hernandez and Teofilo Victoria, was a compendium of student and faculty work that described a dynamic period in the School's history upon which its current spirit continues to build.

From 1993 -1995, Roger Schluntz served as Dean, followed by the appointment of internationally recognized architect and urban designer, Elizabeth Plater-Zyberk in the spring of 1995. Plater-Zyberk's involvement with the University dates back to the opening days of the School where she and Adjunct Associate Professor Andres Duany were influential young faculty members. A founder of the New Urbanism, an urban design movement that promotes the creation of walkable, compact, mixed-use communities, Plater-Zyberk established the School's first graduate program, a post-professional curriculum in Suburb and Town Design, now the Master of Urban Design. In addition, she launched the Master in Real Estate Development + Urbanism, directed by Dr. Charles Bohl. The program evolved from the six-year long Knight Program in Community Building and is an interdisciplinary initiative of the Schools of Architecture, Business Administration, and Law that blends the fundamentals of real estate development with livable community planning and design.

Under Plater-Zyberk, the school's presence was felt not only regionally but also internationally. Following on this tradition, the Center for Urban and Community Design (CUCD), led by Professor Sonia Chao, organized design projects on behalf of communities throughout South Florida and the Caribbean, most notably a series of important planning charrettes for the reconstruction of Port-au-Prince following the magnitude 7.0 earthquake that devastated the Haitian capital in 2010.

Plater-Zyberk spearheaded the construction of the school's Jorge M. Perez Architecture Center. The building provided the School of Architecture campus with a 147-seat lecture hall, exhibition space, and classrooms. In addition, she encouraged faculty partnerships across the University with the Abess Center for Ecosystem Science and Policy, the College of Arts and Sciences, College of Engineering, Miller School of Medicine, School of Business Administration, and the Frost School of Music. The School, building on the focus of many faculty members' practice and research, initiated 15-credit certificates in a number of areas including historic preservation, healthcare design, and traditional and classical architecture. These certificates are open to undergraduate and graduate students, as well as practitioners.

On July 1, 2013, Plater-Zyberk stepped down, ending her eighteen -year tenure as dean. An international search resulted in the appointment of Rodolphe el-Khoury as Dean of the School of Architecture. El-Khoury received a Ph.D in Architectural History from Princeton University, as well as a Master of Science in Architecture Studies from Massachusetts Institute of Technology (MIT), and a bachelor's degree in Architecture and Fine Arts from Rhode Island School of Design. A distinguished leader in contemporary urbanism and architecture, his innovative work imagines how architecture and the making of cities can be enhanced with cutting-edge technologies. He has taught at Harvard, Princeton, Columbia, MIT and University of Hong Kong, and has served as the Chair of the California College of Arts (2002-2005). Prior to arriving at the University of Miami School of Architecture (UMSoA), el-Khoury served as the director of urban design at the University of Toronto's Daniels Faculty. While there, he was also the co-director of the Responsive Architecture at Daniels laboratory (RAD LAB) which researches architectural applications for information technology aiming for enhanced responsiveness and sustainability in buildings and cities. His TEDxToronto talk, the "Internet of Things", in September of 2013 set forth a vision of how embedded technologies can empower architecture to better address current environmental and social challenges. El-Khoury has authored numerous books on a range of topics including 18<sup>th</sup> century European Architecture, contemporary practice, and technology; and he is a partner in the award winning-firm of Khoury Levit Fong (KLF).

In his first two years as dean, el-Khoury has focused on community engagement, fundraising, external relations, public programs, and recruitment with the aim of enhancing and extending relations with local and international communities to bolster support for the school and raise its international profile. His inaugural year brought a record-setting gift for a new facility: the Thomas P. Murphy Design Studio Building. The Arquitectonica-designed building will house studios, offices, presentation spaces, and a digital fabrication lab. Another gift in 2016 funded the B.E. & W.R. Miller BuildLab that will provide a permanent home for the Design Build program. El-Khoury also established the RAD-UM lab at the School. After two cycles of tactical initiatives (Dean's Working Groups I and II) Dean el-Khoury initiated a strategic planning process in August 2016 to parallel President Frenk's "Road Map."



UMSoA's mission as a platform for the formation of architects and as a center of research continues to be founded on the faculty's commitment to community and its focus on the city. As stated in our mission, UMSoA affirms the essential need to design environmentally responsible buildings that promote social integration and economic sustainability and support life comfortably without reliance upon extravagant use of land and energy which adversely affect our ecosystems.

**Mission Statement of the School of Architecture:**

- To prepare students for professional leadership and lifelong learning in architecture, urbanism, and related fields.
- To preserve and develop knowledge for the profession through research and practice.
- To share knowledge locally and internationally through community service.
- To promote building and community design goals of environmental responsibility, social equity, and economic sustainability.

Today, UMSoA offers accredited professional undergraduate and graduate degrees in architecture and several post-professional graduate degrees.

These programs include:

- Professional Bachelor of Architecture (B.Arch.)
- Master of Architecture (M.Arch., Three year)
- Master of Architecture (M.Arch., Two year)
- Post-professional Master of Science in Architecture (M.S.Arch.) in six tracks: (Classical and Traditional Architecture, Computational and Embedded Technology, Healthcare Design, Historical Preservation, and Resilient Sustainable Building Technology, Research and Writing)
  - Future tracks under consideration are: History, Theory and Criticism, Urbanism and Tropical Architecture
- Master of Urban Design (M.U.D.)
- Master of Real Estate Development and Urbanism (M.R.E.D.U.)

Six-year joint degree programs include:

- Bachelor of Science in Architectural Engineering and Master of Architecture (B.S.A.E./M.Arch.)
- Bachelor of Architecture and Master of Business Administration (B.Arch./M.B.A.)

The School has claimed an important place in the field and in the community by valorizing traditional and vernacular models for architecture and urbanism and by actively participating in the shaping of the city. El-Khoury now seeks to align tradition with innovation in a renewed curriculum and programs that reinforce and extend the School's defining efforts. Today, the School is extending its reach beyond the core disciplinary commitments that established its international reputation toward new challenges and opportunities in a global arena. Efforts are underway in aligning existing and new programs with other related fields, adopting emerging technology for pedagogical and design innovation, and in seeking international partners to tackle new challenges, such as climate change and rising sea-levels.

Current curricular areas of focus include: Computation and Embedded Technology, Smart Cities, digital fabrication, Sustainable and Resilient Building Technology, New Urbanism, classical and traditional architecture, historic preservation, health and the built environment, healthcare design, tropical and subtropical coastal design, coastal resiliency, Cuba and the Caribbean, and housing design.

**AREAS OF FOCUS**

Since his appointment in July 2014, Dean el-Khoury, alongside the faculty, has concentrated on a number of initiatives that promote and expand the School's mission and curriculum. Below are examples of initiatives emerging from the working groups.

### **Community Engagement**

Civic engagement and community outreach continue to be cornerstones of the curriculum and reinforce the school's commitment to applying the lessons learned in the classroom to real-world projects. In 2015, Dean el-Khoury initiated U-SERVE, a day of service, where faculty and students dedicate their time and skill set to community engagement projects. In its inaugural year, more than 200 students and faculty digitally surveyed 439 properties in East Little Havana to assist the City of Miami in creating a comprehensive inventory of the neighborhood's building stock. In its second year, U-SERVE partnered with the Friends of the Underline to design and construct a series of installations for the Underline, a project to green 10 miles of underutilized space under the Miami-Dade County Metro Rail. In April 2015, the school received a substantial grant from the John S. and James L. Knight Foundation to help bring "third places" – community spaces, marketplaces, incubators, and training centers into two underserved Miami neighborhoods.

### **Learning through Making**

The curriculum has also expanded its commitment to learning through making by using both traditional techniques, as well as emerging technologies. In June 2016, the school broke ground on the B.E. & W.R. Miller BuildLab that will provide a home for the Design Build program, providing a covered space in which students can work year-round. The Design Build program was formalized in 2009 when Jim Adamson of the famed Jersey Devils studio came to UMSoA and initiated the program with Rocco Ceo. Together they shaped a curriculum that primarily develops prototype projects for not-for-profits and underserved communities. Thus far, projects have included a mobile cafe, mobile organic kitchen, and mobile sanitary facility for use by migrant farm workers; an eco-tent prototype for the Everglades National Park, a mobile orchid propagation lab for Fairchild Tropical Botanic Garden and Miami-Dade County Public Schools, and a coffee kiosk for the UMSoA campus. The program is committed to working in minimally invasive ways and with green materials, so students learn to think, design, and build in an environmentally responsible way. Students seek materials that are renewable and have a positive impact on the environment. They work with salvaged wood and other recycled materials whenever possible, ingeniously shaping them into useful and sustainable artifacts with an equal measure of elegance and economy.

### **Digital and Emerging Technology**

SoA is vigorously aligning its core commitment with new technology so as to expand its reach and efficacy in addressing the challenges and opportunities of the new century. A number of initiatives and new appointments are promoting this agenda:

#### **Faculty and Staff appointments**

- Assistant Professor Juhong Park continues to expand the scope and content of upper level design studios to incorporate digital design and fabrication. In addition, in his Environmental Systems course, student's design and build lighting prototypes in an effort to apply the technical lessons learned in the classroom to an actual design problem.
- An international search for tenure track positions at the assistant or associate level launched in fall 2016 with the intent on appointing two faculty members that would promote SoA's efforts in enhancing the integration of emerging technology in the curriculum and culture of the school.
- Christopher Chung was appointed and Lab Supervisor to oversee the operations of RAD-UM, a lab dedicated to embedded technology and lead workshops that cultivate technical skills for digital media and introduce new technology to students.

Established with the arrival of Dean el-Khoury in August 2014, RAD-UM, is a research unit that provides resources and expertise for project-based research on the spatial ramifications of embedded technology and ubiquitous computing. The research is premised on the idea that every building or landscape component can be equipped with computational power. Projects at RAD-UM develop physical models for digitally enhanced environments to better handle persistent and emerging challenges in the areas of healthcare, building

technology, and sustainability. RAD-UM is currently leading a partnership with UM's College of engineering and the Center of Computational Science in an ambitious project to design a smart city in Yucatan. Research updates and an archive of recent project are accessible online: <http://rad-um.com>.

Workshops for training students in new digital media provide weekly two-and-one-half hour sessions focused on technical skills to support courses that rely on advanced digital tools for analysis and project execution. The workshops are offered by the RAD-UM research unit, as part of its mission to enhance digital culture and technology at UMSoA. The MARCH program launched a media workshop series, organized by Professor Veruska Vasconez, to enhance the representation offerings at the school. Invited lecturers include individuals from allied disciplines including artists, graphic designers, and curators.

### **Emerging Teaching Practitioner Fellowship**

Beyond the expansion of physical facilities to promote and augment distinct areas of the curriculum, Dean el-Khoury has established a new teaching fellowship to enhance the Visiting Critic program at UMSoA. In the late 1980s the School began its acclaimed Visiting Critic program with many young national and international architects, who have since become major figures in architecture internationally. In recent years, Visiting faculty have included Terrence Riley (New York), Bryan Phillips (Philadelphia), Manuel Clavel (Murcia, Miguel Adna (Mexico), RAMSA, Vicente Guallart (Barcelona), and Robert Levit (Toronto).

The Emerging Practitioner Teaching Fellowship augments this tradition, and is intended to support individuals committed to expanding and advancing the culture of architecture and design through creative practice or research. The position offers an emerging practitioner the opportunity to advance his/her individual research while capitalizing on the resources of both the School and the city of Miami. Fellows are expected to teach two design studios and one elective course in either the undergraduate and/or graduate programs and will be provided with a graduate teaching assistant to support them in their teaching and research. In addition, the fellowship requires the presentation of a public lecture and/or exhibition with the possibility of a publication.

The fellowship committee reviewed over sixty applications from both national and international candidates. The first recipient of the award is James Brazil, an architecturally trained Australian designer and researcher. The fellowship will allow him to advance his current research agenda, while assisting UMSoA with the expansion of digital fabrication technologies. Brazil has joined the Faculty for the 2016-2017 academic year.

### **Internship Program**

This multi-pronged program aims to supplement on-campus educational experiences with off-campus engagement in real-world problems in a professional setting. One component of the program, the Practicum Studio, initiated in fall 2016, allows students to blend work and scholarship in practices led by faculty under close supervision, while looping back to the school regularly to report on their experience with an assigned instructor. In summer 2017, UMSoA will initiate a broader process that facilitates internship opportunities in an international network of high-profile firms and an honors program that places highly qualified students in leading global offices for summer internships. These internship programs complement SoA's career services by providing students with enhanced employment opportunities before and after graduation.

### **Public Programs**

Beginning in August 2015, the School initiated three annual lecture series. Organized by Professor Adib Cure, chair of the public programs committee, these include the Tecnoglass-sponsored lectures, the Currents lectures, and the High Noon lunchtime lectures. The Tecnoglass series is presented yearly at Glasgow Hall on Wednesday evenings and features leading international figures in the discipline to present and elaborate projects and research related to an annual umbrella theme. The 2014-2015 series entitled "Call to Order" inaugurated the series, followed by "Miami and the Tropical World" in 2015-2016 that examined Miami's accelerated urban transformations along with issues associated with "the tropical" as a geographic and conceptual category. Beginning in the fall, the 2016 - 2017 series will focus on Water and Coastal Resiliency, a pressing global topic that is of particular local relevance given Miami's urban configuration and geographic circumstance. This

effort supports a University-wide initiative by President Frenk to make the University an acknowledged leader in the topic. To this end, the fall 2016 core and upper-level design studios will work on a variety of pertinent projects with the goal of developing innovative solutions to this complex challenge.

The Currents series is scheduled on Monday evenings and capitalizes on a variety of noteworthy academics and practitioners who travel to Miami. Topics vary in scope and focus and provide a counterpoint to the thematized Tecnoglass lectures. Finally, the High Noon series takes place during lunchtime and highlights the work of our own School of Architecture faculty and/or other University of Miami faculty or scholars, allowing students to become familiar with the faculty's creative work and research outside the classroom. Beyond these public presentations, the School organizes a yearly real estate and development conference; a yearly colloquium on resilience and sustainability; a yearly colloquium on healthcare design (Spring); and a suite of exhibitions opened to the University community as well as the general public. The center-piece of the exhibition program is a show that ties to the umbrella-theme and the Tecnoglass lecture series, feature the work of the invited lecturers and a complement of relevant materials.

### Urban Venue

The SoA has sought off-campus venues for its outreach programs, immersive studio courses, and projects that would benefit from an urban core setting. In spring 2016 an upper-level studio will operate from an urban lab in downtown Miami within facilities provided by the studio's sponsor. A move off-campus to a more permanent foothold downtown in a 4,000 sq.ft. historic building (H.George Fink Studio) is underway and is expected to be completed by spring 2017. The School also collaborates with the Miami Center for Architecture & Design, a downtown architecture center and home of AIA Miami, on exhibitions and programming.

### Fundraising

UMSoA continues to expand its support base in the local and international community. The school exceeded its \$6.1 million campaign goal, garnering \$7,737,766 at 126.85% of goal. (Sixty percent of the funds were raised after Dean el-Khoury's appointment in July 2014). The Design Studio Building, which will be named in honor of its primary donor, Thomas P. Murphy had its ground breaking ceremony in Spring 2016. Priorities for the next campaign efforts include scholarships, endowed chairs, research/teaching fellowships, technology infrastructure, and extensive renovations/upgrades to UMSoA's historically designated buildings.

### The School's Benefit to the University

UMSoA's curriculum, its faculty's research, and its students' engagement in courses across campus enrich the University-wide scholarly experience for all. Research collaborations are ongoing with several UM Centers, including the Center for Computational Science and the Abess Center for Ecosystem Science and Policy; and with the faculties of the Miller School of Medicine and the College of Engineering, as well as teaching partnerships (including dual degree programs) with the College of Arts and Sciences, the School of Business Administration, the College of Engineering, the Rosenstiel School of Atmospheric and Marine Science (RSMAS), and the School of Music. Several school faculty members teach in the Urban Studies Program, a minor within the College of Arts & Sciences. RSMAS and Architecture faculty trade lectures in their courses and the research collaboration with faculty in the Department of Epidemiology and Public Health on the topic of health and well-being in the built environment has already produced a number of successful grant applications and published peer-evaluated papers.

The School's extracurricular offerings have intensified with an ambitious program that includes lectures, curated exhibitions by or about the faculty, student works, visiting exhibitions from other institutions, and an annual exhibition that accompanies the thematized Tecnoglass Lecture series. These events are regularly followed by receptions at the Korach gallery. Beyond these activities, the School regularly hosts events by the Miami chapters of the AIA and the U.S. Green Building Council and has supported the activities of Dawntown, an association established to promote the development of downtown Miami. These events make the School of Architecture's presence on campus more visible and have facilitated opportunities for greater collaboration with external organizations. Further, in fall 2016, the School has co-sponsored faculty-organized exhibitions at two local museums. The *Discipline of Nature: Architect Alfred Browning Parker in Florida*, co-curated by Allan Shulman, will open at History Miami (former Historical Museum of Southern

Florida) in September; *Cuban Architects at Home and in Exile*, curated by Jean-Francois Lejeune and Victor Deupi, will open in November at the Coral Gables Museum.

All lectures and exhibitions are widely advertised on various media platforms including Facebook, Twitter, and Instagram and via email to the University community of students, alumni, and friends. These events contribute to the campus cultural experience as well as to that of the region. Faculty and students also work with other institutions in the production of lectures, exhibits, and publications. UMSoA has established a more meaningful collaboration with the Miami Center for Architecture and Design. The School co-sponsors events at both Glasgow Hall and MCAD's downtown Miami location. Carie Penabad, Director of the Undergraduate program, currently sits on the MCAD board.

From 1999-2014, School of Architecture faculty Joanna Lombard, Elizabeth Plater-Zyberk, and Frank Martinez worked with the School of Medicine's Center for Family Studies, and now with the Department of Public Health Sciences team as investigators, and co-PIs on projects in study design, data collection and interpretation funded by the U.S. Department of Housing and Urban Development (\$500,000), National Institute of Diabetes, Digestive and Kidney Diseases (\$4 million), National Institute on Aging (\$1.4 million), National Institute for Mental Health and National Institute for Environmental Health Science (\$2.6 million), and the Robert Wood Johnson Foundation (\$300,000) for a total of \$8,885,047 in funded research. This work has identified associations between neighborhood organization and building design in the conduct of children in schools and the health trajectory of elders over a five-year period; as well as health impacts of proximity to the Urban Development Boundary, and most recently, built environment impacts on the health profiles of Miami-Dade County's 750,000 Medicare/Medicaid beneficiaries.

At the end of 2014, the American Institute of Architecture Design+Health Research Consortium selected the UM Built Environment Behavior and Health Team as one of 11 founding members. The UM team includes faculty from Architecture and Public Health Sciences with partners in the Florida Department of Health in Miami-Dade County, Miami-Dade County Parks Recreational and Open Spaces, the AIA Miami Chapter, the Miami Center for Architecture and Design and the American Society of Landscape Architects Miami Chapter. The focus is to enhance interdisciplinary academic offerings, initiate community-based research and intervention, and provide professionals with rapid translation of research findings.

Professor Charles Bohl, Director of the Masters in Real Estate and Development (MRED) program has recently been awarded a \$650,000 grant from the John S. and James L. Knight Foundation for The Knight Third Place Project. The research focuses on the creation of spaces that provide resources and support to entrepreneurs, creatives, and civic leaders in underdeveloped Miami – metro neighborhoods, as a way to foster ideas and break down barriers. The project aims to transform these neighborhoods and create opportunities for local businesses by establishing inexpensive spaces for startups and hubs for arts, culture, and entertainment. The Third Place Project combines expertise from the School of Architecture in design and placemaking with other UM programs in business and social entrepreneurship, including the Center for Urban and Community Design, the Office of Civic and Community Engagement, as well as business startup and support programs at the School of Business Administration. The project will support coursework as well as weeklong residencies with nationally recognized “civic innovators” who will travel to Miami to work with students, faculty, local entrepreneurs, and nonprofit organizations.

Architecture faculty members' grantsmanship and publications strengthen the University's reputation nationally and internationally, as does faculty participation in symposia, conferences, travel-study with students, and urban design charrettes nationally and abroad. From 2011-2015, the faculty produced over 120 published materials that included books, academic journal articles, research papers, and other scholarly written work, many by national and international presses and many of them peer-reviewed. In the professional world, practicing faculty members have garnered numerous national and international design awards for buildings, urban design, and presentation projects, and have been published in leading architectural journals. Lastly, the School's Research Affiliate program brings scholars from around the world to spend a semester or a year at UM to pursue research interests that are related to those of the School's faculty. The School's Research Affiliate program brings scholars from around the world to spend a semester or a year at the University to pursue research interests related to those of the School's faculty.

Finally, in addition to their contribution to the university community through teaching and scholarship, Architecture faculty members are actively engaged and prominent in University service including the Faculty Senate, the Academic Personnel Board, and the SACS QEP Committee. Faculty members are also involved in off-campus service on regional and national review boards, editorial boards, and professional and non-for-profit organization boards.

### **International Outreach**

Due to its extraordinary geographic position in the southeastern United States and its proximity to the Caribbean and Latin America, UMSoA has an international agenda that allows students and faculty to develop an understanding of architecture and cultures in an increasingly globalized world. Dean el-Khoury's commitment to expanding the School's international exposure is reflected in the curriculum and the faculty's research and creative practices. Recent design studios have worked with communities in Colombia, the Dominican Republic, Haiti, Mexico, and Grenada have resulted in local contacts, publications, and collaborations. Professors Adib Cure and Carie Penabad's research on informality has extended beyond the limits of the design studio to include advanced digital drone mapping of various Latin American informal settlements. This work is being done in close collaboration with Christopher Mader, the Director of Software Engineering, and his team at the University's Center for Computational Science (CCS). To date, the interdisciplinary collaboration has resulted in the design of a set of innovative mapping practices that allow for a level of mapping detail, ease of use, and frequency of observation currently not readily available at a reasonable cost. The capabilities of these systems will allow local communities, governments, development agencies, and researchers to monitor trends in urban growth, improve public policy decisions, respond to urgent crises, understand urban life, and create more resilient and inclusive cities. The current mapping tools have been used to document two informal settlements in Colombia and one in the Dominican Republic. The research has been presented at the AIA and ACSA annual meetings. The findings of the research will also be published in an article in an upcoming book entitled: *Marginal Urbanisms: Informal and Formal Development in Cities of Latin America* by Birkhauser (November 2016).

In March, the University announced a hemispheric collaboration between its Center for Computational Science and the Yucatan State Government's Information Technologies Innovation Center, which is known as Heuristic and located in the Yucatan Science and Technology Park. Taking that collaboration a step further, UMSoA, its Responsive Architecture and Design Lab, and the CCS will come together to design Zenciti, a smart city next to the science park. The project will provide an opportunity to design a hyper-connected city where urban infrastructure, municipal services, and social activities are orchestrated into a vibrant and sustainable urban environment.

The Center for Urban and Community Design, led by Director Sonia Chao and associate directors Steven Fett and Ricardo Lopez, fosters collaborative, interdisciplinary, research initiatives that support the preservation, retro-fitting and/or creation of environmentally responsible communities. Recent projects have included the development of the Archaie (Haiti) Vision Report 2015 (supported by the W. K. Kellogg Foundation and the Barr Foundation) to develop sustainable practices and innovations in architecture and urbanism for Haiti and its rural villages. The recent effort expands upon the Haiti Design Charrette conducted in 2010, following the catastrophic earthquake that devastated the Haitian capital. This original charrette was organized at UMSoA and included over ninety professional participants, the local Haitian American community, and UMSoA students.

Also important are the activities related to teaching and research in the Rome Center. Special seminars have allowed undergraduate and graduate students to research important examples of Italian urbanism and architecture. Most recently, Professor Carmen Guerrero, Director of the Rome Program, led a studio in collaboration with the Research Center for Italian Rationalist Architecture in Rome. The course focused on the production of analytical drawings and models of the Roman Palazzina, a twentieth-century Italian housing type. The work was exhibited at a variety of cultural venues throughout Rome. In addition, Professor Guerrero was awarded the Messengers of Knowledge Grant (2014) to teach a workshop at the University of Palermo focused on the influence of the Mediterranean in the architectural development of South Florida. This opportunity led to a series of summer studios in Valdinoto region of Sicily. This area provides living lessons of ways to rebuild urban environments following natural disasters, a topic of particular relevance to our UMSoA students. Studio work has included as-built documentation of important urban public spaces and monuments as well as urban design proposals for a variety of underutilized spaces throughout the region.

Initiated at a SACS conference at Koc University in Istanbul, the School partnered with University of Maryland and six other North American and Italian universities, faculties and students, in a project of preservation and community design in Castellamare di Stabia, south of Naples (Lejeune, Shulman, Correa). The collaborative project was recently published in *Beyond Pompeii: Archeology and Urban Renewal for the Vesuvian Cultural and Tourist District* (Rome: Gangemi ed) 2016.

A “soft” exchange program with Ecole d’architecture de Nantes (France) initiated in 2011 by Professor Lejeune and Jean Philippe, then Director of the Ecole de Nantes, brings 6 - 9 exchange students to our School annually. In spring 2016, an official international exchange agreement was signed, formalizing this international exchange.

The Brazil Scientific Mobility Program (BSMP) offers Brazilian students the opportunity to study abroad in the United States. BSMP is part of the Brazilian government's larger initiative to grant 100,000 Brazilian university students the opportunity to study abroad at the world's best colleges and universities. In the summer of 2016, sixteen exchange students worked on research projects with UMSOA faculty Allan Shulman, Eric Firley and Alice Cimring.

This sampling of initiatives has been fundamental in raising the profile of the School within the University and contributing to its national and international reputation. They have helped expose student work locally, nationally and internationally, while opening various career and future opportunities to our students.

### Benefits to the Program from the Institutional Setting

The University’s benefit to the School’s programs range from central administrative management of freshman recruiting and admissions, centralized I-T service, facilities management, and physical and digital library development. Equally important are the academic opportunities afforded to faculty and students for teaching, learning and research in the other disciplines and professions present in the University. A commitment to interdisciplinary teaching and learning has been strengthened through the creation of the Cognate system for undergraduate education. UMSOA students are required to take two cognates outside the School; and UMSOA benefits from enrolling students from other disciplines in several of course offerings.

Two joint degree programs enhance the School’s professional degree offerings: the B.S.A.E./B.Arch. and the B.Arch./M.B.A. Finance courses taught by Business Administration faculty for the M.R.E.D.+U. program are available to architecture students as well as engineering courses that augment architecture requirements and electives. The University as a whole provides diverse opportunities for the B.Arch. minor requirement.

The Leonard and Jayne Abess Center for Ecosystem Science and Policy offers interdisciplinary undergraduate and graduate degree programs that enable students and faculty to dynamically explore both environmental science and policy. The Center presents topics in the context of problem-oriented learning, gives students the opportunity for substantial field experience, and brings faculty from across the University together with external scientists, policy makers, and planners to facilitate research concerning environmental problems involving both science and policy decisions. School of Architecture faculty Denis Hector and Joanna Lombard have been members of the Abess Center Faculty Advisory Board since its inception and currently serve as co-Chairs of the Board. They have taught classes that link architecture students with Abess Center faculty and students. Abess Center faculty participated in the design of ARC223 Architecture and the Natural Environment, a required course in the B.Arch. program and a Cognate course in the University. The Abess faculty continue to participate in the course as well as in second year studio reviews. The Abess Center's Ph.D. in Environmental Science and Policy program has an Architecture focused track that offers an opportunity for architecture graduates seeking an interdisciplinary approach to the regional, national, and transnational environmental issues associated with the built environment. Collaboration with the Abess Center is a priority of the MS Arch degree concentration in Sustainable and Resilient Building Technology.

Numerous faculty engage in cross disciplinary projects with other schools, centers and departments at the University. Currently, UMSOA faculty are working on research with colleagues at the Center for Computational Science, the School of Business, the School of Music, and the Miller School of Medicine.

Finally, the University has several funding programs to support faculty research. The Max Orovitz and Summer Research grant programs (that typically includes the participation of one architecture faculty on the committee), and the Provost's Research Awards program have supported tenure-track and tenured faculty with summer research stipends. Professors Richard John and Allan Shulman have served on the Arts & Humanities panel of the Provost Research Awards, and Professors Jean Francois LeJeune, and Carie Penabad have received these grants in recent years. Finally, the University allows the dean to determine teaching load reductions to further support faculty research efforts.

### The Holistic Development of the Young Professional

The School's approach to the holistic development of future professionals varies according to program, but in all cases, professional and post-professional, students are encouraged to engage and maintain other interests both academic and extracurricular. Bachelor of Architecture candidates arrive as freshmen or transfers and in most cases are required to complete cognates (three-course concentrations) in one of three areas of specialization: Arts & Humanities, People & Society, and STEM. This requirement promotes a broader learning experience that encourages students to look beyond the limits of their own discipline to find meaningful lines of inquiry in parallel subject and/or fields. The goal is to promote a well-rounded educational experience.

Students admitted to the Foote Fellows Honors program are exempt from the University's General Education requirements. This program recognizes the most educationally accomplished incoming students at the University of Miami. Within the curricular framework of their school or college, Foote Fellows enjoy unmatched freedom and flexibility to explore a multitude of educational resources. Many Foote Fellows leverage this opportunity to take additional majors and/or minors and to study abroad. Currently, Caitlin Smith and Nishi Borda, both third-year architecture students are double majoring in mathematics and environmental science respectively. At UMSOA, Associate Dean Ana Santana, helps Foote Fellows chart their academic path and attain access to distinctive learning opportunities at the University, such as special school-based seminars, faculty-mentored research, networking opportunities, and off-campus internships. The number of Foote Fellows at UMSOA has steadily increased over the years. Nine Foote Fellows (representing nearly a fourth of the overall incoming class) will join UMSOA in the fall of 2016. This represents the largest number of Foote Fellows in the entering class to date.

Undergraduates engaged in team sports are encouraged to maintain and excel in those outside interests. The School has gone so far as to accommodate varsity team and band participation by special scheduling of studios, to enable such extracurricular involvement.

Master of Architecture students arriving with a prior degree and significant liberal arts credits tend to focus on professional studies but are encouraged to engage in other disciplines across the University. Faculty and advisors work closely with graduate students to support initiatives that enhance their architectural education. Master of Science students in particular are encouraged to pursue interdisciplinary coursework throughout the University. The graduate program is currently developing its advising and course offerings to expand opportunities to obtain certificates in one of the School's concentrations. All graduate students are also offered Teaching Assistantships, which can be applied to work in class, research or school service.

The School's program in Rome, available to both undergraduate and graduate students, contains a high degree of exposure to the liberal arts: students accompany faculty to various exhibitions and musical events and are broadly exposed to the history of painting and visual arts. Students coming back from the program have generally expressed renewed interest in taking electives outside the School. Additional travel abroad opportunities, including the Grand Tour of Europe and the Open City Studio, allow students to reside in a foreign country for an extended period of time, exposing them to not only important architecture lessons but equally rich cultural and social experiences.

Practicum-based learning permeates the School's curriculum and extracurricular opportunities. The significant number of faculty members who are practicing professionals ensures curriculum engagement with the profession. Core design studios often involve client groups and non-academic professionals, such as the ARC 203 core studio that has recently worked with the City of Hialeah and the Mayor's office to develop masterplans for Hialeah's



various neighborhoods. Upper-level design studio offerings systematically include external partnerships to provide students with a more comprehensive understanding of the discipline. In Fall 2015, the Biscayne Line studio focused on the development of a stretch of Miami's waterfront north of the downtown. The studio was directed by Arquitectonica, in collaboration with Professor Wyn Bradley from UMSoA. The Related Group, a major real estate development firm based in Miami, also participated actively in the studio. Other such examples include Micro-housing for the Tropics (Spring 2016) taught by Professors Jack Brillhart, John Onyango, and Charles Bohl. The MANA group, a local real estate development firm, participated in the course, providing a workspace for UMSoA students in downtown Miami.

The Design-Build studio recently inaugurated the new Design Build Lab, to be located adjacent to the existing woodshop. The building will permit students to design and work on small-scale building projects year-round, augmenting their skills as both designers and makers. The program will continue to engage the design of prototypes for a variety of local community organizations. Recent projects have included an orchid pavilion at the Redlands, an Ecotent for camping in the Florida Everglades, and a coffee kiosk for our own UMSoA community.

The School's Center for Urban and Community Design (CUCD) offers an ongoing variety of extracurricular involvements with design projects and client groups, and invites both undergraduate and graduate students, as well as the more advanced to work with faculty on what are often high profile community design studies.

### I.1.2 Learning Culture

*The APR must include the following:*

- *A description and assessment of the learning culture within the program*
- *A description of the program's Studio Culture Policy including:*
  - By what means and how frequently the policy is distributed to faculty, students, and staff*
  - An assessment of the level to which faculty, students, and staff understand the purposes for which the policy was established*
  - A description of the process by which the policy is evaluated and updated, including those involved and the frequency of the review*

### Learning Culture and Studio Culture Policy

The School of Architecture has an ongoing studio culture policy that was updated in 2015. This policy is distributed to students during the first week of class, posted on the walls of the studio spaces, and available on the School's website. In the Fall of 2015, all syllabi were standardized to include the School's learning culture policy as a reference.

UMSoA's studio culture policy emphasizes respect and integrity within the physical studio space environment, as well as among students and faculty, and outlines the University Honor Code. UMSoA's small studio class sizes allow students to directly engage with faculty members for instruction and mentorship. This relationship extends beyond the physical classroom to include internship opportunities, leadership in student organizations and learning through stewardship. Design reviews/juries are structured to provide constructive criticism based on the considerable experience of the school's faculty members. Outside reviewers are encouraged to provide feedback and ideas through their own expertise and to instruct students on how to improve and refine their ideas. Abusive behavior such as bullying or berating is not tolerated as it belittles the student and produces negative educational outcomes.

Learning culture is further enhanced at the undergraduate level through the University's Residential Colleges that support student learning through live-in faculty and student affairs staff as well as a wide range of programs, seminars, concerts, lectures, and recreational activities. UMSoA faculty Adib Cure and Carie Penabad currently serve as Residential College Faculty and provide an important link between academics and the broader learning culture that takes place outside the classroom. The University of Miami is currently undergoing a substantial redevelopment that includes the construction of new residential colleges to increase the percentage of students that live on campus.

Faculty teaching evaluations are conducted each semester and measure a variety of criteria, including the overall course content, as well as faculty performance. These evaluations are carefully reviewed each semester by the individual program directors. Both the Dean and the Directors conduct annual meetings with the faculty to discuss teaching, creative practice, and research. These meetings, coupled with an analysis of the teaching evaluations, allow the administration to make informed decisions regarding faculty assignments with the goal of creating a stimulating and rewarding educational experience. Beyond these assessments, the School also participates in the University's ongoing system of measurement of learning outcomes as part of the SACS requirements.

The evolution of these policies and practices takes place through the governance structure of the School. UMSOA school committees include student representatives and faculty members serve as advisors and resource persons for student organizations. Monthly faculty meetings and annual retreats provide platforms to discuss a broad range of issues including curriculum and overall studio culture. Where appropriate, student representatives participate in the discussions as well as observe the faculty in discussion and voting. In 2015, Dean el-Khoury initiated monthly "Pizza with the Dean" gatherings with undergraduate and graduate students. These informal sessions are meant to foster an open dialogue between UMSOA's administration and the students. Studio culture has been the focus of several meetings; and these conversations have led to a series of changes in the physical studio environment including the introduction of "co-working" spaces throughout the existing buildings. Recognizing that graduate students have particular concerns and needs, monthly meetings between graduate students and the graduate program director were initiated in fall 2016.

### Policies for Academic Integrity

The Undergraduate Honor Code was proposed by the Undergraduate Student Body Government and ratified by student referendum in 1986. The Undergraduate Honor Code outlines forms of academic dishonesty, procedures, penalties, appeals, and faculty roles in encouraging academic honesty among students. The code is administered by the Honor Council which is comprised of 22 undergraduate students who investigate complaints or violations of the Honor Code and assess appropriate penalties. Faculty can request classroom presentations about the Honor Code by Honor Council representatives. The Honor Code is accessible on the University website at [http://www.miami.edu/sa/index.php/policies\\_and\\_procedures/honor\\_code/](http://www.miami.edu/sa/index.php/policies_and_procedures/honor_code/). All students are responsible for reading the document and for understanding and upholding the Honor Code. The Graduate Honor Code instituted by student government in 2001 is also accessible through the University website and follows similar policies.

### I.1.3 Social Equity

*The APR must include the following:*

- *A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives*
- *A description of plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution*
- *A description of the process by which these plans are developed and the individuals involved in the process*
- *A description of whether and how these initiatives are linked to the program's self assessment or long-range planning*

### Institutional Initiatives for Diversity and Inclusion

In his inaugural address on January 29, 2016, President Julio Frenk outlined ideas to propel the University of Miami toward its greatest aspirations by its 100th anniversary – just ten years from now. President Frenk shared four defining visions for UM's future: to be the hemispheric university; the excellent university; the relevant university; and the exemplary university. The process to guide the UM community toward these aspirations – the Roadmap to Our New Century – builds upon ideas and questions shared during President Frenk's intensive, university-wide Listening Exercise that concluded in Fall 2015 and proposes eight areas of enormous potential for the University.

One of these initiatives is a Culture of Belonging.

According to President Frenk, universities are grounded in a commitment to intellectual diversity and the

examination of complex questions from multiple perspectives. While this emphasis has over time led to changes in who attends, teaches at, and is represented by universities, alienation and a sense of disconnection can continue to surface among students, staff, and faculty. This is a serious challenge as disassociation and alienation can negatively impact a university's central mission to produce knowledge. The Culture of Belonging Initiative at the University of Miami seeks to move beyond numerical metrics for diversity and inclusion and foster a true Culture of Belonging throughout the entire campus, where all students, faculty, staff, and alumni have a sense of connection to their university and an opportunity to contribute in a manner that is valued by all.

Currently, there is a significant level of activity on UM's campuses related to building a culture of belonging. Numerous new developments make it clear that issues of connection and community are vitally important. These include the appointment of the Vice Provost for Institutional Culture, the Culture Transformation Initiative, ongoing efforts within Human Resources Department to reform policies and procedures, the creation of the Standing Committee on Diversity and Inclusion, and the work of many student and staff organizations. Yet this work's breadth across departments and constituencies could serve to create silos rather than build bridges toward an integrated university fabric. Work at other universities demonstrates a growing trend toward creating structures explicitly focused on addressing and coordinating efforts to further campus diversity and belonging.

To address the disparate and often isolated work that is directly related to the Culture of Belonging on the University of Miami's campuses, the Quad working on developing ideas to promote a Culture of Belonging (CoB) proposed the creation of a *CoB Coordination Platform (CCP)* to identify and help align all culture transformation, diversity, and inclusion efforts to ensure specific initiatives contribute to a shared, broader university-wide Culture of Belonging.

This work would fall under the Vice Provost of Institutional Culture and be informed by existing groups, in addition to, UM's Culture Leadership Team and the Standing Committee on Diversity and Inclusion. The CCP will convene on a quarterly basis and will include representation from student organizations, employee resource groups, faculty, and alumni and community partners.

Additional proposed programs include pairing incoming students with volunteer faculty or staff who act as a resource to ease these students' introduction into a new environment. By ensuring that every new student has the opportunity to connect individually with an employee of UM, the project could build community across constituencies, strengthen a shared sense of learning and creating knowledge together, and provide a channel for individuals to get to know and value one another. UMSOA will engage and benefit from these University-wide initiatives.

Currently, UMSOA's incoming undergraduate freshmen are individually advised by Associate Dean Ana Santana and paired with upper classmen as peer counselors who act as mentors for the freshmen by providing assistance both inside and outside the classroom. Topics presented at freshman orientation sessions have been expanded to include an overview of students groups and activities throughout the campus to introduce students to the wider University community. The challenge of creating a culture of belonging is especially great among graduate students, who join the university community for a shorter period of time and who originate in greater proportion from overseas than the undergraduate cohort. To address this challenge, the graduate program recently improved its program of advising and orientation to include group encounters, tours, and workshops.

Dean el-Khoury has inaugurated "Pizza with the Dean", an informal monthly gathering with both undergraduate and graduate students that promotes an open dialogue with the School's administration. USERVE, inaugurated by Dean el-Khoury in 2015, is an important event in building community. On that day, the entire UMSOA community, including students, faculty and staff, work together on an important community engagement project. In 2015, USERVE focused on the documentation of a sector of Little Havana, one of the city's poorest urban neighborhoods. In 2016 the School designed a series of temporary installations along the Underline, a 10-mile stretch of land located underneath the Metrorail that is to be developed as a linear park for the City of Miami. The School's work brought attention to this important urban project and culminated in a festive barbeque on the green adjacent to the Korach gallery on campus.

### Diversity of Faculty, Staff, and Students in the School and in the University

The University of Miami prides itself on a diverse population of faculty, students, and staff members. UM SoA's accredited degree programs strive to provide faculty, students, and staff – irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation – with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities.

According to the 2015 University of Miami fact book, the five-year trend in racial and ethnic distribution of our students shows a slight decrease in White from 2011 (50%) to 2015 (48%) and in Hispanic/Latino students from 2011 (29%) to 2015 (28%). Students identifying as Black and Asian/Pacific Islander had a slight increase from 2011 (8%) to 2015 (9%) and from 2011 (11%) to 2015 (12%), respectively.

Ethnicity of undergraduate architecture students in the Fall of 2015 was distributed as follows: White (43%), Hispanic/Latino (35%), Black (7%), and Asian/Pacific Island (13%). Graduate architecture students in 2015 showed a lower percentage of White (34%), Hispanic (24%), and Black (1%) and a significant increase in Asian/Pacific Island (38%).

In 2015, UMSoA had 232 undergraduate students and 91 graduate students. By gender, women make up the majority of the student body at the School of Architecture with 56% in the undergraduate program and 54% at the graduate level.

Ethnicity of the faculty in the Fall of 2015 was distributed as follows: White (46%), Hispanic/Latino (42%), Black (4%), and Asian/Pacific Island (8%). UMSoA is actively seeking to diversify the faculty and have made efforts to widen the breadth of faculty searches to aggressively solicit applications from minorities. In recent searches, several minority candidates have been interviewed as finalists.

Policies to address social equity are developed in a variety of settings and by various means ranging from discussions on the topic at monthly meetings between the Deans of the various colleges and the President, to faculty discussions at both bi-monthly, executive, committee meetings and regular, monthly, faculty meetings, where all members of the faculty are encouraged to participate and contribute to the discussion. In 2015, the Dean appointed a working group to focus on the creation of a new teaching fellowship. Professors Carie Penabad and Katherine Wheeler participated in this group and later co-chaired the search committee that actively sought to solicit applications from a diverse pool of qualified applicants. The search yielded nearly 60 international applications.

The graduate M.U.D. program continues annually to reserve a full scholarship for a graduate of a Historical Black College and University (HBCU) to encourage African American students to complete a terminal degree, with the goal of increasing the funnel of diversity in the ranks of architecture faculty. Students from Howard University, Hampton University and Tuskegee University have participated in the program and received masters degrees in recent years.

From an economic standpoint, the School of Architecture frequently reaches out to local magnet and charter schools within Miami in an effort to keep talented students in the South Florida area. One such school is Miami Dade County's Design and Architecture Senior High School (DASH). DASH is consistently rated as one of the top magnet programs in the country, whose majority of students come from economically disadvantaged households. Each year the school sends representatives to meet with these students at their Portfolio Day and students are also invited to visit the campus. Donnie Garcia, a fourth-year undergraduate, is one such DASH alumni who received a full scholarship to the School of Architecture.

A new Women in Architecture student group was recently initiated. Although female students constitute the majority at UMSoA, female participation in the discipline sharply declines approximately ten years after graduation. This group hopes to create meaningful connections among students and faculty and promote discussions on both the causes of this phenomenon and ways to reverse it.

Finally, the School's efforts are enhanced by the University's department of Multicultural Student Affairs (MSA), which is charged with providing leadership and advocacy for the retention of African, Asian, Hispanic, and Native-American students at the University. MSA coordinates cultural events on campus throughout the year.

### **Policies and Procedures Related to Harassment and Discrimination**

UMSoA follows the University's policies with regard to sexual harassment and discrimination. The online latest edition (2015-16) of the University of Miami Faculty Manual covers the faculty policy on Sexual Harassment under Ethical Matters. In addition, the policies are presented to the School faculty at the fall retreat as a part of the School's classroom manual. The School's representative in these matters is the Assistant Dean and Director of Academic Services, Ana Santana.

In addition, the University Ombudsperson Program is a channel of communication between students and the larger university community. Students are encouraged to express grievances about the University to the Ombudsperson. Ombudspersons are appointed to the Offices of Student Affairs, Academic Affairs, Medical Affairs, business and Finance, and the Marine Science Campus.

### **Students with Disabilities**

UMSoA makes every effort to provide the optimal education experience to every student regardless of disabilities. The school works closely with the University to ensure students with disabilities receive extracurricular help inside and outside the classroom as needed. Core curriculum coordinators work closely with academic services to meet students' needs, and arrange for tutors in other disciplines or help through the University Counseling Center or Office of Disability Services.

A school-wide retreat for faculty and staff was held on August 15 to initiate a process leading to a strategic plan in accordance with President Frenk's Roadmap. The Culture of Belonging was identified as one of the key guiding principles moving forward. A dedicated working group was formed to mount short and long-term strategies for enhancing the school's efforts in teaching and exemplifying social equity. The recommendations of the group will be incorporated into the new strategic plan for the School.

#### **I.1.4 Defining Perspectives**

*The APR must include the following:*

- *A description of the program's approach to each of the five perspectives*
- *Identification of individual courses, curricular and co-curricular activities, or learning experiences/opportunities available to students to develop the knowledge, skills, or understandings described in each perspective*
- *A description of how the perspectives inform or support some or all of the following activities (not inclusive)*
  - Learning Culture*
  - Curriculum design, review, and development*
  - Specific course review, development, or revision*
  - Off-campus, extracurricular, or co-curricular learning experiences (i.e. field trips, service projects, student organizations, or design centers)*
  - Long-range planning for the program*
  - Self-assessment activities for the program*

#### **A. Collaboration and Leadership**

Collaboration is an essential characteristic of the discipline of architecture. Complex cities and buildings are the result of countless individuals working together to produce meaningful outcomes. Successful collaboration relies on a number of important factors including: good communication, the ability to identify a given problem, maintain one or more important thoughts/designs in mind until the optimal decision is reached, and learn to see information in its

broadest context. Malcolm Gladwell, the author of *Blink*, refers to this last characteristic as “court sense” or “giss”, the power of the glance, the ability to immediately make sense of situations.

UMSoA strives to reduce the barriers that hamper collaboration by bridging academic silos both within and outside the School. Faculty, particularly those teaching in the core studios, work closely across courses to coordinate assignments that reinforce learning outcomes. This commitment is witnessed on the first day of classes when Professors Jorge Hernandez and Adib Cure, the coordinators of ARC 101 and ARC 111, present a joint measured drawing assignment to the incoming freshman class. Students, alongside faculty from both classes, travel throughout the city of Coral Gables to record small open-air structures. Students work in teams to physically record the buildings on site. This exercise not only teaches students about the basic language of architectural drawing (i.e. plan, section, and elevation) and how to represent a three-dimensional object two dimensionally, it requires them to work closely as a team to gather all the necessary information to complete the assignment.

The ARC 203 second-year design studio, led by Professor Oscar Machado, focuses on the relationship between urbanism and sustainable building practices. The semester begins with a design charrette, where each studio works together to develop a master plan for a large parcel of land located along the Metrorail line in Hialeah, Florida. Due to the overall project’s size, the task appears daunting at first. However, faculty members guide students through the complex decision making process by breaking down the assignment into a series of smaller tasks. By the end of the charrette, each studio emerges with a preliminary master plan, whose parts are subsequently divided and developed by individual members of the design team. This experience strives to teach students that collaboration need not mean an erosion of authorship. In fact, when viewed open mindedly, fruitful collaborations can lead to outcomes that are far superior to any single author’s ideas.

Throughout the semester, students are introduced to the project’s important external stakeholders, including city officials and representatives of the City of Hialeah planning office. These guests review the projects and provide valuable input to which students must respond when developing their designs. According to NCARB’s contribution to the NAAB 2013 Accreditation Review Conference (ARC), over 80 percent of architects rated “collaboration with stakeholders” as important/critical, yet only 31.5 percent of interns indicated they had performed collaboratively prior to completing their educational program. UMSoA’s core curriculum seeks to address this by exposing students early on to the array of individuals that play a role in shaping a complex urban or architectural project.

ARC 306/607 Integrated Design Studio is the last studio in the core sequence of the B.ARCH. and the third studio in the M.ARCH. sequence. Historically, the work of this studio was produced by a single author. In 2014, in an effort to better address the complexities of the semester, and to more closely align the experience with that of practice, students were asked to pre-select design partners the semester prior to entering ARC 306. Initial feedback from both students and faculty has been overwhelmingly positive. Moreover, the design projects reflect a more comprehensive understanding of the complex issues addressed throughout the semester.

Initiated in the MARCH program and expanded to the undergraduate program, Professor Armando Montero, the coordinator of the Integrated Design studio, has also restructured the semester to systematically incorporate professionals, of all relevant disciplines, into the studio environment. Periodic reviews are organized with design and engineering faculty, engineers, consultants, and city officials. This multi-disciplinary perspective provides students with the breadth of design issues to be addressed and encourages them to see all comments as valuable to the production of an integrated design solution. The final presentation has also been redesigned as a two-step process to better address the educational goals of the semester. The first presentation resembles the more conventional design jury, where students present to a panel of design professionals that provide feedback on their design. Two weeks later, the UMSoA Korach gallery is transformed into a “mock plans-review” session. Individual tables are arranged with two to three professionals/practitioners from the local community, including engineers and city officials. Student design teams are provided two, 40 minute, “plans review”, sessions where external reviewers carefully comment on their working drawing sets. The variety of feedback allows students to better understand the complex realities of design and the variety of professionals that must collaborate in the shaping of the built environment.

The upper level studios also provide a variety of opportunities for collaboration. External partnerships with non-for profit organizations, developers, foundations etc. provide students with valuable feedback from a potential client perspective. In the spring of 2016, Professors Jake Brillhart, John Onyango, and Charles Bohl collaborated to produce Micro-housing prototypes for the tropics. Representatives from MANA, a local real-estate company in Miami, regularly visited the studio to provide valuable “real-world” perspectives on the student work. In addition, they generously provided workspace in Downtown Miami for the students.

The Design Build studio is another important example of collaboration. Professors Rocco Ceo and Jim Adamson guide students in working together to design and build a prototype in just one semester. The knowledge that comes out of the design/build experience is essential to young architects who often arrive at the building site with few skills to talk to contractors in an informed way. Moreover, the studio teaches students about design tolerances, solving client needs, materiality, effective communication and collaboration, and the many trades that go into realizing a building.

Beyond individual courses, charrettes have been incorporated into various areas of the curriculum as a way of quickly generating design solutions that integrate the interests of diverse individuals including students, faculty, residents, city officials etc. Successful charrette sessions facilitate the creative process and promote joint ownership of solutions. Finally, charrettes introduce students to the broader set of concerns influencing a specific design project. The UMSoA Center for Urban and Community Design and the MRED program organize yearly charrettes that address important community design projects. In May 2016, Professor Charles Bohl organized the Capstone Workshop that brought together faculty and students from every discipline at the School to tackle a large urban/architectural design project in just one week. For this year’s workshop UMSoA partnered with the Miami Downtown Development Authority to focus on key properties that present opportunities to provide a catalyst for the revival of Historic Flagler Street in downtown Miami. The Capstone teams performed architectural and real estate analyses, carried out design and development scenarios for each property, and presented strategies and proposals for the public realm that build on the Downtown Development Authority’s (DDA) streetscape initiative. The MREDU program sponsors annually the National Charrette Institute(NCI) Training course that is open to all students.

Faculty partnerships are encouraged across the University. Currently UMSoA faculty actively participate in collaborative research projects with the Abess Center for Ecosystem Science and Policy, the College of Arts and Sciences, College of Engineering, Miller School of Medicine, School of Business Administration, Frost School of Music and the Center for Computational Science. These collaborations have led to significant research funding, symposia, workshops, and publications.

At UMSoA, the entering undergraduate student is treated as a “professional-in-the-making”. Leadership opportunities in student government, AIAS, Students for the New Urbanism (SNU), and Emerging Green Builders (EGB) enhance student intellectual and social life. Student representation in faculty meetings, committees, inclusion in NAAB self-assessment exercises, participation in the AIAS Forum, the summer Grassroots meeting, and occasional opportunities to design potential campus projects are examples of student contributions to the life of the institution.

In 2014, the Tau Sigma Delta Honor Society in Architecture and the Allied Arts was revived at the School after several years of being dormant. The Society recognizes intellectual achievement, effort, and initiative, as well as leadership and character. Membership is awarded to graduate and undergraduate students who attain high academic standing in their field; eleven new members were inducted into the Society in 2016. Tau Sigma Delta’s student-led initiatives, including their annual induction ceremony and initial membership fees, are subsidized by the School.

The new Alpha Rho Chi Chapter is another demonstration that SoA students are capable of achieving higher realms of fraternal distinction and outstanding merit. Student leaders Hitomi Maeno and Avleigh Du decided that a chapter was needed on campus and set out to make it happen. With the support of their advisor, Professor Jaime Correa, Du and Maeno attended the national APX convention last year and met chapters around the country, as well as attending the APX leadership convention in October. In order to go from colony to chapter, the group had to achieve fundraising and philanthropy goals. They conducted a successful auction of student and faculty art, tripling their fundraising goal of \$1,000, and worked at His House Children’s Home, building a pergola for the children. Once the goals were met, the chapter was approved and their installation took place at Florida International University on Saturday, April 2, 2015. Twenty-six brothers and five pledges were installed. The School has supported Alpha Rho

Chi by subsidizing fundraising efforts and student travel to national conferences.

## B. Design

### Tradition and Innovation

At UMSoA, faculty and students draw upon the body of knowledge of architecture through exploration of the history of the profession: from traditional building methods, materials, form, and organization, to the nature and context of current practice. Students are introduced to the discipline of architecture within the context of a 5,000 year legacy of building, and are asked to call upon that history for practical application. Faculty and students study the legacy of building and seek new discoveries in the work of the past by documenting current-day buildings and landscapes.

The diversity of faculty interests and experience offers broad opportunities for students, not only in the selection of various studios, sites and experiences, but in the exploration of architectural languages, from classical to advanced contemporary practices and design-build, without prejudice. It is not unusual within core and upper-level studios for critics to be confronted with student work of very diverse solutions and methods. The School prides itself on its ability to expose students to a variety of positions, at the same time preparing them for professional development with a large range of national and international offices. The School faculty believes that this form of contemporary eclecticism is a healthy reflection of the multiplicity of values and approaches in contemporary globalized practice.

This commitment can be seen in new and expanded areas of the curriculum. William Harrison, an Atlanta-based architect, has provided funding for the Classical studio, an upper level course dedicated to the study of classical and traditional building techniques for contemporary cities. The funding permits UMSoA to invite distinguished faculty in this field to teach an upper level design studio and this effort will culminate in the production of a publication that documents the work of three consecutive studios. Simultaneously, UMSoA has established RAD – UM, a research lab led by Dean el-Khoury, that provides resources and expertise for project-based learning on the spatial ramifications of embedded technology and ubiquitous computing. The research is premised on the idea that every building or landscape component can be equipped with computational power. The diversity of School strength is expressed in the concentrations of the MS Arch programs and related certificates.

Summer studio offerings expand the scope of traditional architectural design to include the design of Assistive Medical Technology. During summer 2015, Professor Juhong Park, led research fabrication studio to develop embedded systems and architectural solutions to support people with disabilities or in a medical emergencies. Projects initially included the design of objects such as the Assistive Cloud Pillow by Sophie Juneau to aid insomniacs with altering their sleep patterns, and later extended into the integrated design of hospital waiting rooms.

While the M. Arch program broadly mirrors the foundations of the B. Arch program, it also takes account of the particular needs of graduate students by focusing increasingly on contemporary problems, applying research-based methods to tackle the environmental, urban, and architectural challenges of a globalized urban environment. This focus reflects President Frenk's mandate to pursue problem-based interdisciplinary collaboration, translating theories into practice.

### Real-World Challenges

UMSoA has had a long-standing commitment to design and research work that directly impacts real world challenges. The School has systematically led design charrettes and structured curriculum to incorporate design projects that respond to the needs of our local community. As early as 1992, these efforts were directed towards rebuilding efforts following the devastation left behind by Hurricane Andrew. More recent projects have included a school-wide initiative (linked to the development of the Miami 21 plan) to design urban and architectural projects for Miami's waterfront; design charrettes to rebuild Port-au-Prince after the tragic earthquake in 2010; and most recently Dean el-Khoury has initiated an annual design theme to be addressed by all studios and elective courses where appropriate for dealing with real-world challenges and opportunities. The 2016 - 2017 design theme is Water



and Coastal Resiliency. This is not only a pressing local challenge but a global threat that aligns with President Frenk's desire to create a relevant university that builds sturdy bridges connecting scholarship to solutions. In particular, climate change is an arena where both President Frenk and Dean el-Khoury believe that the University can make a transformative global contribution.

The selection of reality-based projects, occasionally with community clients and citizens eager for results, occurs throughout the curriculum and allows students to test their knowledge and skill on actual problems in the built environment. This pedagogical approach places students in the real world, so that they learn by testing their designs with the challenges posed by real situations, problems, and opportunities. The immersion in the real teaches the relevance of design. The students create useful projects that provide tangible benefits. It also provides opportunities for interaction with institutions, stakeholders, and constituencies as interlocutors and genuine participants in the design process.

In ARC 203, the second-year design studio, students, and faculty focus on sustainable urbanism and work closely with the City of Hialeah and its representatives to develop design solutions for a large unbuilt parcel of land along the existing Metro rail transportation corridor. The work of the studio is supported by ARC 213, Architecture and the Environment course, that concentrates on architectural responses to the natural environment with a focus on climate control, natural energy use, ecosystems and the study of indigenous buildings. The results of the semester are presented to interdisciplinary design jury panels at the School of Architecture as well as public presentations to Hialeah city officials and the local community.

ARC 523 interior design course, led by Professor Carmen Guerrero, focuses on the application of interior design theories and principles to practice. In 2014, in collaboration with the School of Music, students investigated the role of music in human development and applied this learning to the rehabilitation of an historic building to serve a children's music program. The following year, in partnership with the School of Communications, the course created a student-run advertising agency that would serve the University and its various colleges. The elective provided opportunities to work with a "local client" that allowed for the deliverables to merge theory with practice in a measured time frame.

ARC 584/684, Adaptation to Climate Change course has exposed students to the climate-generated challenges facing the built environment, addressing both South Florida's concerns and those of the students' home regions. The spring 2016 course produced a book of case studies specific to Miami-Dade County Commission Districts that was presented to the County Resilience Director, who was a visiting speaker in the course.

Upper level design studios are now required to immerse students in real life scenarios as part of pedagogical emphasis on real-world problem solving. Proposals for upper-level design studio have to meet three criteria: close collaboration with stakeholders in the field; hands-on learning to develop and test actionable solutions; and potential for reframing predetermined solutions with new design outcomes. In 2015-2016, studios included partnerships with Healthcare organizations, local developers, non for profit organizations, and local community activists.

Beyond the curriculum, students engage in real-world challenges and projects through their participation in charrettes organized by the Center for Community and Building Design and the Masters in Real Estate program, including the annual Capstone charrette where faculty and students alike tackle an important local community project. In 2015, the work focused on the redevelopment of the Little River neighborhood just north of Miami's Design District and in May 2016, students and faculty designed proposals for the redevelopment of a series of historic properties along Flagler Street in downtown Miami.

### **Learning through Making**

Educational philosophers have long understood that the best educational outcomes can be achieved when students learn with a combination of their hands and their minds. In architecture, hands-on learning most directly occurs within the design studio where students are asked to apply lessons learned to the design of an architectural or urban design project. Design studios at UMSOA, typically consist of 1 faculty member and 11 students. The small student

to faculty ratio permits individualized attention and fosters a strong sense of collegiality among students. The physical space of the studio breaks with the conventions of a typical classroom, promoting a less hierarchical working environment. Each student is assigned their own desk in a common workspace that promotes collaboration and camaraderie. The faculty member moves from desk to desk providing individual feedback or gathers the group for general instruction and impromptu discussions. Finally, the architecture studio is the optimal place to develop critical thinking skills as it is structured to acquire knowledge through the development of a design project. This cyclical process begins with the identification of a problem, involves research and the ranking of priorities that often appear to be in competition with each other, tests the viability of solutions through numerous, drawings, models and prototypes, and culminates with the production of a final design solution. As an inherently interdisciplinary activity, design addresses the social, economic, cultural, cognitive, physical, and technological dimensions of a situation and takes into account the complex systems of which any design solution must be a part. Design is a social, not individual, production and therefore shares responsibility for its outcome with the audiences who make meaning of it through its use.

In an advancing digital age, UMSOA is committed to practicum based learning that involves physical acts of drawing and making alongside digital investigations. It is undeniable that digital literacy is fast becoming a skill equally important to reading and writing. Having the know-how to digitally create can empower individuals despite their geography or traditional educational backgrounds. UMSOA is committed to advancing digital literacy coupled with a “make first” approach where students engage with acts of making by physically doing and drawing what they eventually intend to master through digital or alternate means.

A few notable examples of learning through making include the following:

ARC 204 is the fourth of a ten-semester sequence of design studios that introduces students to the practice of architectural design and the fundamental theories on which such practice is based. Emphasis is placed on an understanding of structure and building material assemblies and the students’ ability to apply this acquired knowledge to their independent building designs. The studio engages a variety of differing scales ranging from a small beach pavilion to a fencing academy. Material expression and physical models are emphasized as the primary means of analysis and representation.

ARC 230 Building Technology I: Materials and Methods focuses on material characteristics of enclosure and structural systems elaborated through a series of case studies in traditional and modern building construction. Topics include the properties of building materials, specifically wood, masonry, concrete, steel, and glass as well as contemporary construction techniques. Weekly lectures are enhanced by projects that allow students to apply the lessons learned to a physical design. One such example is the production of wood models depicting a variety of wood frame systems.

The Design/Build Studio, founded by Professors Rocco Ceo and Jim Adamson in 2009, fills a gap in architecture education by offering the student opportunities to learn by working with one’s hands and building what one has drawn. This knowledge is essential for young architects who often arrive at a building site with few of the skills necessary to communicate with contractors in an informed way. To date the studio has completed six prototype projects, typically for nonprofits serving the local community. These include: an orchid shade house, a mobile kitchen for preparing and teaching about local foods and healthy eating habits (a prototype that generated a second mobile kitchen for the Bon Secour hospital system in Virginia), an off-the-grid, mobile, rural composting toilet and shower for farm workers who have no access to such facilities in the field, an eco-tent prototype for Everglades National park, the Billy goat café for the school of architecture, and most recently a mobile STEMLab for Fairchild Tropic and Botanical Gardens that serves as a teaching space for the propagation of orchids for Fairchild’s Million Orchid Campaign.

The furniture design course taught by master carpenter and adjunct faculty Austin Matheson is a six-credit upper-level elective. Matheson is a graduate of the prestigious North Bennet Street School and a visiting professor at the Center for Furniture Craftsmanship in Rockport, Maine. The furniture design course requires students to design and produce a piece of furniture. Recent examples include a desk, chest of drawers, nightstand, and bench. The work of

the studio is exhibited annually at the Korach gallery. In fall 2016 Matheson will work with Professor Jacob Brillhart in the development of coursework for ARC 604, the first of the graduate design studio sequence. The collaboration will highlight the importance of making within the design studio, concentrating on the building of physical models at a variety of scales.

Elective courses for both undergraduate and graduate students have expanded the digital fabrication offerings at the School. Most notably these courses include the RAD-UM elective, taught by Dean el-Khoury and Christopher Chung, and Katia digital modeling course by Hector Camps. The work in these courses is supported by both the RAD-UM Lab as well as the Fabrication Lab.

### **Design as Research**

Design at UMSOA is understood as a research endeavor. Studio work, be it documentation or design, strives to advance both urban and architectural knowledge. One such example is the Informal City studio, focused on the study of urban informality, taught by Professors Adib Cure and Carie Penabad. The studio has documented a variety of informal settlements throughout Latin America, most notably *Las Flores* and *Santa Cruz del Islote* in Colombia. The work of the semester begins with a site visit to the settlement to analyze existing conditions and meet local settlers. Comprehensive digital maps are produced in collaboration with Chris Mader, Director of Software Engineering at UM's Center for Computational Science, and his team. The digital imagery, made possible with the aid of drones and apps, accurately records the fine grain urban and architectural patterns of the site and allows for the production of detailed maps of the area that serve as base drawings for the design projects. This documentation is shared with city officials and local settlers. In several instances, locals have used these drawings to negotiate land tenure with the municipality. A website, entitled "Vernaculology", will launch in fall 2016 and will document both the research and design work of the studio.

These documentation efforts extend into a variety of upper-level elective offerings. The HABS elective course, taught regularly by Professor Ricardo Lopez, documents important local historic structures according to the guidelines set forth by the Historic American Buildings Survey (HABS) of the National Park Service. UMSOA has documented numerous buildings including the Ochopee Post Office, the Marjory Stoneman Douglas residence, the University of Miami's historic administration building, the Shoreland Arcade and the Gesu Church in downtown Miami. The Shoreland Arcade and Gesu Church drawings have received two prestigious Charles E. Peterson Prizes, an annual competition that recognizes the best set of measuring drawings prepared to HABS standards, and are currently on file with the Library of Congress HABS collection.

Most recently, these traditional documentation efforts have been expanded to include advanced digital mapping technologies. In spring 2016, ARC 518, the Documentation of Historic Architecture course, led by Professor Ricardo Lopez with Professors Teofilo Victoria and Li Yi, documented The Residency, the historic home of decommissioned Virginia Governor Lord Dunmore, in Nassau, Bahamas. The funded elective course permitted UMSOA students and faculty, in collaboration with the UM Center for Computational Science, to travel to the Bahamas to conduct fieldwork. Traditional cartographic techniques were coupled with advanced digital mapping tools, including drones and apps, for the collection of data. The combination yielded a more accurate set of drawings that could be easily and accurately updated in the future. Upon completion, the drawings will be shared with the United States Library of Congress and the Antiquities Monuments and Memorials Commission of the Bahamas.

In 2015, seven models built by UM SoA students were exhibited at the Museum of Modern Art in New York's exhibit: *Latin America in Construction: Architecture 1955-1980*. Professor Jean Francois Lejeune and adjunct faculty member Rafael Tapanes, an expert in architectural visualization, taught an elective course in Fall 2014, also called "Latin America in Construction: Architecture 1955-1980", that analyzed seven key buildings of the period including the Edificio Altolar in Caracas, the Torres del Parque in Bogotá, Urnario in Montevideo, the Centro Civico La Pampa in Santa Rosa (Argentina), the Escuela de Ballet in Havana, and the Colegio de Mexico and Las Arboledas, both in Mexico City. Students produced new CADD drawings, as well as 3-D digital models using Rhinoceros software. Similarly, students in Professor Shulman's seminar on Tropicalism and Tropical Architecture have documented tropicalist houses around the world. Drawings and models from the class have been exhibited at several museums, including HistoryMiami, The Bass Museum, and the Museum of Florida History. Previous models are now in the collection of the Smathers Libraries at the University of Florida.

## Design Thinking as Methodology

Unlike analytical thinking, design thinking is a human centered innovation process, focusing on user needs, iterative ideation and testing proposals before implementation. The method involves defining and analyzing a problem, interviewing and observing, considering multiple options, testing solutions and executing a final design. Long before the term Design Thinking became popular, UMSoA was recognized for its urban and architectural design work, developed through the implementation of a similar creative method: the charrette.

The structure of a charrette can vary depending on the design problem and the individuals involved; however, they often take place in multiple sessions where a large group of stakeholders are broken into sub-groups. These sub-groups work on focused design problems and return to the full group for larger discussions. The charrette facilitates the creative processes to build consensus, plan for projects, and generate creative ideas.

Charrettes have been incorporated into various areas of the curriculum, both in core studios as well as upper-level and graduate electives, as a way of quickly generating design solutions that integrate the interests of diverse individuals including students, faculty, neighborhood residents, city officials etc. A successful charrette session facilitates the creative process and promotes joint ownership of solutions. At the School of Architecture, charrettes introduce students to the broader sets of concerns influencing a specific design project.

Extracurricular activities including lectures, exhibitions and periodic symposium, supplement the design education at the School. One such example was the Design Thinking Colloquium, held at Glasgow Hall on Friday, October 16, 2015, sponsored by UMSoA, Center for Computational Science, Center for Health Sector Management and Policy, School of Business Administration and School of Communication, as well as the Miami Chapter of American Institute of Architects and the Miami Center for Architecture and Design. The Colloquium focused on Design Thinking as an approach to innovation, embedded in the language and methods of physical design and adjusted to be applied to problems and projects in all realms of life. The Colloquium provided an introduction to the theory and methods of Design Thinking through presentations and panel conversations with leaders who are successfully moving their firms and institutions forward in this area. Following a moderated Q&A from the audience, everyone was invited to join a workshop to implement the methods discussed. Table facilitators representing various disciplines—architecture, business, communication, and medicine—assisted participants in applying the tools of Design Thinking to a table challenge.

Graduate media courses have also been redesigned to emphasize design thinking. Veruska Vasconez created two new courses, Visual Representation in Architecture, and Mapping & Visualization. Course content has been partly extrapolated into workshops offered to the School throughout the year.

Beyond the above-mentioned areas of design focus, undergraduate and graduate students are encouraged to take part in national and international competitions. An interdisciplinary team from the University of Miami including: Stephanie Douthit (Master of Business Administration), Stefani Fachini (Bachelor of Architecture), Gabriel Flores (Master of Real Estate Development), Lily Kasapi (Master of Real Estate Development) and Melodie Sanchez (Team leader, Bachelor of Architecture) and coached by UMSoA faculty Veruska Vasconez and Li Yi, was a finalist in the 2016 ULI Hines Student Competition. The 2016 competition challenged multidisciplinary undergraduate/graduate student teams to design and submit a master plan proposal that included presentation boards with drawings, site plans, tables, and market-feasible financial data for an area in Atlanta's Midtown neighborhood.

Dean el-Khoury has raised the profile of final design reviews. Spring reviews are now conducted off campus at the Moore Building in the Design district. The large public venue allows all upper level and graduate studios to be reviewed simultaneously, and connects the School's internal reviews with city residents and visitors alike. Guest critics from throughout the country are invited to attend the reviews, providing valuable perspectives on the work. Finally, a series of new design awards have been established to recognize outstanding design achievement. The awards are presented publicly on the last day of reviews, followed by an end-of-the year celebration where students, faculty, and visitors alike celebrate the end of the academic year.

A significant percentage of undergraduate students continue advanced studies and enroll in prestigious graduate programs around the country such as Harvard Graduate School of Design, Princeton University, University of Virginia, MIT, Yale, and Sci-Arc. Many of our undergraduate and graduate students are teaching in local schools such as Miami-Dade Community College, Design & Architecture Senior High (DASH), and in other national schools of architecture. A small number of graduates are pursuing their Ph.D. degree: including Ehsan Sheikholharam (M.Arch. 2014) and Rachel Valbrun (B.Arch. 2004) who are currently writing their dissertations respectively at North Carolina State University and The Barlett of The University College London.

### C. Professional Opportunity

UMSOA is committed to preparing students for a critical mode of practice, nurturing the multiple connections among education, architectural registration, and professional life. This focus encompasses the School's professionally-oriented culture, engagement with professionals in studio, and commitment to our regional community, as well as innovative programs like Design Build and the UMSOA Internship Program that seeks to build bridges with the professional community. It culminates with a strong commitment to ensuring employment opportunities for UM students.

The School's focus on professional engagement begins with a faculty immersed in shaping the physical and professional environment of Miami and the region. The ongoing commitment of many faculty members to practice provides models for the students and introduces a professional climate. Responsibility for the social and environmental impact of professional activity is at the core of the school's philosophy, a foundation for core lecture courses and studios, as well as the Center for Urban and Community Design's community-based projects. As early as the first semester of first year, discussion centers on the contribution of the architect to culture, expanding the role of the professional as a steward of the built and natural environment to include a stewardship of human culture. It emphasizes clarity of professional judgment founded upon the awareness of the importance of the architect in the expression of culture, and the understanding that the public forum in which architects build requires a sensitive balance between the rights of the individual and the needs of society. To stress this point, the School initiated its Emerging Practitioner Teaching Fellowship in 2016, a program that introduces architects committed to expanding and advancing the culture of architecture and design through creative practice or research into the studio environment.

The School's commitment to developing each student's ability to uphold the integrity and dignity of the profession and respect the rights, aspirations and contributions of others begins on the first day of class and is modeled through the relationships among faculty and students. The Studio Learning Culture Policy, for example, immediately sets forward the model of the professional who is responsible for the impact of his or her actions. Students are expected to maintain the aesthetic and social well-being of the studio and to work in concert with others. Faculty members are responsible for demonstrating by example the appropriate demeanor that distinguishes professional relationships. This is to be seen in the respect with which colleagues and students are treated in the classroom, studio, and after hours at lectures, exhibitions, and school events. Respect for the contributions of others is taught by the requirements for rigor in accurate citations of ideas and sources. Projects assigned as team efforts foster the development of trust as an outgrowth of shared responsibility. Typically, every studio assigns at least one team project, often in the area of research; occasionally the design project itself includes certain team decisions and some team design work. Charrettes in studio and in extracurricular outreach, for example, depend on collaboration. Students discover the enhanced intellectual power of several thinkers and the benefits of shared insight and collective responsibility for design development and representation.

Outside the studio, a variety of courses engage with the profession directly. For instance, Architecture and the Environment (ARC 223) is an example of how faculty and professionals from allied disciplines are included in classroom teachings, with participants from the Rosenstiel School of Marine and Atmospheric Science and the College of Arts and Sciences. In 2016, as the School focuses on the issue of water and coastal resilience and will collaborate closely with Miami-Dade County Parks to address coastal impacts on the region's public spaces. The integration of alumni, practitioners, faculty, and visiting critics in cooperative teaching reinforces students' awareness of the varied opportunities for professional development in architecture and related fields.

### **Integrated Design Studio**

The Integrated Design Studio (ARC 306 Design VI and ARC 607 Design IV), offered in both the undergraduate and graduate programs, is the culmination of the academic core. This studio synthesizes a full range of professional work, from design to the selection of building systems through detailed technical development of a building. Professor Armando Montero has restructured the BIM-based studio so that a variety of allied disciplines (i.e. engineers, city officials, etc.) participate in presentations, desk crits and reviews. The final review for the semester includes a “mock” plans review where student teams present their work to multi-disciplinary panels, which redline the sets. The review takes place a week early before the conclusion of the semester, so that redlines may be incorporated into the final drawings submitted.

### **Professional Requirements and Electives**

Undergraduate and graduate students engage professional issues and the structure of professional relationships in detail in the Management of Professional Practice course (ARC 452/652). Additional courses address professional preparation directly through focusing on specific areas of practice, as well as readings and discussion. The School requires students to take a minimum of one practice elective (out of seven architectural electives offered in the curriculum). ARC 550/650, the Professional Lecture Series, focuses specifically on current practitioners, including class visits to local offices and in-depth discussion of current plans and practice management. Construction + Project Management (ARC 584-684) and Construction Documents (ARC 517) allow students to further their skills in real-world professional endeavors. Zoning and the Shaping of Cities (ARC 586/686) taught by City of Miami Planning Director and UMSOA alumnus Francisco Garcia, gives insights into the critical beginnings of the design processes.

### **AIAS & Engagement with AIA**

The School’s AIAS, a group of about 25 active members, focuses on connecting to the profession through office tours, site visits, and through attendance at regional and national conferences. Typically one or two board members attend the national AIAS Forum, which is held at the end of every year. Fundraising events are organized periodically to help support travel expenses to Forum. AIAS also hosts a yearly competition. Currently, Steven Fett is the School’s faculty coordinator for AIAS

The School also sends a representative to the Miami Chapter of the American Institute of Architects. Through this initiative, Associate Professor Allan Shulman, the School’s representative, eventually became President of the local chapter, and helped initiate the Miami Center for Architecture and Design; Shulman also initiated an AIA mentorship program targeted to students and emerging professionals. Several other UMSOA faculty, including Mike Rodriguez, are active AIA members/board members.

### **Internship Program**

In 2015, under the direction of Dean Rodolphe El-Khoury, Associate Professor Allan Shulman and Wyn Bradley organized the UMSOA Internship Program. Initiated in fall 2016 and led by Wyn Bradley, the program is designed to enrich the experiences of UMSOA students, strengthening the basis for their future employment, and fostering greater connection between the School and internship partners around the world. In its simplest sense, the program is designed to facilitate employment opportunities by putting together potential employers and qualified students. More importantly, it is conceived to stimulate students’ passion and interest in a career in architecture by exposing them to professional work environments, giving them opportunities to apply academic experience in a real-world setting. Internships will be arranged in a variety of disciplines – including architecture, urban design, historic preservation, landscape architecture, interior design, and construction – allowing students and internship partners to match their interests and goals. The Summer Intern Fellowship, to be initiated in summer 2017, is a merit-based private scholarship/summer internship. This program specifically rewards students who demonstrate high academic achievement and excellence in design, while challenging them in the world’s most competitive offices.

Of particular note, the Practicum Studio is an academic internship, combining scholarly activity with practical in-office work experience during the fall or spring semester. Participating students are expected to work a 40-hour work week in their assigned office. They divide their time between an assigned studio project (50%) and office experience (50%). The Practicum Studio simultaneously earns a student academic and IDP credit. A Practicum elective is also available in the Master of Real Estate Development and Urbanism program (MRED-U), providing critical outreach to professionals, and to the real estate and development world.

### **Engagement with IDP/AXP Program**

The School has developed a proactive approach to student engagement with NCARB and enrollment in AXP. Starting in 2011, the School has organized a series of events designed so that every student is aware of NCARB programs. It hosts yearly presentations by NCARB associates, and the AXP coordinator arranges additional presentations in formats appropriate to each student cohort. The School also organizes IDP events and rallies, often fueled with pizza donated by the Dean's office. The Dean's office has also periodically assisted in underwriting part of the cost of AXP enrollment. These events and programs are responsible for boosting AXP participation in the School. The School of Architecture is also the site for ARE courses and practice exams held regularly in Glasgow Hall. Many faculty members serve as informal AXP mentors for graduates. Assistant Professor Jacob Brillhart was appointed the School's new IDP Coordinator in spring 2016.

UMSOA has also worked to develop new programs that expand our engagement with the professional community. In 2012, Lecturer Joachim Perez' proposal "Writing in Architecture as a Professional Endeavor" was awarded a NCARB Award for Integration of Practice and Education. Perez, with architect Adan Fons and designer/writer Damir Sinovic, organized a special class that culminated in the publication of *"Thinking (Globally), Acting (Locally): Writing about Architecture as a Professional Endeavor"*.

Moving forward, the School will be looking at new models of advancing professional licensure, including NCARB's Integrated Path to Architectural Licensure (IPAL).

### **Employment opportunities**

One important measure of program achievement is the successful post-graduation placement of undergraduates and graduates in local, national, and international offices. The Office of Academic Services and Placement maintains a portfolio of student resumes which employers frequently consult. To further expand employment opportunities for UMSOA students and utilize the synergies provided by the UMSOA Internship Program, the School is developing the UMSOA Job Board to be launched in 2017. Developed in coordination with the new Internship Program, the Job Board will be offered exclusively to UMSOA students and alumni. It will offer employers a free and direct connection to UM students and alumni, and can also be used as a vehicle for UM alumni to share suggestions about employment opportunities.

The School of Architecture Career Fair, organized in conjunction with the University's Toppel Career Center, draws representatives from national, regional, and local firms who interview students for internships and summer positions. Placement counseling includes discussion of resume and portfolio preparation and interview demeanor. Under the new internship program, approved in 2016, the School plans to enhance the Career Fair with overview lectures on the state of employment/strategies for the current market, lectures by recent graduates on their experiences in practice and academia, and the introduction of a student exhibit designed to showcase the work of the school to potential employers, and interest them in the work of particular students.

The School further advances contact between students and alumni through its annual homecoming barbecue and its various lecture and exhibition series. One unusual initiative, founded in 2009 as a direct response to the recession, was the Alumni Studio, organized by Professor Steven Fett. Operating until 2013, it offered space and collaborative work opportunities for UMSOA graduates. The highlight of the studio was the design of a school for the Boston Based NGO, Partners in Health. Although no longer operational, the project has been transformed into a student

database and online (Facebook) resource. One area that needs further development is the enhancement of job opportunities for international students under OPT.

#### D. Stewardship of the Environment

As architects and urban designers, we play a vital role in shaping the physical environment and its relationship to the natural world. In so doing, we choreograph the relationship of society and nature. UMSoA affirms the essential need to design environmentally responsible cities and buildings that promote social integration and economic sustainability and that function independently, operate effectively, and support life comfortably without reliance upon extravagant use of land and power supplies that adversely affect ecosystems. We acknowledge our responsibility to contribute to the world by making it more beautiful and to reveal beauty in its most humble circumstances. We share the perspective that most buildings are fabric buildings – defining the public spaces of community - and that the instances of monuments are unique opportunities to speak for and about culture. We seek to collaborate with allied professionals in the design of public space and infrastructure that link the built and natural worlds, knowing that our future depends on an equitable balance of resources.

The fragility of the South Florida natural environment and the need to conserve its resources provides a valuable context for larger issues of diminishing natural resources. Students are introduced through studio projects and field trips to the edges of human inhabitation and the impact of development on a subtle and vulnerable landscape, both urban and rural. Beginning in August 2015, the School initiated three annual lecture series. The Tecnoglass series is presented yearly at Glasgow Hall on Wednesday evenings and features leading international figures in the discipline to present and elaborate projects and research related to an annual umbrella theme. The 2016 - 2017 series will focus on Water and Coastal Resiliency, a pressing global topic that is of particular local relevance given Miami's urban configuration and geographic circumstance. This effort supports a University-wide initiative by President Frenk to make the University an acknowledged leader in the topic. The fall 2016 core and upper-level design studios will also focus on a variety of pertinent architectural and urban projects with the goal of developing innovative solutions to this complex challenge.

From the onset of the education, UMSoA introduces students to the importance of an architecture of place and the time tested wisdom of the vernacular. Vernacular architecture is designed without architects and is reflective of local culture, climate, and availability of local materials. First year BARCH students are introduced to the relationship between architecture and culture in ARC 121, studying regional traditions within universal conceptions of architecture. ARC 101 and ARC 111 collaborate on a measured drawing exercise to document small-scale, open-air loggias within Coral Gables. A loggia is a gallery or room with one or more open sides. Prior to the advent of mechanical systems, loggias were used abundantly throughout the City of Coral Gables for both residential and public uses. This covered outdoor room allows for protection from the intense sub-tropical environment, and provides a seamless transition from interior to exterior. This initial exercise allows students and faculty to engage in a meaningful discussion about architecture and place, and the development of building typologies in response to the particulars of a local culture and climate.

In second year, ARC 203 design studio focuses on the relationship between urban design and the natural environment. The course closely examines the topics of sustainability, urban resilience, building adaptation, and the impacts of climate change and sea-level-rise on our urban communities. Assignments, lectures, site visits, walking tours and workshops are designed to build an understanding of what this might mean at a personal and at a communal level. ARC 203 is complemented and enhanced by ARC 230/ 630 Building Technology I: Materials and Methods and ARC 223: Architecture and the Environment. These lecture courses expand upon topics being analyzed in the studio including architectural responses to natural environmental requirements, and material characteristics of enclosure, ranging from traditional to advanced building material assemblies.

Another forum to address this issue can be found in the Master of Science concentration in Resilient and Sustainable Building Technology. This interdisciplinary one-year graduate program combines the strengths of the School with the Department of Architectural Engineering and the School of Education. Students focus on the challenges of a low-carbon economy, climate change, and new ways renewable energy can be harnessed in buildings. They employ



environmental modeling and analysis and work across multi-disciplinary platforms to address the issue of sustainability.

Beyond the core curriculum, UMSoA students have the opportunity to engage a variety of upper level design studios and electives that focus on topics including: health and the built environment, resiliency and sustainability, and historic preservation. In fall 2016, Professor Sonia Chao is collaborating with Kathy Hagemann, Sustainability Coordinator for Miami Dade County, to design a Transit Hub and Community Resilience Center in Miami. According to the Resilient Design Institute, Resilient design is the intentional design of building, landscapes, communities, and regions in response to vulnerabilities associated with climate change. A key factor towards resilience lies in the effectiveness of a region's transportation systems. To that end, UMSoA students will design a new Intermodal Transportation Station in Miami's Arch Creek Neighborhood, precisely where the Florida East Coast's North/South railway tracts intersect with a major East/West thoroughfare. The building's design will reflect its equally important function as a Community Center (Resilience Center), serving as a distribution hub during or post emergencies / disasters, and as commercial venue and gathering place on a daily basis, accommodating a Farmer's Market. These efforts will support the upcoming Southeast Florida Regional Climate Change Compact's Resilient Redesign III Charrette, given its focus on the same project site. Students will participate in the four-day charrette in November at SoA as a part of this course.

Future directions in this area include the development of a new Certificate Program in "Resilient Housing and Smart Design" for UMSoA undergraduate and graduate students and a new Master in Science in Resilient Sustainable Building Technology, both leveraging a student's academic experience, and positioning them as the future leaders behind climate literate agendas. Current courses being developed include: Learning from Nature and Vernacular Precedents; An Introduction to 21<sup>st</sup> Century Resilient Design in Sub Tropical Regions, and Big Data Analysis and Visualization of South Florida's Vulnerabilities.

UMSoA currently offers a certificate in Historic Preservation and a Master of Science in Architecture—Historic Preservation Track. Our ambition is to mount a new Masters degree in Historic Preservation that focuses on the cultural heritage of Cuba and the Caribbean, as we believe Preservation is at the center of the discussion regarding Stewardship and the Environment. Preservation involves the choreography of both the old and the new so that they can work seamlessly together to create a more layered and complex whole. This can occur at multiple scales, ranging from a single building to a territory.

Undoubtedly, Cuba is one of the most important preservation projects of the 21<sup>st</sup> century, as much of the built environment has remained untouched for more than fifty years. With the recent changes in US-Cuba relations, UMSoA recognizes an extraordinary opportunity to expand and solidify the School's research focus. UMSoA has had a long history of research and field work on the island, guided by several faculty members including Sonia Chao, Adib Cure, Andres Duany, Victor Deupi, Rafael Fornes, Carie Penabad, Jorge Trelles, Teofilo Victoria, and Jorge Hernández. Moreover, Miami's geographic position and its cultural context make it the ideal place from where to launch this ambitious work.

For the past two years, Professor Hernández, Director of the Historic Preservation Certificate and former board member of the National Trust for Historic Preservation, has been working with the Archbishop of Santiago, Dionisio Garcia Ibañez, as an advisor and advocate to help restore several, important, historic wooden churches in Santiago, Cuba, among them the Cathedral of Santiago, built in 1515. According to Hernandez, the collection of twelve churches and their plazas, forms the skeleton of an urban and territorial infrastructure that has served as the social, cultural, and religious vessel for the rich history of Santiago, the region, and the nation, making them cultural treasures.

In October 2015, three of the churches were added to the World Monuments Watch List, elevating the spectrum of their value in an international arena. In large part, that designation was gained through Professor Hernandez's efforts. In the spring of 2017, Professor Hernandez, will conduct an upper level design studio and elective focusing on the preservation of this rich cultural heritage. The ultimate goal will be to assist the city in being nominated as a UNESCO World Heritage site.

Elective courses supplement both the core and upper level design studio curriculum. ARC 584 Adaptation to Climate Change, taught by Professor Plater-Zyberk, is based on the assumption that in the face of global climate concerns there are two kinds of human response: *mitigation*, a universal approach to reducing emissions and other causal actions, and *adaptation*, or acknowledgement of changing conditions that require a regional response. The first part of the semester is devoted to the science of natural phenomena and discussion of mitigation, while the remainder is dedicated to various imperatives of adaptation, including scenarios under study in the fields of health, engineering, architecture, and government. Faculty members from across the University and outside protagonists participate as guest lecturers, providing a broader interdisciplinary perspective.

Beyond course offerings, faculty research promotes a holistic approach to design. Notably, Professors Elizabeth Plater-Zyberk and Joanna Lombard have been collaborating with the Department of Public Health Science at the University of Miami Miller School of Medicine on a new study of a quarter million, Miami-Dade, Medicare beneficiaries. The findings, published online April 6 by the American Journal of Preventive Medicine, are based on 2010 – 2011 health data reported for approximately 250,000 beneficiaries over age 65, and a measure of vegetative presence based on NASA satellite imagery. The study was the first of its kind to examine block-level greenness and its relationship to health outcomes in older adults, and the first to measure the impact of greenness on specific cardio-metabolic diseases. The study determined that going from a low to a high level of greenness at the block level is associated with 49 fewer chronic health conditions per 1,000 residents, which is approximately equivalent to a reduction in the biomedical aging of the study population by three years. The work illuminates the vital role of parks and greens to not only the stewardship of the environment but to overall health and well-being, and points to the critical need for a holistic approach to planning.

Additionally, UM SoA faculty, in their publications, conference papers, and/or leading professional practices, have broadened the discourse related to sustainability, collectively underlining the need for a re-assessment of urban settlement and building design patterns and priorities. In so doing, they have pointed to the increasingly segregated and handicapped character of American cities, while underscoring the direct contributions of these to climate change, the need to recuperate sustainable building and urban design models and the tools and methodologies that lead to solutions.

Extracurricular activities beyond the curriculum enhance UMSOA's commitment to Stewardship and the Environment. One such example is The Resilience Colloquium & Workshop presented at Glasgow Hall on September 25, 2015 capitalized on the extensive work to address climate-change impacts across the eastern and Gulf coasts of the United States. The Colloquium introduced two new voices focusing on the opportunities of landscape-particularly systems of hydrology and plant ecology- to provide a foundation for developing strategies for urban resilience in the near, as well as long term. Presentations by Rosetta Sarah Elkin, Assistant Professor of Landscape Architecture at Harvard University GSD and Fadi Masoud, Lecturer in Landscape Architecture and Urban Design at MIT's School of Architecture + Planning, were followed by a moderated panel and workshop during which all participants were invited to collaborate on creative exportation of specific questions and conditions with the guidance of Table Facilitators representing currently engaged groups and expertise in the related topics. The Colloquium was a required part of the curriculum for ARC 223, Architecture and the Environment course.

In time for Earth Day, April 21, 2016, the University of Miami, created a comprehensive, cross-disciplinary, and interactive initiative to highlight the many areas its scientists, researchers, alumni and students are working in toward solving the climate change crisis. The Climate Change Special Report may be found on UM's website by visiting <http://climate.miami.edu>. The report contains discussions of the built environment that includes work and commentary by Dean el-Khoury and Professors Sonia Chao, Adib Cure, Joanna Lombard, John Onyango and Carie Penabad, discussing everything from informal cities to smart cities to resilient building.

## E. Community and Social Responsibility

Community and social responsibility have been at the core of UMSOA's pedagogy for more than two decades. The School's mission statement articulates its commitment to preparing students for professional leadership and lifelong learning in architecture, urbanism, and related fields with faculty that preserve and develop knowledge for the profession through research and practice and share that knowledge locally and internationally through community

based projects. UMSoA's mission promotes building and community design as a singular endeavor with the goal of creating environmentally responsible, socially equitable, and economically sustainable places. As such, undergraduate and graduate students are regularly exposed to projects that involve community participation, presentation and discussion with residents, developers and community leaders.

As architects, we are continually searching for ways to improve our communities. Community-based learning and design provides valuable practical experiences to student architects as well as much needed services to our local community. This model depends on a participatory approach that allows faculty and students to work closely with local stakeholders in the development of an architectural or urban project. The approach allows students to better understand the needs and resources of a given community in an attempt to create sustainable and equitable design solutions.

At UMSoA, community-based learning typically takes one of three forms: the first is the product of an architecture design studio, where students and faculty work closely with a chosen community to develop strategies for a given project; the second is through the Center for Urban and Community Design where students participate in design projects for communities in collaboration with local architects and professionals; the third is independent faculty research projects, typically produced in collaboration with students.

Miami has often been used as a laboratory for UMSoA's community design and research work as the city is a microcosm of a global society that absorbs the waves of shifting cultural values, diminishing natural resources, heterogeneous political structures, and diverse clients and users. Positioning the student to constructively engage such a community is a challenge as well as an opportunity. The relationship between the School and its context is vital to teaching the method through which one analyses and understands the complex interactions of contemporary life as well as the substance of rapid change in the city.

Moreover, Miami-Dade County presents cultural conditions that demographers predict for the rest of the country. Multi-cultural, urban and rural, and with a short tradition of building for the collective civic good, it demonstrates the effects of 21st century urban forces at work. The preeminence of the individual property owner and developer over an ordered process of design has resulted in a patchwork of residential and commercial zoning, and rising sea levels due to climate change is threatening the viability of Miami's current urban growth patterns.

Extensive research on Miami's urban and suburban conditions have led to several initiatives including the current, school-wide semester study focused on Water and Coastal Resiliency. Both the thematized lecture series, as well as individual studios, are examining the effects of climate change on our local communities. Design studios, ranging from the core to the upper level, are investigating both architectural and urban design solutions for various neighborhoods including Brickell, Edgewater, North Miami and Little Havana.

Beyond curricular offerings, the School's outreach arm, the Center for Urban & Community Design has offered students, faculty, and alumni numerous additional opportunities to engage in real world challenges facing communities across the region, alongside community residents and leaders, helping them to envision a livable neighborhood or block, and more sustainable urban and natural realms. The CUCD structures encounters for the students to experience the diverse context of South Florida, and undergraduate and graduate students participate in community charrettes that involve citizen's groups, public agency representatives, lawyers, developers, sociologists, educators, and private citizens of all ages and income levels. The results of these encounters are diverse and include such work as the Coconut Grove playhouse Study and the Haiti Charrette.

The CUCD has also developed affordable housing projects with local non-profits, such as Habitat for Humanity; with local governments such as the City of Miami (Overtown, Coconut Grove), Miami-Dade County (Miami Springs), and the Town of Lake Park; with local Community Development Corporations, such as the Opa-locka CDC Coconut Grove Collaborative, and the Allapattah CDC; and with local government agencies, such as the Miami Dade County Housing Finance Authority, for which CUCD affiliated faculty and SoA students produced the Design Guideline: Housing in Miami-Dade County (MDCHFA ) manual. It was adopted by that office in January 2014. The development of the guidelines took place over the span of a semester and included the participation of students, faculty, MDCHFA staff, the Opa-locka CDC and a county consulting firm. The Design Guidelines define

both urban and building design minimum standards and preferred strategies for affordable housing project with the objective that they be more sympathetic to and connected with the character and scale of the neighborhood they are being inserted into by developers seeking MDCHFA approval for gap funding. The guidelines also promote sustainable design practices.

USERVE day of service, a community building event inaugurated at UMSoA with the arrival of Dean el-Khoury, takes place each March. On that day, the school sets aside its academic schedule and dedicates its efforts to support an important local community project. In 2015, students and faculty documented a historic neighborhood in Little Havana using an app developed at the School; and in 2016, the school created a series of installations under the Metro rail line to raise awareness for the Underline project. These projects not only contribute to the shaping of our local community but also to build a greater sense of community at UMSoA. The day of service ends in a festive barbeque, where faculty and students from all academic years, gather to celebrate.

While Miami is often the focus of local community building projects, undergraduate and graduate students are systematically exposed to different realities in the United States and around the world. Design studios in New York have been a recurrent opportunity both within the core and in the upper-level, to explore design within a different climate and building culture. Recently, upper-level design studios have worked on projects in Paris, Santo Domingo, Cuba, Panama, Colombia, providing students with a broad perspective of societal needs across the globe. The yearly summer Open City Studio program brings increasing numbers of students to travel and work for five weeks in a different city around the world. Recent sites have included Japan (Tokyo), South Africa (Johannesburg), and Sweden (Stockholm). The summer of 2016 focused on the documentation and design of pencil buildings, a unique building typology seen throughout Tokyo. Students were exposed to the cultural forces, political framework, and zoning regulations that have shaped this culturally specific building type.

Cross disciplinary special projects are undertaken involving other departments in the university as well as visitors to the school. Faculty and students have completed the documentation of the history of Miami-Dade County Parks, working with faculty from other University departments as well as County administrators. The mapping of informal settlements by Professors Adib Cure and Carie Penabad, alongside the Center for Computational Science, has produced detailed digital maps of a variety of informal cities in Latin America. The maps are not only used to guide design decisions but are provided to the local settlers to assist them in their community building efforts.

Finally, many of our student organizations are engaged in responding to pressing challenges facing the design world and seek to ground their efforts in assisting the local community with their design talents. One notable example is Alpha Rho Chi's building of a wooden pergola for a local children's foster home. Although modest in scale, taught students about the power of design to transform not only the physical but social fabric of a community.

### **I.1.5 Long Range Planning**

*The APR must include the following:*

- *A description of the process by which the program identifies its objectives for student learning*
- *A description of the data and information sources used to inform the development of these objectives*
- *A description of the role of long-range planning in other programmatic and institutional planning initiatives*
- *A description of the role the five perspectives play in long-range planning*

Over the years, a series of planning documents have reflected long-standing principles and values that animate the School of Architecture's faculty. With its primary mission of dedication to students, scholarly advancement and engagement with community, UMSoA's culture emerges from the tenet established two decades ago, that the larger context of environment and community must always play a central role in the design of buildings and landscape.

The faculty envisions a school committed to professional knowledge founded in history, and to the education of future professionals skilled in research and analysis as well as design. The School is a work in progress, with a faculty constantly evaluating values and methods, responsive to the needs of the profession, and aware of its position relative to other architecture programs.

The collegial ambience of the School enables continuous improvement to be a goal shared by all faculty members. This goal is engaged in a variety of forums ranging from frequent informal discussions about pedagogy, advancements in the profession, and research endeavors that take place in the School courtyard, to regular faculty meetings that address specific topics for action, to meetings with professionals and advisory groups such as the Visiting Committee that provides perspectives from outside academia.

The dean's office seeks to provide data to support these discussions from a variety of sources. These include the University's data set collated by the Office of Institutional Research, derived from institutional records and surveys of students, faculty and staff; the NAAB published statistics; the NCARB A.R.E. pass rates; the ACSA publications and conferences; and a variety of efforts made by the dean's office and by individual faculty members seeking comparative information from peer institutions. Faculty and staff maintain communication and exchange information with their counterparts in other institutions.

To provide some background, UMSOA developed a Strategic Plan in 2007 as part of the University's overall Strategic Plan. In spring 2010, the document was revised to reflect accomplishments and new goals emerging three years after the original document. The School's 2010 goals were organized as a framework for the approaching campaign, under the topics of curriculum, students, faculty and staff, facilities and other support. Notable accomplishments include the funding of the Thomas P. Murphy studio building, a 20,000 sq.ft. structure scheduled to be completed in December 2017, the development of new certificate programs, the establishment of the Rome program student scholarship, and the establishment of the new Emerging Teaching Practitioner Fellow. These initiatives were begun by Dean Plater-Zyberk and completed by Dean el-Khoury.

### **Working Groups I and II: Toward a Strategic Plan**

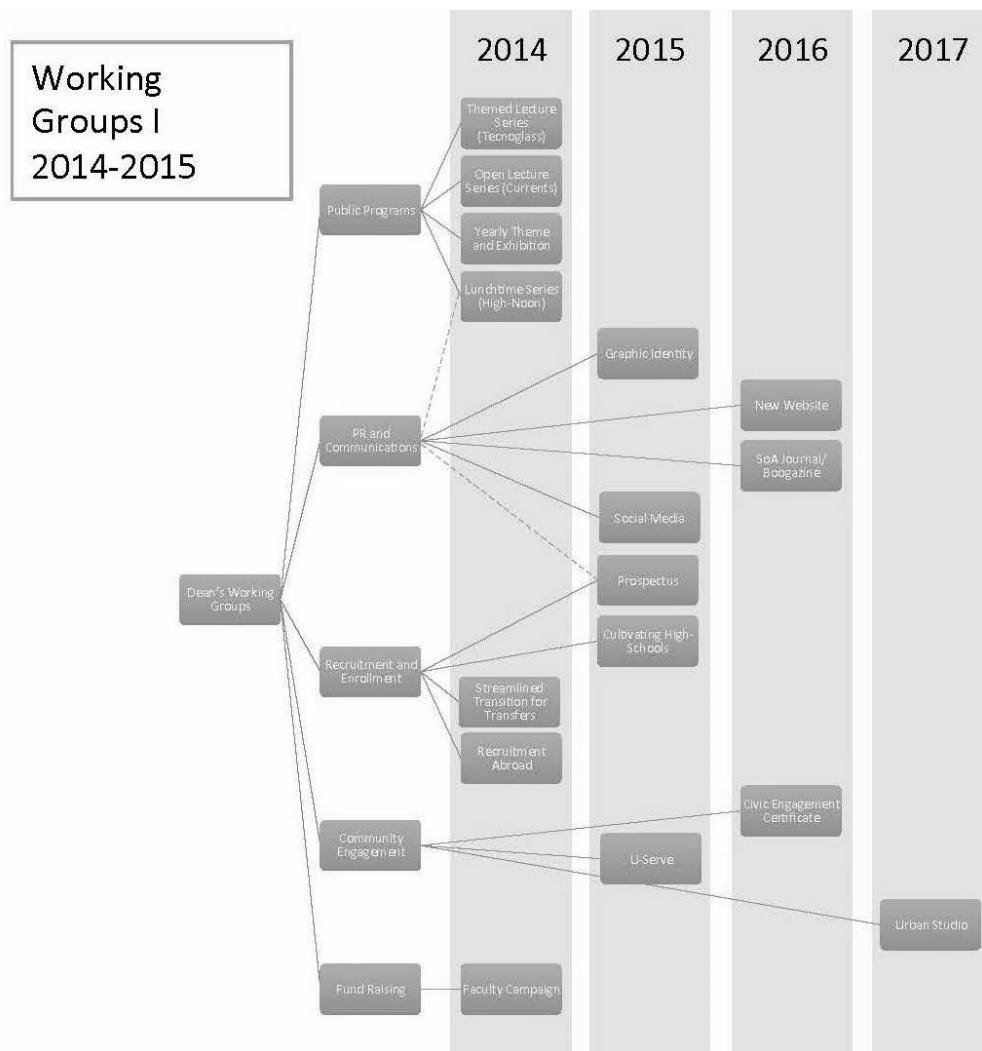
Since the arrival of Dean Rodolphe el-Khoury, the School of Architecture has gone through two waves of tactical initiatives designed and implemented by working groups appointed by the Dean. Five groups were formed in August 2014 and eight groups were formed in August 2015. Their aim was to fill gaps, test a range of ideas, and gauge potential for growth in a variety of areas in anticipation of a renewed strategic plan -- an effort that was launched with a faculty and staff retreat in August 2016, and that is meant to parallel President Frenk's Roadmap project.

The five groups formed in August 2014 (Dean's Working Groups I) include:

- Public Programs
- Communications
- Recruitment and Enrollment
- Community Engagement
- Fundraising

The eight groups formed in August 2015 (Dean's Working Groups II) include:

- Dual/Joint Programs
- Internship Program
- International Programs
- New Educational Programs
- Urban Venue
- Executive Education
- On-line Education
- Teaching Fellowship



**Working Groups I**

The following is a list of programs and Initiatives designed and Implemented by the Dean’s first set of Working Groups (I) in 2014-15:

**1. Public Programs**

**a. Lectures**

A public lecture program was introduced in Fall 2014 and included the following: a noon-time series devoted to informal presentations of work in progress by UM faculty and the local community; a Monday evening series entitled “Currents” that is designed to showcase a broad spectrum of issues and approaches in architecture and related fields; and a Wednesday evening Tecnoglass sponsored series that is focused on an annual theme of particular relevance to the SoA.

**b. Exhibitions**

A new exhibition program that launched with a retrospective of Tom Spain’s drawings in Fall 2014 mounted five shows in 2014-15 and four in 2015-16, concluding with “Miami and the Tropical World”, a show that

opened on March 16, 2016 showcasing the work of SoA faculty in the context of best practices around the tropical belt.

### **c. Colloquia**

A yearly Health Care Colloquium was launched in spring 2014 to set the stage for the new healthcare design certificate that focuses on the urban scale of health care delivery and prevention. The event will be scaled up next year to match the scope and magnitude of the yearly IMPACT Real Estate Conference. It is meant to dovetail with and complement the Business School's annual Business of Health Care Conference with an emphasis on design issues.

### **d. Final Reviews**

SoA developed its Final Review program for pedagogical and outreach purposes. The end-of-term juried review process is a staple of architectural education and one of the key venues for the promotion of the school and exchange of ideas. Final Reviews now include an international team of external critics invited from other institutions and a series of public events, panel discussion, and celebrations. The Final Reviews of FY2016 were held in the Moore Building in the Design District on April 25-26 and culminated in the presentation of design awards for each academic year.

## **2. Communications**

### **a. Prospectus**

The working group recommended that SoA update its promotional materials to enhance recruitment efforts and to promote the school to potential donors and friends. A full-color prospectus was produced to present the range of programs the School offers and showcase the School's setting and assets in a visually compelling fashion. Building on this first work, UMSOA is currently producing a second prospectus addressing the graduate programs in architecture. These will be used in a recruiting campaign in 2017.

### **b. Website**

The SoA communications team worked with the University's central communications office on the total overhaul of the SoA website according to the University's new format and guidelines. The new website will be launched in fall 2016.

### **c. School-wide yearly publication**

In lieu of the typical yearbook format, SoA's yearly publication gathers materials pertaining to the annual theme defined by the main lecture series and related series of public events. In addition to publicizing the efforts of the school, the book is meant to become a reference volume on the yearly selected theme featuring contributions from all invited participants of relevant events and discussions.

## **3. Recruitment and Enrollment**

### **a. Cultivating Highschools**

The office of Academic Services has been actively participating in a variety of highschool programs throughout the city to promote UMSOA. These efforts have yielded approximately a half a dozen applicants that were accepted to the program in fall 2015 and 2016. In spring 2016, UMSOA hosted a one-day workshop with *Academica*, a local educational support organization that assists volunteer boards in administering charter schools. The workshop explored a variety of themes including the development of a dual enrollment program,

UMSoA's participation in developing architectural curriculum for new schools, and teaching and internship opportunities for our current students.

**b. Streamline transfer process**

In an effort to expand transfer applicants into third year with an AA degree, UMSoA has streamlined the transfer process. Students are now required to take a 3-week introductory course that is completed during their first semester at the School. This structure eases the financial burden for students that are not eligible for financial aid in the summer.

**c. Recruitment Abroad**

Dean el-Khoury has accompanied the Office of International Admissions on two recruitment trips to China. While there, he not only presented the work of the school but also established new contacts with local faculty, students and administrators. Future trips include visits to Effat University in Jeddah, Saudi Arabia.

**4. Community Engagement**

**a. USERVE**

For one day each year the entire SoA faculty, staff and students (300-400 individuals) take off their academic hats and get their hands dirty in service to the community. Similar to the Clinton Global Initiative's Action Day, SoA's U-Serve promotes the school's identity and unity both with students and community. For U-Serve 2016, UM SoA joined Friends of The Underline and Miami-Dade Transit on March 30th to foster community dialogue and build awareness around mass transit, alternative transportation, and public spaces. During the day faculty and student-led programming was conducted at four Metrorail stations, featuring art demonstrations, semi-permanent outdoor seating, and exercise installations to enhance the surrounding outdoor spaces.

**b. Certificate in Community Resiliency, Design and Engagement**

The working group discussed the creation of a new certificate in Community Resiliency, Design and Engagement. Following initial discussions, Sonia Chao developed a possible curriculum with two possible tracks:

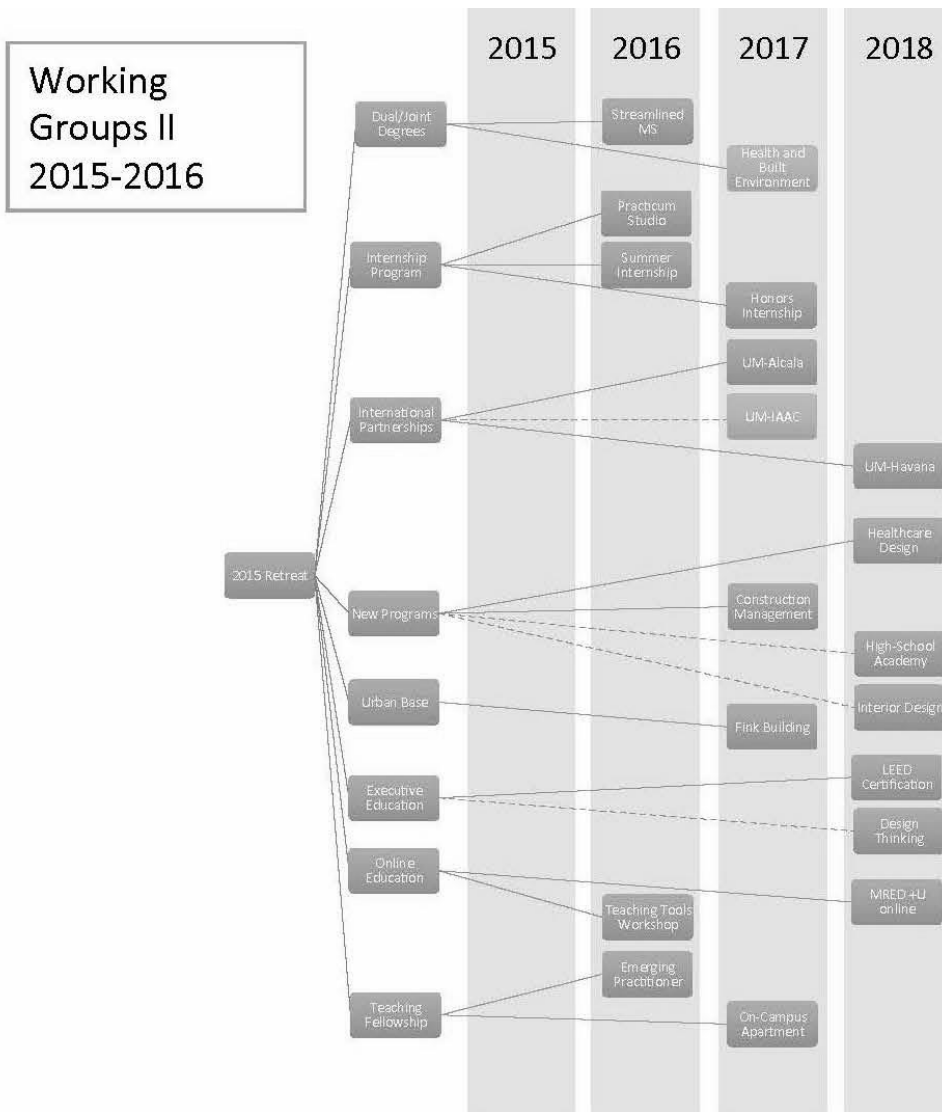
- Track I: One design Studio and three SoA elective courses
- Track II: Two design studios and one SoA elective course

Both tracks would be required to take ARC 548, Seminar in Community Resiliency, Design & Engagement Modalities. Professor Chao is currently teaching a Resiliency elective this fall 2016 semester; and discussions with the faculty regarding the new certificate are on-going.

**5. Fundraising**

In addition, to Dean el-Khoury's successful fundraising efforts, the working group recommended a faculty campaign dedicated to a scholarship fund for need-based applicants. The Dean is currently working on this effort with the development office and expects to launch the campaign by the end of fall 2016.





**Working Groups II**

The following is a list of programs and initiatives designed and currently being implemented by the Dean’s Working Group II:

**1. Dual/Joint Degrees**

SoA is streamlining multiple tracks to allow students to earn dual degrees and to take an expedited path to a master’s degree in an area of specialization after fulfilling certain requirements in the 5-year B.Arch. degree program. This will encourage students to enroll in our graduate programs for an additional period ranging from 2 to 4 terms. The working group also developed extensive recommendations for facilitating students’ engagement with all the School’s areas of expertise by institutionalizing combinations of coursework and where possible reducing the length of the curricula. Dual degrees currently being investigated include: M.Arch. II/M.U.D.; M.Arch.II/M.R.E.D.+U.; B.Arch./M.R.E.D.+U.; B.Arch./M.U.D. and B.Arch./MSArch.

## 2. Internship Program

This is a multi-pronged program that comprises: (1) a co-op-like program that allows students to work full-time in practices led by faculty under close supervision while looping back to the school regularly to report on their experience with an assigned instructor; (2) a formal process for facilitating internship opportunities in a national network of high-profile firms; and (3) an honors program that places highly qualified students in leading global offices for summer internships. These programs complement SoA's career services and should boost recruitment/enrollment by providing students with more opportunities for employment before and after graduation. In fall 2016 the "Practicum Studio" launches in a pilot phase with a small number of enrolled students. The program will be fleshed out and initially managed by the Director of Special Projects, a new staff position that was created to shepherd this program and other initiatives.

## 3. International Partnerships

A number of international partnerships with schools, NGOs, and institutions worldwide are underway. These partnerships potentially may lead to growth by expanding our reach with the new degree offerings and contribute to President's Frenk's vision of the University as a hemispheric institution. These partnerships include:

- "City and Technology", a master's program in collaboration with the Institute for Advanced Architecture of Catalonia (IAAC). Students spend two terms at UM and a summer session in Barcelona under the supervision of Vicente Guallart.
- A partnership with the University of Alcalá focusing on Historic Preservation in the Caribbean. The possibility of a joint master's degree is currently being explored.
- An annual joint international studio in partnership with Beijing's Tsinghua University.
- A partnership with Effat University in Jeddah, Saudi Arabia continues with UMSOA faculty visits to Jeddah to review advances in the curriculum and participate in semester reviews and Effat students attending UMSOA as part of our graduate degree programs.

## 4. New Educational Programs

SoA has a capacity for significant growth in graduate and executive education. Several possibilities are under consideration including a new program in construction management in collaboration with the College of Engineering and possibly the School of Business Administration. Healthcare Design and Sustainable Building Technology, two new tracks of specialization in the MS in Architecture Program show promise and should ramp up with additional promotional efforts. The MS in preservation will be expanded with a proposed collaboration between the SoA and Alcala University in Spain, focusing on linkages between the Iberian Peninsula and the Caribbean, and drawing further connections between Cuba and Miami. The program will be housed in a highly visible new facility in Coral Gables, near the School. MS programs in tropical architecture, housing, history and theory have been discussed, and await further faculty deliberation. SoA is also exploring synergies with charter schools that focus on the built environment. A workshop held at SoA in March 2016 explored possibilities ranging from courses in high school academies developed and licensed by UMSOA, to teaching internship opportunities for SoA students.

## 5. Urban Venue

The SoA is exploring options for off-campus venues for outreach programs, immersive studio courses, and projects that would benefit from an urban-core setting. In spring 2016 a sponsored upper-level studio operated from an urban lab in Wynwood, in facilities provided by the developer. The focus is now on a plan to occupy a 4,000 SF historic building (H. George Fink Studio) the city of Coral Gables has just acquired downtown. An agreement is currently under negotiation with the city. The initial planning steps are underway and the partnership was publically announced in a Coral Gables City Commission meeting on August 23, 2016.

## 6. Executive Education

UMSoA sees great potential for the development of executive education at the graduate level. The Dean, alongside the Director of the Graduate Program and the faculty, are researching best practices and determining the best areas for curricular offerings and areas of concentration.

## 7. Online Education

Three proposals for online education (Healthcare Design, Green Building Technology, and Real Estate Development) are being considered for planning and implementation. Initial market analysis was inconclusive for the first two—most likely because they have no precedents—and favorable for the third. We are awaiting results from a more in-depth analysis and a questionnaire sent to our alumni before proceeding with the planning process.

## 8. Teaching Fellowship

A visiting teaching position launches in fall 2016 for young designers who have demonstrated great potential in design-based research. The motivation behind the Teaching Fellowship is for the SoA to benefit from the energy and commitment that young and talented faculty invest in full-time employment while retaining the advantage of bringing new voices to refresh the educational landscape on a yearly basis. The emphasis will be on finding an international candidate to help further the hemispheric focus of the University. An approved line will fund the fellowship until an endowment/naming gift is secured. James Brazil was selected as the inaugural fellow for 2016-17 by a committee that reviewed nearly sixty applications.

## Toward a Strategic Plan

The 2016 fall retreat was devoted to outlining a new strategic plan to parallel President Frenk's Road Map planning effort. Faculty and Staff collectively sketched the broad outlines of the plan in a combination of plenary and breakout sessions in the morning that organized the recommendations under the following rubrics:

- Curriculum
- Research
- Agency
- Growth
- Facilities
- School Culture

In the afternoon the categories defined in the President Frenk's Road Map provided a different set of lenses for reconsidering the plan and for aligning its initiative with the University's Priorities:

- 100 talents
- Problem-based interdisciplinary collaboration
- Hemispheric Innovation Hub
- Culture of Belonging
- Access with Excellence
- University wide platform for Educational Innovation
- Investment in Applied Science & Engineering

The retreat's deliberations and recommendation were collected and compiled to serve as a basis for the renewed strategic plan. The plan is expected to be finalized and approved by December 2016.

## The Five Perspectives and Long Range Planning

The NAAB five perspectives on architectural education play an important role in the current discussions regarding the School's long range planning.

**Collaboration and Leadership:** The undergraduate and graduate architecture programs and faculty have continued to develop opportunities for collaboration and leadership within the curriculum, ranging from core studio projects to upper level electives. The School also supports leadership opportunities for students and faculty through the promotion of mentoring programs, extracurricular activities, and travel to conferences and workshops. In addition, UMSoA is committed to both increased collaboration and leadership opportunities with other disciplines and programs at the University.

**Design:** Design is at the core of both the undergraduate and graduate curriculum. UMSoA has increased its commitment to engaging real world challenges, learning through making, and design as research through a variety of projects and initiatives at both the core and upper-level studios. Recent appointments, including the Emerging Practitioner Teaching Fellow and the Classical Studio Visiting Critic promote design excellence and engagement with both the local and international design community.

**Professional Opportunity:** On-going faculty discussion about course and studio topics related to preparation for professional leadership, especially in regard to the professional's role as advocate, has produced classroom engagements with topics of critical need such as global warming, and new types of client groups such as non-profit foundations and developers. UMSoA has appointed a new IDP coordinator, Jacob Brillhart, with the intention of developing a new IDP plan for the School following recent changes in the national program.

**Stewardship of the Environment:** Promoting a holistic understanding of the relationship between the physical and the natural world, is an essential aspect of design thinking at UMSoA. From the onset, curriculum is focused on understanding the individual building within the larger context of the city and the landscape. Public programs, including the new thematized lecture series, strengthen the connection between coursework and contemporary architectural discourse. The 2016-17 thematized lecture series focuses on Water and Coastal Resiliency, an environmental topic of great concern both locally and globally. Core and upper level design studio projects will also be focused on this topic.

**Community and Social Responsibility:** The dedication to architecture as a civic art has long been a tenet of the school's pedagogy in the core theory courses as well as in the studio. Nevertheless, new courses and topical adjustments in the core curriculum are embedding social and community concerns in the core student experience, as well as in elective and extracurricular opportunities such as the Center for Community and Urban Design (CUCD) projects. The M.Arch. thesis encourages research and projects exploring current topics of sustainability, infrastructure and informal urbanism. New urban venues will extend the outreach of the School, providing centers from where to work and engage the local community.

### I.1.6.A Program Self-Assessment

*The APR must include the following:*

- *A description of the program's self-assessment process, specifically with regard to the ongoing evaluation of the program's mission and multi-year planning objectives*
- *A description of the manner in which results from program self-assessment activities are used to inform long-range planning, curriculum development, learning culture and responses to external pressures or challenges to the institution*
- *At a minimum, program self-assessment procedures shall include, but are not limited to:*
  - Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum*
  - Individual course evaluations*
  - Review and assessment of the focus and pedagogy of the program*
  - Institutional and program-level self-assessment, as determined by the institution*

The School has a system of regular assessment processes in place: semester faculty and course evaluations, annual faculty reviews, the Strategic Plan, annual NAAB Interim Program Progress Report, the annual SACSCOC Program

Assessments Reports and alumni and professional polling. In addition, the graduate program is reviewed separately by the University's Graduate School.

Regular and on-going discussions and review of academic programs are conducted through the monthly meetings of the School of Architecture faculty who constitute the Curriculum Committee for the undergraduate and graduate programs, in the regular meetings of the program administrators with the dean (Executive Committee), and through annual and sometimes semi-annual faculty retreats. Faculty and administration also participate in smaller curriculum discussion groups that address specific topical areas or change proposals.

### Semester Faculty and Course Evaluations

The responsibility for course evaluations each semester, once the responsibility of individual schools and colleges of the University, is now centrally administered online through the University Testing Center. A faculty committee of the university was charged with re-examination of the survey techniques at other institutions and the development of evaluations tailored to each school and program. The School of Architecture semester faculty evaluation has tabulated multiple-choice responses and a section for written suggestions and comments. The new online system allows students to log on during a specified time period and protects student identity by replacing previously hand written comments with electronic responses. The results of the evaluations are available to the students online. The success of this system needs further study. Since its implementation, participation has flagged with the percentage of participation ranging from a high of 80% to a low of less than 50%. The University is discussing ways to increase participation without mandating it as a requirement.

The Testing Center tabulates and returns the summary of the quantitative analysis and comments to the individual faculty and the dean several weeks after final grades have been submitted. The School of Architecture plots each numerical response average against a school average so that faculty can determine individual performance in relation to the school mean. These comparisons are sent to each faculty member.

The Board of Trustees has mandated that these evaluations be used by the deans in annual reviews of faculty for merit raises and in the reappointment and tenure process. Additionally, with the dean, program directors review evaluations to inform teaching assignments. The Faculty Senate continues to monitor the effectiveness of the evaluation process.

### Annual Faculty Reviews

The University Faculty Manual mandates "a systematic annual evaluation of every faculty member, tenured and untenured." Each school and college is advised to develop a system appropriate to the discipline. At the School of Architecture Tenured, Tenure-track and full-time lecturers are reviewed by the dean. Part time faculty are reviewed by the program directors. Annually, full-time faculty complete a self-evaluation form which, along with teaching evaluations, is reviewed by the Scholarly and Creative Activity Committee, comprised of three tenured faculty, who report to the dean. The dean then meets with each faculty member, and subsequently forwards his recommendations to the Executive Vice President and Provost.

In the case of candidates for re-appointment, tenure and promotion, individual faculty contributions in teaching, scholarship and research are reviewed by the appropriate group of colleagues. The Faculty Manual mandates that the "file of a candidate for re-appointment, promotion and tenure shall contain an assessment of teaching performance," which is based on "classroom visitation, and a summary and interpretation of student evaluations." Teams of two voting faculty members conduct reviews of the classroom teaching of tenure-track candidates. For promotion or tenure to be considered, a similar review is conducted by full professors. The candidate's research and service record is also reviewed. Five External (extra-institutional, arms-length) confidential review letters are sought by the dean for each candidate. Finally, the appropriate body of faculty conduct a discussion of the candidate's record and contribution to teaching, research, and service. The dean then forwards the results of this discussion and the separate faculty vote along with his assessment of the candidate to the Provost and President. The Faculty Manual states that in cases of tenure the Provost then forwards a decision regarding "recommendation for the award of tenure to the Board of Trustees for a tenure decision by the Board of Trustees, which is the final authority for the award of tenure."

**Annual Action and Strategic Plans**

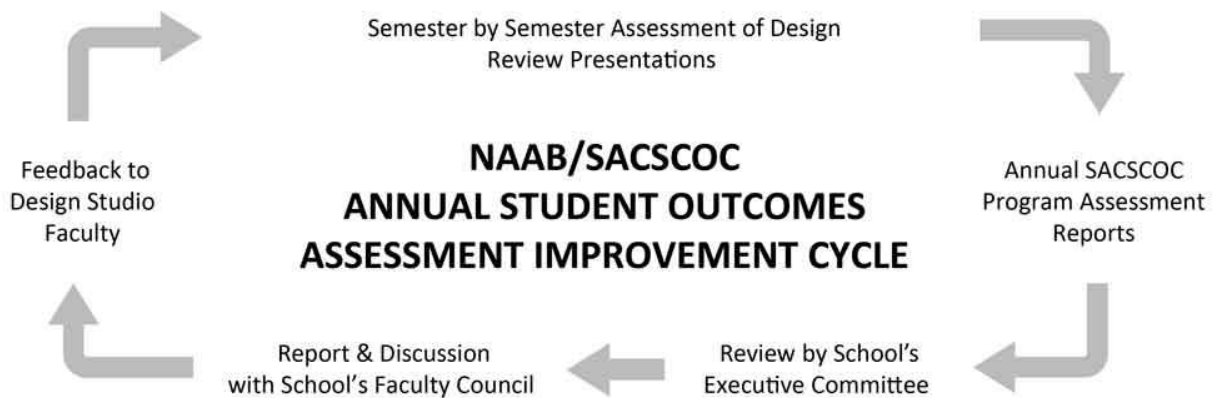
Through Task Force Committees, faculty meetings and School Council discussions, the School’s administration generates an on-going review of external and internal conditions that affect the future of the school and the profession, and sets forward an action plan as part of the University’s Strategic Plan. The school’s Strategic Plan is a focus topic at the School’s fall semester retreat. Faculty Council members, as well as adjunct and part-time faculty, staff, and representatives of the student organizations participate. The School of Architecture Strategic Plan is then reviewed by the University administration in relation to the University Strategic Plan which is then submitted for approval to the Board of Trustees.

**Progress in addressing deficiencies and causes of concern identified in the 2011 Visiting Team Report**

In the 2011 Visiting Team no conditions not met cited and in response to the 2013 Interim Program Progress Report, the NAAB concluded that satisfactory progress had been made toward addressing deficiencies identified in the most recent Visiting Team Report and no further reporting was required. Initiatives to address the causes of concern cited in the 2011 VTR are described in other areas of this report.

**SACSCOC Self Study and Annual SACSCOC Program Assessment Reports**

In 2008 the University of Miami received reaffirmation of accreditation for the ten years from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In March 2014 the university submitted a Fifth Year Interim Report which provided evidence that the University of Miami was in compliance with the 17 select standards of the SACSCOC *Principles of Accreditation*, along with its Quality Enhancement Plan (QEP) Impact Report. In its the SACSCOC affirmed that the University had provided an acceptable Fifth-Year Interim Report and requested no additional report and accepted the University’s QEP Impact Report. The university is committed to an ongoing assessment program and has developed the Quality Enhancement Plan (QEP) to look at implementing strategies for improvement and measuring the impact of new strategies for learning in the university. Professor Richard John of the School of Architecture has been a member of the University’s QEP Committee. Professor Rocco Ceo was part of the original steering committee that determined the focus for the QEP. Assoc. Dean Denis Hector represents the school on the university’s SACSCOC Steering Committee



As part of the University wide SACSCOC outcomes assessment program initiated in the last accreditation cycle, School of Architecture undergraduate students are tested for language, math and technology proficiencies, as freshmen and in their final semester, to measure their development in knowledge areas and proficiencies. Results of these tests are shared with the program

Each academic program at the university is engaged in an on-going assessment of the achievement of expected outcomes. Stemming from the missions of the university and the individual program expected outcomes are defined by faculty and administration in terms of impact on the student learning experience. Results of the program assessments are used to guide continuous improvement at the program. The annual B.Arch. and M.Arch. Program

Assessments are located in the end of semester presentations of architectural design studios. The Assessment Outcomes evaluated have been chosen from the Student Performance Criteria in the current NAAB Conditions for Accreditation to so as to provide an annual measure of the programs' performance. The SPCs included in the Outcomes Assessment: A.1. Professional Communication Skills, A. 2. Design Thinking Skills, A. 3. Investigative Skills and A. 4. Architectural Design Skills have been selected as they are expected to be evidenced at all levels of the design studio curriculum. The assessment is aided by a rubric created for design reviews and completed by the design faculty of the school and visiting design critics. These measures are compiled to assess three outcomes: Fundamental Design Skills comprising Design Concept and Graphic Presentation, Design Thinking Skills comprising Project Development and Implementation and Communication Skills comprising Graphic and Verbal Presentation. The results of the annual Program Assessment Reports are analyzed and the findings presented to the Executive Committee and the school faculty for discussion resulting in curricular goals and adjustments are established for the next academic. The goal of the annual Program Assessment as developed by the school is to provide an analysis and quality enhancement loop by which the school is measuring NAAB student performance criteria as student outcomes.

### Student and Professional Focus Groups

Over the years, the school has engaged a variety of methods to determine student perceptions of strengths and weaknesses in academic and extra-curricular programs. The school administration relies on meetings with Student Council, an elected group of undergraduate and graduate student representatives to maintain awareness of current issues. Recurring issues include printing and plotting facilities, increased interaction between students of different years, and studio space needs.

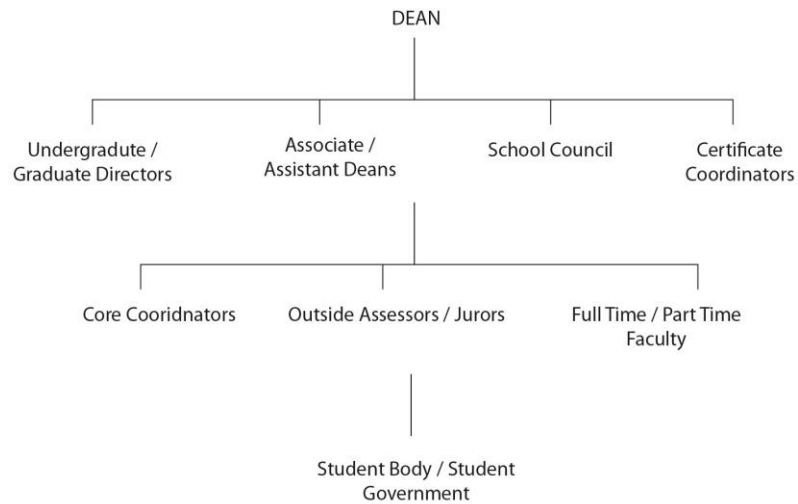
#### I.1.6.B Curricular Assessment and Development

*The APR must include the following:*

- *A chart identifying all the parties in the curricular assessment process, their membership (if necessary), and the roles and responsibilities of each*
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context*
- *A description, if applicable, of institutional requirements for self-assessment*

Curriculum review is an ongoing process at the School of Architecture and is generated by informal faculty discussions, student interviews and focus groups. The curriculum committee for the professional undergraduate and graduate programs consists of all full-time faculty with the undergraduate and graduate program directors acting as chairs. Undergraduate and graduate curricula are strongly connected by virtue of shared faculty (there is no specific undergraduate and graduate faculty within the School of Architecture) and some shared courses that mix undergraduate and graduate students.

Curriculum issues are placed on the agenda of regular faculty meetings for discussion by the entire faculty. If needed, the Dean appoints an ad-hoc committee of a smaller and more directly involved group of faculty. The committee reports to the curriculum committee as part of the regular faculty meeting. The faculty discusses the proposal and, if necessary, makes suggestions for further studies, or discussion with student representatives. In addition, Focus groups may be established for more specific input from students. Finalized curriculum proposals are voted on by all faculty in first reading, and all full-time faculty in second reading. The Program Directors are charged to work with faculty and staff for implementation.



UMSoA employs a multi-tiered assessment process built on a cooperation of faculty, students, outside partnerships and collaborators, and alumni. The Dean, Associate and Assistant Deans, Program Directors and Certificate Coordinators meet on a bi-weekly basis to review curriculum and staffing as well as extracurricular projects. Studio assignments, new programs and courses, special initiatives, budget allocation, school wide themes, and alumni outreach are a sampling of relative topics discussed at these meetings.

The Dean's office oversees educational objectives including course and faculty evaluations, recommendations for tenure and promotion, and new hires. Some of these responsibilities are shared with the School Council (also may be identified as the faculty council), which is comprised of all full-time tenured faculty. The School Council is currently chaired by Professor Richard John, and typically meets two to three times a semester.

Undergraduate and graduate directors oversee the curriculum and structure faculty assignments for the various semesters. Directors assist the Dean in appointing faculty based on areas of expertise, enrollment, and student evaluations. Directors conduct interviews with all part-time faculty at the end of the academic year to assess individual performance and to solicit feedback in planning the upcoming academic calendar. Certificate coordinators work with the Directors and the Assistant Dean to ensure that students successfully complete the requirements for certification.

Core Coordinators serve as team leaders for the core undergraduate design and drawing studios. They develop the scope and content of individual projects following discussions with the Undergraduate program director and their individual team of faculty. Coordinators assess faculty participation on a weekly basis, provide clarifications of course objectives, and address student and/or faculty concerns as they arise. Student work is evaluated at desk crits, regularly scheduled pin-ups and end of the semester student interviews.

Studio reviews are held both at the macro scale (with the entire class), and the micro scale (individual studio section). Individual faculty is responsible for inviting outside assessors including UMSoA faculty members not teaching within the course, practicing professionals, alumni, and other partners. For final reviews, outside guests evaluate student work based on an established criteria. These evaluation forms are collected at the end of the review, and the data is analyzed and presented to the faculty by Associate Dean Denis Hector. The results tabulate the strengths and weaknesses of the student work and allow faculty to make adjustments to course content accordingly.

Due to its size, the graduate program has no core coordinators. Individual faculty, along with the Graduate Program Director, work closely to develop both the course content and evaluation of the work. Desk crits, reviews and end of the term evaluations are structured similarly to the undergraduate program.

Program directors collaborate with the Assistant Dean and the Office of Student Affairs regarding student enrollment and admissions. Directors, alongside a team of faculty, serve on a variety of committees including the Portfolio Review Committee and the Academic Standards Committee. For the undergraduate program, portfolio



submittals are optional and ranked from 1 to 5 based on the quality of the work. This evaluation is submitted to the University of Miami's central Admissions office to be included as part of the student's overall application. At the graduate level, applicants are reviewed and accepted directly by the School. Applicants are ranked based on GPA, standardized test scores, letters of recommendations, portfolio, and a personalized essay.

The student body at the University of Miami School of Architecture also plays an important role in the curricular assessment process. At the end of each semester, the University provides students with a testing and evaluation form to be completed online. This anonymous procedure allows students to voluntarily evaluate their faculty by way of a fixed chart with predetermined qualifiers, and an open, essay-like response system. The Dean and the Directors review these student course evaluations at the end of each semester. The results of the evaluations are not only discussed with individual faculty members at their annual reviews, but also inform faculty appointments for upcoming semesters. Beyond these evaluations, students are encouraged to propose initiatives and provide feedback through more informal gatherings such as the monthly "Pizza with the Dean" events.

### Recent Curriculum Changes

Changes to the curriculum since the last accreditation have focused on core course content, array and content of electives, and most recently in response to the 2014 NAAB Conditions.

In recent years, the drawing curriculum has been transformed to integrate both analog and digital forms of representation throughout. The new sequence of courses is organized based on content and subject matter versus medium and thus integrates multiple modes of representation in a single course. ARC 121 Architecture & Culture, ARC 122 Architecture and Behavior and ARC 223 Architecture & The Environment have been adjusted from three to one credit courses. This change was made in an effort to align the overall number of credits with national standards for architectural curriculum and has facilitated the exploration of different methods of instruction including the incorporation of colloquiums and workshops that break with the conventions of the traditional lecture course format.

Professional requirements have also been reviewed and updated. Undergraduate and Graduate students are now required to take a minimum of one professional practice elective as part of their required electives courses. Currently, students can select between ARC 517, Construction Documents or ARC 584/684, Construction & Project Management. These courses are meant to broaden students' engagement with the profession, beyond the required Professional Practice course (ARC 452/652). Additional practice electives include: ARC 550/650, the Professional Lecture Series, focusing specifically on current practitioners, including class visits to local offices and in-depth discussion of current plans and practice management, and Zoning and the Shaping of Cities (ARC 586/686), taught by City of Miami Planning Director Francisco Garcia. Efforts to distribute professional requirements across the curriculum continue and are a work in progress as the School moves forward with curricular changes.

In 2015, under the direction of Dean Rodolphe el-Khoury, Associate Professor Allan Shulman and Wyn Bradley organized the UMSOA Internship Program. Initiated in Fall 2016 and led by Wyn Bradley, the program is designed to enrich the experiences of UMSOA students, strengthening the basis for their future employment, and fostering greater connection between the School and internship partners around the world.

Of particular note, the Practicum Studio is an academic internship, combining scholarly activity with practical in-office work experience. A pilot program was launched in Fall 2016. Participating students are expected to work a 40-hour work week in their assigned office. They divide their time between an assigned studio project (50%) and office experience (50%). The Practicum Studio simultaneously earns a student academic and IDP credit. A Practicum elective is also available in the Master of Real Estate Development and Urbanism program (MRED-U), providing critical outreach to professionals, and to the real estate and development world.

Finally, the University of Miami is accredited by the Southern Association of Colleges and Schools Commission on Colleges, the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. The University of Miami was last accredited in 2008. The next SACS accreditation will take place in 2018. Sacs accreditation requires the active participation of

all Schools and Departments. UMSoA conducted course evaluations as part of the SACS accreditation process and utilized the data collected to refine course content as needed.

## SECTION 2 Progress since the Previous Visit

The APR must include the following:

- The program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.
- The title of the Condition, the exact text quoted from the previous VTR
- If the Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions. (This section is limited to 5 pages, total)

### Summary of Responses to Team Findings (2011 Visit)

The School's last accreditation visit in 2011 took place under the 2009 NAAB Conditions and Procedures. The program directors and faculty have endeavored to prepare the review of both the B.Arch. and M.Arch. programs under the 2014 Conditions and 2015 Procedures, while carrying on curriculum adjustments and improvements that customarily result from the revision to the Conditions of Accreditation and an assessment of evolving conditions in the larger context of the profession.

The summary of responses to the previous team findings are contained in the annual reports submitted to the NAAB by Associate Dean Denis Hector. As per April 30, 2014 response to the 2013 Interim Progress Program Report satisfactory progress towards addressing the causes of concern had been demonstrated and no additional reporting was required from the NAAB.

### Program Response to Conditions not met

This category does not apply as all conditions were met in the previous accreditation.

### Program Response to Causes for Concerns

The following text is taken directly from the comments of the NAAB Visiting Team Report (2011).

#### A. Building facilities

Comment:

*The team observed that the small scale of the school facilities can limit the long-term potential of the school, with too little flexibility in space for computing facilities, fabrication facilities, studio areas, and review spaces. This can, in turn, diminish the academic experience of the students, as well as limit the School's ability to meet the University's long-range goals. The program has been an excellent steward of the space that it occupies: compounds of historic mid-century modern dormitories have been well adapted to serve as the School of Architecture. The scale and assemblage creates an intimate environment. The team observes that the small scale of the spaces, however, can contribute to overcrowding in some areas and a lack of flexibility to expand their needs in other areas.*

Response:

Since the 2011 Accreditation visit, substantial efforts have been made to address the causes for concern regarding UMSoA's existing building facilities. The School, under the direction of Dean el-Khoury, has committed to enhance and expand the School's facilities with a number of projects and initiatives including the following:

### **Thomas P. Murphy Design Studio Building**

Groundbreaking on the **Thomas P. Murphy Design Studio Building** took place in spring 2016 and completion is expected by late 2017/early 2018. The 20,000 sq. ft. building will be LEED-certified and will include a large, open studio space (accommodating 120 desks), review spaces, offices, an outdoor workspace, outdoor jury area, and an expanded digital fabrication lab. In addition to the existing infrastructure, this fabrication lab will include new equipment including a robotic arm, color 3D printer with replicator, CNC plasma cutter, CNC desktop milling machine, hot wire CNC cutter and water jet cutter.

The new **B.E. & W.R. Miller BuildLab**, broke ground in June 2016. The building will be used year-round to support the upper level Design-Build studio in executing its large-scale structures. The building, composed of a 1,300 sq. ft., double – height volume room and perimeter storage, will be housed in the rear corner of building 35, immediately alongside the existing wood shop. Docked around the buildings base, will be a series of 10' - 20' long steel containers that will house building materials, tools, and equipment. This configuration will allow the space to remain free for the construction of projects. The building is intended as an open hub of activity where modular projects are assembled, disassembled then shipped and reassembled on site.

### **RAD Lab**

A section of LaGorce's ground floor was annexed in August 2016 by the School to house the expanded RAD—a lab dedicated to embedded technology established by Dean el-Khoury with the help of a start-up research grant awarded by the Provost. The Lab provides resources to students and faculty for rapid prototyping and project-based research on the spatial ramifications of embedded technology and ubiquitous computing.. It also offers courses and workshops open to all students that focus on architectural applications of information technology. The lab includes 6 personal working stations; 4 of which are available for students to use, one communal working area suitable for a maximum of 5 students, a 24" x 18" Desktop CNC machine + associated desktop computer, an Ultimaker 2 Extended+ 3d printer with a printing bed size of 8.7" x 8.7" x 12, one Macintosh Computer: 3.4Ghz Intel Core i7, 16GB DDR3 RAM, 3TB Hard Drive, electronic supplies including but not limited to: Arduinos, Raspbery Pi's, LED matrices, LEDs, transistors, breadboards, switches, relays, speakers, jumper wires, soldering stations, DC regulated power supply among many others.

### **Long –Term Off Campus Facilities: H. George Fink Studio**

The City of Coral Gables has just purchased the historic **H. George Fink Studio**, located at 2506 Ponce de Leon Blvd. Built in 1925, the building is one of the best-preserved examples of Mediterranean architecture in the City. In the Summer of 2016, UMSoA initiated negotiations for long-term occupation of the space.. The H. George Fink Studio will provide UMSoA with a base within the downtown core of the City of Coral Gables for a number of programs that would benefit from enhanced public visibility and community outreach, including continuing and executive education, public lectures and exhibitions, workshops and symposia, urban design studios, etc.

### **Short-term Off-Campus Facilities: Urban Labs**

In spring 2016 a sponsored upper-level studio operated within facilities provided by the developer and that continue to be available as a resource for the school as an urban lab in Downtown Miami. UM SoA will continue to seek opportunities in off-campus venues for outreach programs, immersive studio courses and projects that would benefit from an urban-core setting.

### **Enhancement projects**

Beyond the new building projects and urban labs, there have been several enhancement projects for the existing historic buildings. Most notably, improvements to the existing woodshop were made, including the repair and relocation of machinery, and the re-design of a new check-in area to promote safety and customer service. New “co-working” spaces were introduced throughout the studios to promote collaboration across the various years. These spaces were furnished with new chairs and a large communal desks that can be used for group study sessions, informal meetings, and/or pin-ups.

### Future projects

- **Library expansion project**

This project addresses the critical need for the expansion and modernization of the Paul Buisson Architecture Library with the following objectives:

- Allow the integrated use of traditional, digital and emerging technologies;
- Establish flexibly interpretive spaces for collaboration among students, faculty and researchers;
- Reunite architecture related resources into a single center; and
- Provide an adequate home for the archives of The New Urbanism

- **Window Replacement**

The School is working with University Facilities Design and Construction Department to begin incremental replacement of the windows of the former 1940s era apartments that were designated as historic by the City of Coral Gables.

- **Comprehensive Historic Preservation/Renovation Project**

The migration of studios to the new structure and ensuing reprogramming of vacated space in 2017 provides an opportunity for a comprehensive renovation project that would enhance the suitability, efficiency, and sustainability of the existing historic buildings. The potential is for a LEED certified upgrade that would set a high standard for the adaptive re-use of mid-century housing structures and position the SoA as a leader in both historic preservation and sustainability. This is an ambitious project that will anchor the new fund raising campaign that is currently still in a silent phase.

### B. Academic Content and Consistency

Comment:

*The team observed that throughout the curriculum the program was able to show at which point on their academic education the conditions were being taught and emphasized. However, as we analyzed and reviewed the totality of the students work, it became apparent that the full implications of these issues on the design process were not fully manifested. Issues of sustainability, programming, life-cycle cost, specifications, and design thinking skills were among the ones that the team had concerns about during or evaluation of the work.*

Response:

We paid close attention to this comment by the Visiting Team in 2011 and have made great efforts to address this concern in both the curriculum and extracurricular activities organized by the School. Sustainability is not a criterion to be met in any single course, but rather is a mindset that guides design thinking throughout the curriculum. Some examples at UMSOA include ARC 101, Design I. This class introduces students to passive building techniques and the time-tested knowledge of vernacular traditions. ARC 121, Architecture and Culture, taught alongside design and drawing, emphasizes the relationship between architecture and culture in the belief that sustainable architecture stems from a profound understanding of the development of an architecture of place. Similarly, ARC 604 in the MARCH program, introduces students to these fundamental lessons.

ARC 203 focuses on sustainable urban design, stressing topics of urban resilience, building adaptation, and the impacts of climate change and sea-level-rise on our urban communities. Through a series of incremental exercises, site visits, workshops and walking tours, the studio focuses on the importance of compact, mix-use neighborhood design and its relationship to the natural environment. ARC 362 and 363, Environmental Building Systems I and II (B.Arch.) and 662/663(M.Arch.), elaborate on passive systems and expand this knowledge to active systems including lighting, HVAC and acoustics. In recent years, faculty teaching these courses have collaborated with the coordinator of the Integrated Design studio (both B.Arch. and M.Arch.) to apply the knowledge of these systems to the student's architectural design project. Finally, ARC 306/607, Integrated Design studio, brings together the

lessons learned throughout the core curriculum to produce a building design that reflects a holistic understanding of the discipline.

The M.Arch. program has had constant assessment of the thesis process. The names of the courses have changed. ARC610 (previously Thesis) is now called Architecture Design Degree Project and ARC 699 (previously Pre-Thesis) has been renamed Directed Research. There has been an evolution towards a more controlled environment for the studio with proposed themes of focus that reflect areas of concentration of the School. The 2016-2017 academic year focuses on sea-level rise and coastal resiliency as an umbrella theme that permits faculty and students to follow individual streams within this broadly defined field. Core and upper level design studio projects will take on this issue in an effort to build momentum in this area of research and practice.

Beyond the curriculum, UMSoA has developed a series of extracurricular events that support the lessons being taught in the classroom. Most notably, the 2016-17 Tecnoglass thematized lecture series aligns with the annual theme to focus on Water and Coastal Resiliency, a topic of pressing local and global concern. Oceanographer and sea-level rise expert, John Englander, will begin the series on September 7, 2016 with talk entitled “The Rising Sea Challenges Miami to Think Boldly”. Englander brings the diverse points of view of a scientist, entrepreneur and CEO to enhance our architectural and urban understanding of the issues. Core and upper level design studio projects will also focus on this theme in an effort to build momentum and on the topic. Another example is the annual Resilience Colloquium & Workshop presented at Glasgow Hall on September 25, 2015. The 2015 Colloquium focused on the opportunities of landscape architecture, particularly systems of hydrology and plant ecology, for developing strategies for urban resiliency. The colloquium was a required part of the curriculum for ARC 223, Architecture and the Environment course.

Design thinking skills requires students to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards. As with sustainability, design thinking skills have been introduced and reinforced in a number of ways at UMSoA. The required media courses in the M.Arch. program have been redesigned with an emphasis on the representation of complex ideas through diagramming. The course is supplemented by a Media Workshop Lecture series that includes participants from a variety of allied disciplines including curators, graphic designers and media artists. Another example is the ARC 204 design studio for the BARCH program. This course focuses on the development of a student’s understanding of the potential of structure and cladding material in the expression of architecture and the ability to apply this acquired knowledge to independent building designs. A variety of exercises, ranging in size and complexity, present students with a precise set of criteria that requires them to analyze and test alternatives prior to arriving at a final design project.

Beyond the core curriculum, UMSoA introduced electives and workshops to address the theme of design thinking. One notable example is the NCI Charrette System Certificate Training and the NCI Design Thinking Skills elective. The course and annual workshop are taught by Bill Lennertz, Executive Director of the National Charrette Institute and principal author and lead trainer of the NCI Charrette System. The class focuses on research and education on the best practices in design-based collaborative community planning. The focus is on real-world case studies to help identify stakeholders and decision makers, as well as to spot potential development issues.

In recent years, UMSoA has been working on the professional practice stream at the school. Professional practice electives have been expanded to provide a wider range of offerings including: ARC550/650 Professional Lecture Series, ARC 584/684 Construction & Project Management, ARC 517 Construction Documents, and ARC 586/686 Zoning and the Shaping of Cities taught by City of Miami Planning Director Francisco Garcia. Beginning in 2015, UMSoA requires both undergraduate and graduate students to enroll in a professional practice elective beyond the required Management of Practice course. This additional requirement enhances areas of knowledge beyond the fundamental themes presented in the required practice class.

Beyond the professional architectural electives, the Integrated Design studio has been restructured to more actively engage professionals and academics from allied disciplines. Professor Armando Montero, coordinator of the Integrated studio, has been closely collaborating with Professor Matthew Trussoni and Professor Esber Andiroglu from the College of Engineering, to promote greater integration of systems design. Final design reviews have been

restructured as a two-step process. First students present their projects to a panel of design professionals and academics, following the more conventional format for design reviews. One week later, students participate in a “mock-plans review” session where they meet individually with a team of professionals including zoning officials, engineers etc. who redline their plans based on systems integration, code regulations etc. Students are asked to revise their plans as per the comments prior to their final design submittal. This method has received positive feedback from the students, providing them with a more holistic picture of building design and practice.

Despite these changes and additions, the practice stream is a work in progress as it has been difficult to accommodate NAAB’s 2-3 required cells per course criteria within our current curriculum. UMSOA is committed to this effort and will continue to focus on this area of the curriculum.

### **C. Studio Culture**

Comment:

*The team observed throughout the visit, that this program has developed a cohesive culture of respect, and mentoring among its students, faculty, and staff. Indeed, most of the qualities the NAAB and AIAS studio Culture Policy aspire to have, are present. The School has the required Studio Culture Policy document, but the team was concerned that current students seemed to have limited knowledge of the crafting and evolution of the current policy and did not recall opportunities to revisit and update the document itself.*

Response:

The School of Architecture has an ongoing studio culture policy that was updated in 2015. This policy is distributed to students during the first week of class, is posted on the walls of the studio spaces, and is available on the School’s website. In fall 2015, all syllabi were standardized to include the School’s learning culture policy as a reference. In an effort to include students in the crafting and evolution of the current policy, studio culture policy has been the topic of several “Pizza with the Dean” monthly gatherings with students. Students have been encouraged to engage in an open dialogue with the School’s administration and their observations and recommendations have informed updates to the current policy. Most notably, in an effort to promote a collaborative, in-studio, working environment new “co-working” spaces have been introduced within the existing studio buildings. These spaces have been furnished with a large communal desk and updated chairs to promote group study sessions and greater interaction among students of various years.

### **D. Long Range Planning**

Comment:

*After extensive discussion with the Offices of the President and Provost and the department’s administration, the team was able to better understand the University’s current long-range plan and strategy. It is apparent that the central administration is willing and able to assist the program as they comply with the Long-Range Plan. The team, on the other hand, is concerned about the potential impact of the fiscal operational modification the plan outlines and further financial issues created for the department’s operational budget. Similar concerns arose to the impact that the facilities may experience as the department complies with the long-range plan.*

Response:

At the time of the last visit, the University of Miami was experiencing considerable budgetary restrictions as a result of the nationwide economic recession and its impact on higher education. The Visiting team’s comment reflects this. Since 2011, the situation has stabilized with a record-breaking campaign concluding former President Donna Shalala’s tenure and an ambitious new vision for the University now underway with the guidance of President Frenk. Since his appointment in July 2014, Dean el-Khoury has exceeded the School’s \$6.1 million campaign goal, garnering \$7,737,766 at 126.85% of goal (60% of which were raised since his appointment). The groundbreaking on

two new buildings, including the Thomas P. Murphy studio building and the DesignBuild Lab attest to the success of this campaign.

### **E. Faculty and Student Diversity**

Comment:

*The team became aware of the current diversity that the faculty presently enjoys and we also became aware of the existing diversity in the student body. As the program begins to comply with the long-range plan to elevate the admission standards and be better benchmarked against a set of pre-determined AAU Peer Institutions, the team has some concerns about the programs ability to maintain and enhance diversity among faculty and student body. And in doing so, still provide ample role models for those who want to practice architecture in a traditional mode, the researcher as well as the future academic.*

UMSoA continues to pride itself on a diverse population of faculty, students, and staff members. According to the 2015 University of Miami fact book, the five- year trend in racial and ethnic distribution for students shows a slight decrease in White from 2011 (50%) to 2015 (48%) and Hispanic/Latino students from 2011 (29%) to 2015 (28%), Black and Asian/Pacific Islander had a slight increase from 2011 (8%) to 2015 (9%) and from 2011 (11%) to 2015 (12%), respectively.

Ethnicity of undergraduate architecture students in the fall of 2015 was distributed as follows: White (43%), Hispanic/Latino (35%), Black (7%), and Asian/Pacific Island (13%). Graduate architecture students in 2015 showed a lower percentage of White (34%), Hispanic (24%) and Black (1%) students and a significant increase in Asian/Pacific Island (38%). These metrics reveal a continued commitment to diversity among the student body despite having elevated the admission standards to be better benchmarked against a set of pre-determined AAU Peer Institutions.

In 2015, UMSoA had 232 undergraduate students and 91 graduate students. By gender, women make up the majority of the student body at the School of Architecture with 56% in the undergraduate program and 54% at the graduate level.

The graduate M.U.D program continues annually to reserve a full scholarship for a graduate of a Historical Black College and University (HBCU), to encourage African American students to complete a terminal degree, with the goal of increasing the funnel of diversity in the ranks of architecture faculty. Students from Howard University, Hampton University and Tuskegee University have participated in the program and received masters degrees in recent years.

An international search with a broad scope for potentially three appointments in tenure streams at the assistant or associate professor rank launched in fall 2016. The appointments are expected to enhance SoA's educational and research capacities in the areas of building technology, digital fabrication, and landscape. They also present opportunities for greater diversity that will be pursued vigorously.

## SECTION 3 Compliance with the Conditions for Accreditation

The APR must include the following:

- The program must describe how it meets the conditions for accreditation found in Part I.2-Part II.4. These conditions will be assessed and evaluated by the team in advance of and during a visit. The team's findings and assessments will form the core of the Visiting Team Report.

### I.2.1 Human Resources and Human Resource Development

The APR must include the following:

Faculty/Staff

- A resume using the required template, for each full-time member of the instructional faculty who teaches in the professional degree program
- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that support these assignments
- A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice, and licensure
- A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources
- A list of past and projected faculty research (funded or otherwise, scholarship, creative activities by full-time instructional faculty since the previous visit
- A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable
- The name of the Architect Licensing Advisor (formerly IDP Coordinator) and a summary of his/her recent activities, including professional development in support of his/her responsibilities

#### A. Faculty/Staff

Currently, the School of Architecture faculty is comprised of 33 full-time, and 30 part-time members, depending on the semester. Part-time numbers fluctuate with enrollment and full-time faculty leaves, sabbaticals and research releases. Of the current full-time faculty 18% are tenured full professors, 21% are tenured associate professors, 12% are tenure-track assistant professors, 27% are non-tenured lecturers, 18% are practitioner faculty, and one is a distinguished visiting professor. These numbers include the dean, associate dean, and program directors and coordinators, all of whom teach in addition to their administrative responsibilities.

The typical full-time teaching load is one six -credit design studio and one three-credit lecture course, seminar or drawing course each semester. Lesser loads depend on Faculty serve as mentors to students and participate in School and university committees. Part-time faculty, typically lecturers, and design critics, generally teach a single three-credit lecture or seminar course or six-credit studio. Studios meet for nine hours a week, lecture courses and seminars three hours a week, and drawing courses six hours a week. The low faculty-student ratio enables a tutorial exchange between faculty member and student in all design studio courses, never exceeding twelve students to a faculty member, and in many courses outside the studio.

In an effort to make students more aware of the Intern Development Process, the School of Architecture assigned a faculty member the responsibilities of the Architect Licensing Advisor (originally IDP Coordinator). Professor Allan Shulman was the first to spearhead this initiative, which has recently been handed over to Professor Jacob Brillhart. Both professors are also practitioners in South Florida, having received a multitude of awards and recognition and serve as good role models for young student. The advisor is tasked with keeping students informed on the latest AIA and NCARB proceedings that may affect their path to licensure. This information is disseminated during meetings in the fall and spring semesters with the student body. In the past, the advisor has also hosted events to promote licensure. At one such event, the advisor led students through the online registration process. The school has been able to boost participation in IDP through these meetings and programming.



**University EO/AA Policies and Procedures**

The University of Miami EO/AA policies and procedures can be accessed by clicking on or pasting the following links into your web browser.

**EO & AA Policy / EO and Affirmative Action Regulations:**

Policy and laws relating to Equal Opportunity and Affirmative Action can be found here:

[http://www.miami.edu/index.php/wep/httpwwwmiamieduindexphhuman\\_resourceshr\\_equality\\_admin\\_content114801/](http://www.miami.edu/index.php/wep/httpwwwmiamieduindexphhuman_resourceshr_equality_admin_content114801/)

**Faculty**

The University's nondiscrimination policy for faculty can be found on page 90 of the Faculty Manual, accessible by clicking on or pasting the following link into your web browser.

<http://www6.miami.edu/faculty-senate/FacultyManual.pdf>

**Staff**

[http://www.miami.edu/index.php/hr/policies/employee\\_handbook/](http://www.miami.edu/index.php/hr/policies/employee_handbook/)

**Students**

[http://www.miami.edu/sa/index.php/policies\\_and\\_procedures/student\\_rights\\_responsibilities/](http://www.miami.edu/sa/index.php/policies_and_procedures/student_rights_responsibilities/)

## Faculty Matrix – Fall 2014 to Fall 2016

## Term/Semester (Fall 2014)

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number
(alpha order)								
Adams, Alexander	Urban Design		203					
Adamson, Jim	Design Build				407-510	608-609		
Barnes, Germane	Digital Fabrication, Drawing		213					
Behar, Roberto	Design/Theory	111		305				
Bohl, Charles	Real Estate							RED 601
Bradley, Wyn	Design	111						
Brillhart, Jacob	Design, Drawing, Theory					501	699	
Brooke, Steven	Photography					527		
Chao, Sonia	Sustainability, Design				407-510	608-609		
Correa, Jaime	Urban Design				407-510	608-609	512	
Crowley, Maria	Design		294					
Cure, Adib	Design, Drawing	111			407-510	608-609		
Deupi, Victor	Classical Architecture				407-510	608-609	500	
Dougherty, James	Drawing		203					
Fett, Steven	Design	111						
Firley, Eric	History, Theory			305			621	
Fix, David	Design	111		305				
Garcia, Tony	Urban Design		203					
Gelabert Navia, Jose	Sustainability, Design				407-510	608-609	584	585
Guerrero, Carmen	Interior Design				407-510	608-609		
Hector, Denis	Structural Design and Theory					507		
Hernandez, Jorge	Historic Preservation, Drawing	101				582		
Hopkins, Philip	Structural Design					533		
John, Richard	Classical Architecture, History		267			567		
Krantz, Adam	Design		293					
Lejeune, Jean Francois	History, Theory, Design			390		585	590	
Lombard, Joanna	Healthcare Design		203	223				
Machado, Oscar	Urban Design, Drawing		203	213				
Manuel, Tommy	Design			305				
Martinez, Frank	Design, Drawing					586		
Mattheson, Austin	Design Build, Furniture Design					581		
Millas, Aristides	History, Theory			371		571		
Montero, Armando	Design					504		
Morcate, Alex	Real Estate							RED 610
Murai, Luisa	Design					550		
Nostrand, Steve	Real Estate							RED 601
Onyango, John	Technology, Design		230	362		530		
Park, Juhony	Digital Fabrication, Design					586	563	
Penabad, Carle	Design, History, Theory	101	213					
Perez, Joachim	Design, Drawing		213			511		
Plater Zyberk, Elizabeth	New Urbanism, Urban Design				407-510	608-609	601	
Reeves, Mark	Professional Practice						652	
Rodríguez, Albert	Design					517		
Rodríguez, Mike	Professional Practice				452			
Sarli, Edgar	Design	101						
Segal, Martin	Real Estate Law							RED 694
Shulman, Allan	Design, History Theory			305			699	
Spain, Tom	Drawing					516		
Tapanes, Ralph	Digital Fabrication, Drawing		213					
Trautman, David	Design		293			504		
Trelles, Jorge	Design	101						
Trussoni, Matthew	Structural Design			CAE 213				
Vasconez, Veruska	Design			305		581		
Victoria, Teofilo	Design, History, Theory	101	121			586		
Wheeler, Katherine	History, Theory					584		
Winston, Jack	Real Estate							RED 630
Yi, Li	GIS					583		

## Term/Semester (Fall 2015)

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number
(alpha order)									
Adams, Jim	Design Build				407-510	608-609			
Barnes, Germane	Digital Fabrication, Drawing		213						
Behar, Roberto	Design/Theory			305		585			
Bohl, Charles	Real Estate							RED 601	
Bradley, Wyn	Design				407-510	608-609			
Brillhart, Jacob	Design, Drawing, Theory			305					
Brooke, Steven	Photography					527/627			
Camps, Hector	Digital Fabrication					583/683			
Canton, Cristina	Drawing	111							
Churtichaga, Josemaria	Design				407-510	608-609			
Cimring, Alice	Design	101							
Correa, Jaime	Urban Design				407-510	608-609	512	682	
Crowley, Maria	Design		294						
Cure, Adib	Design, Drawing	101	111						
DeMarco, Gerald	Structural Design							633	
Deupi, Victor	Classical Architecture			305		590/690			
El-Khoury, Rodolphe	Design, Theory, Digital Fabrication					584/684			
Fett, Steven	Design		203			517			
Firley, Eric	History, Theory		203					699	
Fornes, Rafael	Historic Preservation					546/646			
Garcia, Tony	Urban Design							682	
Gelabert Navia, Jose	Sustainability, Design			305					
Gonzalez, Julian	Construction Documents					517			
Gualart, Vicente	Design				407-510	608-609			
Guerrero, Carmen	Interior Design				407-510	608-609	586	523/638	
Hector, Denis	Structural Design and Theory							608	
Hernandez, Jorge	Historic Preservation, Drawing	101				528			
John, Richard	Classical Architecture, History		267/667						
Kelly, Timothy	Drawing	111							
Krantz, Adam	Design		293						
Lennertz, Bill	Charrette Planning					581/681			
Lopez, Ricardo	Historic Preservation		203						
Lombard, Joanna	Healthcare Design		223		407-510	608-609			
Machado, Oscar	Urban Design, Drawing		203						
Martinez, Frank	Design, Drawing					584			
Mattheson, Austin	Design Build, Furniture Design				407-510	608-609			
Montero, Armando	Design						607		
Morcate, Alex	Real Estate								RED 610
Mullerat, Juan	Design		305						
Murai, Luisa	Design					550/650			
Nostrand, Steve	Real Estate							RED 601	
Onyango, John	Technology, Design		230/630	362					
Patricios, Nicolas	History			371/671					
Park, Juhong	Digital Fabrication, Design				407-510	608-609	663		
Penabad, Carie	Design, History, Theory		213					621	
Perez, Joachim	Design, Drawing	111				511/611			
Plater Zyberk, Elizabeth	New Urbanism, Urban Design				407-510	608-609	601	610	
Reeves, Mark	Professional Practice						652		
Rodriguez, Mike	Professional Practice				452				
Sarli, Edgar	Design		213			501/604			
Segal, Martin	Real Estate Law								BSL 694
Tapanes, Ralph	Digital Fabrication, Drawing	111	213						
Trautman, David	Design						607		
Trelles, Jorge	Design	101							
Troen, Mark	Real Estate								RED 630
Trussoni, Matthew	Structural Design		CAE 213	CAE 395		582/682			
Vasconez, Veruska	Design							681	
Victoria, Teofilo	Design, History, Theory	101	121						
Wheeler, Katherine	History, Theory						620	699	
Winston, Jack	Real Estate								RED 630
Yi, Li	GIS				407-510	608-609	586/686	681	

**Term/Semester (Spring 2015)**

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number
(alpha order)									
Abbas, Muayad	Real Estate							RED 680	
Barnes, Germane	Digital Fabrication, Drawing		204						
Behar, Roberto	Design/Theory				407-510	608-609	584		
Bohl, Charles	Real Estate							RED 640	RED 660
Bradley, Wyn	Design	102							
Brillhart, Jacob	Design, Drawing, Theory				407-510	608-609	581		
Brooke, Steven	Photography					513			
Canton, Cristina	Design		204						
Chao, Sonia	Sustainability, Design		204						
Cimring, Alice	Design	102							
Correa, Jaime	Urban Design	102	112						
Cure, Adib	Design, Drawing				407-510	608-609	586		
Deupi, Victor	Classical Architecture	112			407-510	608-609			
Fett, Steven	Design		292		407-510	608-609	517		
Gelabert Navia, Jose	Sustainability, Design				407-510	608-609	583	602	
Guerrero, Carmen	Interior Design					585	524		
Hector, Denis	Structural Design and Theory		231				531		
Hernandez, Jorge	Historic Preservation, Drawing				407-510	608-609	586	528	
John, Richard	Classical Architecture, History		204			585			
Kader, Jaya	Design			306					
Krantz, Adam	Design			306					
Lennertz, Bill	Charrette Planning							RED 640	
Lombard, Joanna	Healthcare Design				407-510	608-609	582		
Lopez, Ricardo	Historic Preservation					518			
Machado, Oscar	Urban Design, Drawing	102	112						
Martinez, Frank	Design, Drawing	122							
Millas, Aristides	History, Theory					554			
Montero, Armando	Design			306					
Nostrand, Steve	Real Estate							RED 660	
Onyango, John	Technology, Design				407-510	608-609			
Park, Juhong	Digital Fabrication, Design			363			610		
Penabad, Carie	Design, History, Theory				481		622		
Perez, Joachim	Design, Drawing		204						
Plater Zyberk, Elizabeth	New Urbanism, Urban Design					584	610		
Rodriguez, Mike	Professional Practice				452				
Santana, Victor	Construction Management							RED 670	
Sarli, Edgar	Design			306					
Sheikhoharam, Ehsan	Theory, Design						610		
Spain, Tom	Drawing					512			
Tapanes, Ralph	Digital Fabrication, Drawing					513			
Trautman, David	Design			306					
Trelles, Jorge	Design	112		306					
Troen, Mark	Real Estate							RED 650	
Trussoni, Matthew	Structural Design			CAE 313					
Vasconez, Veruska	Design								
Victoria, Teofilo	Design, History, Theory					502	586		
Wheeler, Katherine	History, Theory		268		476/576	568			
Yi, Li	GIS				482/623	584			

**Term/Semester (Spring 2016)**

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number
(alpha order)									
Abbas, Muayad	Real Estate							RED 680	
Barnes, Germane	Digital Fabrication, Drawing	112							
Behar, Roberto	Design/Theory				407-510	608-609	551/651		
Bohl, Charles	Real Estate							RED 640	RED 660
Brillhart, Jacob	Design, Drawing, Theory				407-510	608-609	581/681		
Brooke, Steven	Photography						613		
Burgess, Jonathan	Sustainability					585/685			
Canton, Cristina	Design	102							
Ceo, Rocco	Design Build, Drawing		204						
Chao, Sonia	Sustainability, Design				407-510	608-609			
Churichaga, Josemaría	Design						610		
Chung, Christopher	Coding					581/681			
Cimring, Alice	Design	102							
Clavel-Rojo, Manuel	Design				407-510	608-609			
Correa, Jaime	Urban Design	112			407-510	608-609	602		
Cure, Adib	Design, Drawing		204				610		
De la Quadra-Salcedo, Cayetana	Design	102							
Deupi, Victor	Classical Architecture				407-510	608-609	574/674		
Fett, Steven	Design			306		517/617			
Firley, Eric	History, Theory						610	622	
Franqui, Deborah	Healthcare Design					582/682			
Gelabert Navia, Jose	Sustainability, Design				407-510	608-609	583/683		
Guerrero, Carmen	Interior Design					585			
Harma, Greg	Sustainability					585/685			
Hector, Denis	Structural Design and Theory		231					631	
Hernandez, Jorge	Historic Preservation, Drawing					586			
John, Richard	Classical Architecture, History		204			585/685			
Krantz, Adam	Design			306					
Lajeune, Jean Francois	Design, Theory				407-510	608-609			
Lennertz, Bill	Charrette Planning							RED 640	
Levit, Robert	Design				407-510	608-609			
Lopez, Ricardo	Historic Preservation					518/618			
Matheson, Austin	Furniture Design					582/682			
Machado, Oscar	Urban Design, Drawing	102	112						
Martinez, Frank	Design, Drawing	102	122						
Montero, Armando	Design			306					
Nostrand, Steve	Real Estate							RED 660	
Onyango, John	Technology, Design				407-510	608-609		610	
Park, Juhong	Digital Fabrication, Design			363		585/685			
Perez, Joachim	Design, Drawing					481/681			
Plater Zyberk, Elizabeth	New Urbanism, Urban Design				407-510	608-609	584/684	610	602
Riley, Terrence	Design				407-510	608-609			
Rodríguez, Mike	Professional Practice				452				
Santana, Victor	Construction Management					584		RED 670	
Sarli, Edgar	Design	112		306					
Shulman, Allan	Design, History Theory					586/686		610	
Tapanes, Ralph	Digital Fabrication, Drawing						613		
Trautman, David	Design			306					
Trelles, Jorge	Design	112	292						
Troen, Mark	Real Estate							RED 650	
Trussoni, Matthew	Structural Design			CAE 313					
Vasconez, Veruska	Design		204		482/623				
Victoria, Teofilo	Design, History, Theory						605		
Wheeler, Katherine	History, Theory		268		476/676		668		
Yactayo, Juan	Drawing				407-510	608-609			
Yi, Li	GIS				482/623	594/694			

**Term/Semester (Summer 2015)**

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
(alpha order)						
Arboleda, Diana	Structural design				532	
Bohl, Charles	Real Estate				RED 699	
Chao, Sonia	Sustainability, Design			407-510	608-609	
Correa, Jaime	Urban Design			407-510	603	608-609
Cure, Adib	Design, Drawing			407-510	581	582
Deupi, Victor	Classical Architecture				516	
Fett, Steven	Design			407-510	581	582
Guerrero, Carmen	Interior Design			407-510	603	608-609
Hector, Denis	Structural Design and Theory				503	
Lopez, Ricardo	Historic Preservation		323		586	
Martinez, Frank	Design, Drawing	141	323	407-510	584	586
Milas, Aristides	Theory, History				586	
Nostrand, Steve	Real Estate				RED 603	
Onyango, John	Technology, Design				562	
Park, Juhong	Digital Fabrication, Design			407-510	608-609	
Penabad, Carie	Design, History, Theory				585	
Santana,Victor	Construction Management		323		586	
Trelles, Jorge	Design			407-510	581	582
Victoria, Teofilo	Theory, Drawing			407-510	581	582

**Term/Semester (Summer 2016)**

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number
(alpha order)								
Abdelzaer, Amir	Structural design				532/632			
Andiroglu, Esber	Environmental Systems				662			
Barnes, Germane	Drawing, Design			407-510	608-609			
Bohl, Charles	Real Estate				RED 699			
Chao, Sonia	Sustainability, Design			407-510	608-609			
Correa, Jaime	Urban Design			407-510	603	608-609		
Cure, Adib	Design, Drawing			407-510	584/684	585/685	586/686	608-609
Deupi, Victor	Classical Architecture				516/616			
De la Quadra Salcedo, Cayetana	Design				585/686			
Fett, Steven	Design			407-510	584/684	585/685	586/686	608-609
Guerrero, Carmen	Interior Design			407-510	603	608-609		
Hector, Denis	Structural Design anTheory				606			
Lopez, Ricardo	Historic Preservation		323					
Martinez, Frank	Design, Drawing	141	323	407-510	584	586		
Nostrand, Steve	Real Estate				RED 690			
Perez, Joachim	Drawing, Design			407-510	608-609			
Santana,Victor	Construction Management	141	323		584/684			
Victoria, Teofilo	Theory, Drawing			407-510	584/684	585/685	586/686	608-609
Yactayo, Juan	Drawing				585/685			

## Faculty and Staff Development

There are numerous ways for faculty and staff to maintain current knowledge and experience in professional practice and licensure. The School as a whole places great emphasis on the relationship of academia to practice. A significant number of full-time faculty and almost all the part-time faculty are in practice. Design studio programs often engage current projects and client groups locally and internationally, including design competitions. In addition to its own curriculum and extracurricular offerings, the School regularly hosts professional society offerings, including the AIA ARE review courses, and the USGBC lecture series. Also, the MRED+U program sponsors an annual a three-day course by the National Charrette Institute (NCI) that is available to faculty and students.

Among the full-time faculty, 16 out of 31 maintain architecture, landscape architecture, or engineering licenses, several are LEED certified, and 18 are practicing professionally, with distinction recognized by national juries in various award programs. Another significant number pursue scholarly work that is similarly recognized, described below. The School's travel-study courses contribute to faculty development, as does a small travel budget, allocated by the Dean, for faculty to travel to conferences and professional meetings to either present a selected paper topic or as part of continuing education. The majority of the faculty take advantage of this annual resource.

Since 2011, the School supports faculty and staff attendance at the national meetings of the ACSA, the Society of Architectural Historians, the AIA, the Congress for the New Urbanism, the Council for European Urbanism, the ULI, among others. Dean el-Khoury has allocated a stipend of \$1,200 - \$2,000 USD to each faculty for this purpose. Faculty members also participate in meetings and as leaders of local and regional chapters of these organizations.

In addition to professional practice, faculty members engage in scholarly work including the production of publications, the organization of symposia and lecture series, and the curation of exhibitions at the School and jointly with other institutions. A variety of faculty members conduct research and writing on topics of history and theory while several others participate in funded research teams studying the relationship of behavior and the built environment, with joint appointments in the Department of Epidemiology and Public Health at the Miller School of Medicine. Two are editors of international peer review journals.

Scholarly work outside of practice is facilitated in a variety of ways. The University has several competitive, summer, research, grant programs that have regularly awarded stipends to SoA faculty members. Teaching releases are available at the dean's discretion, often for funded research that reimburses faculty time; the University's Office of Advancement and its Office of Research and Sponsored Programs work closely with faculty seeking foundations and agency funding. Foundation and other types of funding awards given to faculty are noted on individual faculty resumés. When appropriate, Dean el-Khoury provides faculty with reduced teaching loads to allow for the completion of research and/or creative practices.

In addition to supporting faculty development, the School encourages staff to maintain contacts with peer groups through attendance at relevant conferences and meetings. Staff members are encouraged to be pro-active participants in the educational process. Through their interaction with students, staff members have frequent informal opportunities to coach in the Computer Lab, in the Model Shop, and in students' more formal engagements as work-study and teaching assistants.

## Faculty Appointment, Promotion and Tenure

The School of Architecture has several categories of faculty positions. Full-time faculty positions may be Lecturers, Research faculty, In-Practice faculty (three year term), tenure-track Assistant Professors, and tenured Associate and Full Professors. Part-time faculty may be titled as Lecturers, Senior Lecturers, Visiting faculty, and Visiting Critics.

New faculty members are hired after a national search has been conducted. The initiation of a search depends on the School's needs and budget. A search committee of faculty solicits and reviews applications, and recommends a short list to the full faculty council. The files are available to all voting faculty for review at any time so that faculty may add to the short list. The faculty council then recommends a short list to the Dean. The search committee checks candidate references and the Dean invites candidates to visit. Visits typically include individual meetings and meals

with students and faculty, a public presentation by the candidate and participation of the candidate in design reviews. At the conclusion of candidate visits, the faculty council meets to discuss the candidates and to recommend candidates to the Dean. The Dean determines the candidate appointments and then consults with the Provost who approves the appointment.

The University Faculty Manual outlines University procedures for re-appointment and tenure. Annual reappointment evaluations for tenure-track faculty are conducted with the full Faculty Council advising the Dean through individual votes on each candidate's reappointment. Candidates for reappointment provide a current C.V. and a portfolio of work that may include built or theoretical projects as well as papers, articles, and books. The criteria for reappointment, tenure, and promotion can be found in the University Faculty Manual at: <http://www6.miami.edu/faculty-senate/FacultyManual.pdf>.

The voting faculty reviews the candidate's materials as well as peer review summaries prepared by faculty who visit the candidate's classes, and student evaluations of the courses. The Dean meets with each candidate after the evaluation to advise the candidate of faculty comments and suggestions. A more extensive mid-review occurs after three years on the "tenure track." The mid-review is intended to be a comprehensive review to give faculty guidance about areas of development necessary for the award of tenure. After a period of no more than six years, except in permitted leaves of absence, candidates prepare their file for the tenure evaluation. These follow a format prescribed by the University, including written evaluations from tenured scholars in the candidate's field. Following the School tenured faculty's vote, the file is forwarded to the University's Academic Personnel Board that advises the Provost.

A similar process is conducted for Associate Professors seeking promotion to full Professor. The file of candidates for promotion includes a current C.V., evidence of accomplishment in teaching, scholarly and creative work and service, with emphasis on evidence of national recognition.

### Student Applicant Evaluation Process

Incoming freshman applicant files are reviewed and evaluated by the University of Miami central Undergraduate Admissions Office. Admission to the undergraduate program is based on a minimum cumulative GPA of 3.0 or higher, combined minimum SAT score of 1100, and class ranking in the top 10%. Applicants are encouraged to submit a portfolio with their application. The UMSOA Admissions Committee, chaired by the Undergraduate director, reviews all portfolios and ranks them on a scale of one to five. A list of students with the top ranking portfolios is sent to the University's central admissions office for evaluation as part of the overall admissions process. UMSOA believes that the portfolio is an important criterion to be evaluated alongside the student's academic credentials as it attests to a student's creative potential and commitment to the discipline.

In addition to these requirements, international students are required to demonstrate proficiency in the language by achieving a score of 550 or higher on the TOEFL examination. All student applicants must have completed a high school degree or its equivalent. The University's undergraduate admission office refers certain candidates for review by the School of Architecture Academic Standards and Admissions Committee.

Transfer applicant files are reviewed and evaluated by the School of Architecture Academic Standards and Admissions Committee. Candidates are required to submit a complete application, three letters of recommendation, official transcripts from all previous institutions, and a portfolio. Transfer applicants are placed in the appropriate design studio depending on the number of semesters of design taken at their previous institution, and the design ability demonstrated in their portfolio. Students may transfer up to two years of design courses and the third year is the highest level into which a student may transfer. Finally, transfer students are required to take a three-credit summer introductory studio to introduce them to UMSOA's pedagogy and their forthcoming architectural education.

Applicants to the graduate programs are reviewed and evaluated by the School of Architecture Graduate Admissions Committees. Admission to the graduate program is based on the combined criteria of a minimum cumulative GPA



of 3.0 or higher and a minimum GRE score of 1000, a complete application, transcripts, three letters of recommendations, a statement of interest, and a portfolio.

### Student Support Services

The School of Architecture supports each student's development as a professional through a series of events and opportunities that enrich the academic curricula. Working with faculty and staff on exhibitions and publications provides an important opportunity for development and participation. Visiting lecturers and critics expand the School's network of associated scholars and professionals providing students with access to many institutions and offices around the world.

Student support services are generally coordinated through the Office of Academic Services and Placement. Academic Services maintains admissions and academic records, manages course offerings, advising, maintains a placement service, and is the School's liaison with University-wide student services.

The Assistant Dean and the Undergraduate and Graduate Advisors organize each semester's formal advising and registration process. To assist students in course selection, the Office of Academic Services publishes a listing of course schedules and descriptions for required and elective courses, as well as dates and deadlines for advising and registration. In addition to the semester advising, preregistration and registration, students consult on a myriad of issues. Students are also able to confer with Program Directors and other faculty to discuss broader issues of academic and professional development.

Students' personal difficulties are addressed by the program directors, the Assistant Dean, the Associate Dean, or the Dean. When the difficulty exceeds the jurisdiction or expertise of these persons, other campus assistance programs, such as the Counseling Center, Campus Ministry, or the Vice President of Student Affairs step in to assist. Experienced professional counselors in these offices may provide direct assistance to the student or referral to more specialized help.

The Career Planning and Placement section of the Academic Services Office, in cooperation with the University's Toppel Career Center, provides a comprehensive approach to career development and internship placement. The placement staff along with faculty members assists students with workshops and seminars on interviewing, as well as the design and assembly of portfolios and resumes. Each spring semester, the Career Fair brings representatives of professional offices and other organizations to the School to conduct interviews for summer jobs and career internships. Among Career Fair participant firms, University of Miami grads have an excellent reputation for their background in drawing and design, and other skills that give them great versatility in the workplace.

### Off-Campus Opportunities

The School offers a range of study abroad options including a semester-long program in Rome each fall and spring. Between twelve and twenty upper level students take part in the program. The Rome facilities include a design studio fully equipped with computers and a small library, and a faculty apartment, located near the Vatican at Via del Falco, 1/1a. Each semester, several SoA faculty members travel to Rome to teach along with one or two Roman faculty. Graduate students are served by a semester in Rome with a separate, directed curriculum.

Other travel study programs are offered during the winter, spring, and summer semesters. Recent programs were held in Portugal, Colombia, Switzerland, Tokyo, Beijing, and Shanghai, to name a few. A long-running Grand Tour of Europe, organized by Architecture faculty members Frank Martinez and Ricardo Lopez, enrolls students from across the University. These opportunities encourage the student to seek an expanded field of knowledge and experience that enriches both the study and the practice of architecture. Now in its 28<sup>th</sup> year at the School, the OPEN CITY studio, directed by Professor Teofilo Victoria, offers a six-week intensive study abroad experience for both undergraduate and graduate students. Recent programs have focused on the study of the Asian city with studios in Japan and China.

On-campus courses often include the opportunity for short visits to cities in the U.S. and abroad, usually related to subject sites of design studios. Recent course-related expeditions included trips to New York City, Providence, R.I., Key West (usually a freshman destination), Barranquilla, Colombia, and Haiti. An annual trip to the New Urban settlements of Florida usually includes a busload of second-year, upper-level, and graduate students. Every fall, an elective seminar takes students to construction sites and project offices throughout South Florida.

### On-Campus Activities

The Student Council, AIAS, Tau Sigma Delta National Honor Society, Students for New Urbanism, and Emerging Green Builders offer architecture students a number of special opportunities and activities. These depend on the character of each group's annual make up and in recent years have included group travel to national conferences, participation in design competitions and assistance with various School programs, including the evening lecture series and the Peer Counselor program. The newly established Alpha Rho Chi chapter organized an art auction to raise funds for the new student organization. The Student Council participates in a variety of activities, including the organization of the annual Black and White Ball in the spring.

A representative from the graduate programs in architecture participates in the Graduate Student Association Council. Graduate students partake in the campus-wide competitive funding program through the Graduate Activity Fee Allocation Committee, for activities such as symposia and field trips. Graduate students are also eligible for membership in Alpha Epsilon Lambda, a national honorary society for graduate and professional schools.

Extracurricular on-campus activities are encouraged: students participate in varsity and intramural sports, music ensembles, theater performances, and have been resident advisors in the residential colleges. The School has adjusted course schedules to reduce conflicts with other activities. Afternoon studios, for instance, have a morning section for those students involved in sports teams or in the band.

Opportunities for practicing leadership are provided by these student organizations, and by the Peer Counseling program, run by the Office of Academic Services, that invites 12 to 16 students to be mentors to freshmen in the studio and other academic and School activities. The School financially supports for two students to attend the AIAS Grassroots leadership training conference in Washington each summer and others to attend national conferences such as Green Build, AIA, ACSA, and CNU.

Various teaching opportunities enable students to test career opportunities. Each year, several graduate students are selected to teach in the undergraduate drawing courses under the guidance of the faculty coordinator. Upper level students also teach in the School's summer programs for high school students.

### Student Research and Creative Activities

Faculty scholarly work often engages students through elective courses in research projects, documental drawing and model-making, and exhibition production. Organized as collegial research partnerships, these types of projects in recent years have engaged students with the South Florida community, Italian arts organizations, and museums. The Special Problems course format gives students and faculty the opportunity to collaborate in new areas of inquiry. The possibility of experimentation within the School's elective offerings fosters a collegiality among students and faculty and many partnerships and associations are formed throughout the academic year.

## I.2.2 Physical Resources

The APR must include the following:

- A general description, together with labeled 8-1/2" x 11" plans or images of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship, and public interaction
- A description of any changes to the physical resources either under construction or proposed
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it
- A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service, and advising
- Programs that leverage international programs, or off-campus settings such as urban centers, to teach courses where student performance criteria are being met, must provide a description of these venues in the APR and how they affect a program's on campus physical resources
- Programs that use massive open online courses (MOOCs or online learning formats to deliver SPC-related content or to meet other program or institutional requirements in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the physical resource requirements for the program

### General Description of Facilities

The School of Architecture is located at the southwestern edge of the University of Miami's Coral Gables campus. It is primarily comprised of a series of historic buildings, originally built in 1946 as Veterans' housing for G.I.s attending the University of Miami after World War II. The three-story, Bauhaus-inspired buildings were designed by Marion I. Manley and Robert Law Weed and are principally organized around a courtyard and green that flank Lake Osceola.

The tree-lined, paved courtyard is the central meeting place for the School and encourages informal gatherings in a beautiful natural setting. The courtyard features a majestic banyan tree and a framed view of Lake Osceola. An adjacent green hosts a vegetable garden planted by the students with faculty assistance. A campus walk along the lakefront connects the School to the rest of the University campus. Currently, the School's interior building area totals about 68,000 sq.ft. Groundbreaking has taken place on two new additions to the school's facilities including: the Thomas P. Murphy Studio building and the B.E. & W.R. Miller BuildLab.



UNIVERSITY OF MIAMI  
SCHOOL of  
ARCHITECTURE



SPRING 2017 CAMPUS MAP  
Ground Floor

LEGEND

- ADMINISTRATION
- COLLABORATIVE ZONE
- COMPUTER LAB
- FACULTY LOUNGE
- FACULTY OFFICES
- FLEX CLASSROOM SPACE
- FLEX STUDIO SPACE
- STUDIO SPACE



APAC, Jorge M. Perez Architecture Center

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UNIVERSITY OF MIAMI  
SCHOOL of  
ARCHITECTURE



SPRING 2017 CAMPUS MAP  
Second Floor

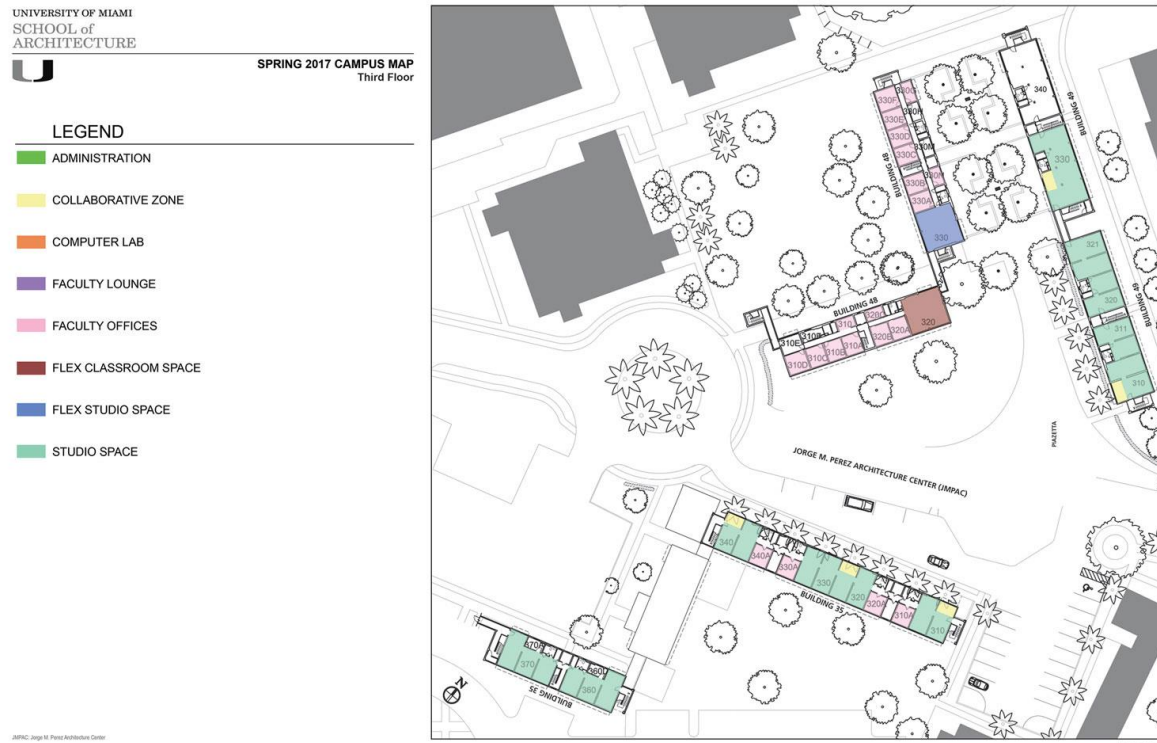
LEGEND

- ADMINISTRATION
- COLLABORATIVE ZONE
- COMPUTER LAB
- FACULTY LOUNGE
- FACULTY OFFICES
- FLEX CLASSROOM SPACE
- FLEX STUDIO SPACE
- STUDIO SPACE



APAC, Jorge M. Perez Architecture Center

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Following is a brief description of all relevant spaces used for teaching, learning, scholarship, and public interaction.

### The Jorge M. Perez Architecture Center

Opened in 2005, the Jorge M. Perez Architecture Center is the center of academic life at the School. Its three main spaces include the 140-seat Stanley and Jewell Glasgow Lecture Hall, which accommodates scheduled classes and the various evening lecture series; the Irving Korach Architecture Gallery, which hosts mid-term and final design studio reviews and four to six annual exhibitions of regional to international significance; and the 40-seat Marshall and Vera Lea Rinker Multimedia Classroom for smaller scheduled classes, as well as faculty and other meetings.

### Studios and Faculty Offices

Three major buildings comprise the primary studio spaces with larger open studios for the first and second year students. Smaller office-like studios for upper-level students are interspersed with adjacent faculty offices, encouraging close collaboration among faculty and students. One first-floor studio is outfitted with wheelchair accessible doors and restroom. Other first floor studios can accommodate limited motor skill accessibility. Room and studio assignments are organized in response to student needs and each student is assigned an individual workstation. Studios are accessible 24 hours a day, seven days a week via programmable key cards.

Faculty offices are distributed throughout the School's buildings. About half are concentrated in Building 48, with the remainder interspersed among the studios in Building 35. Each full-time faculty member has an office and there is a designated shared office for part-time faculty.

### Classrooms

In addition to Glasgow Hall and Rinker Classroom, two classrooms are located in Building 48, one on the third floor of the administrative building, and the other, a multi-media equipped room on the third floor above the Computing Laboratory.

**Exhibition | Jury Rooms**

In addition to the Korach Gallery, studio reviews are hosted in a ground floor gallery in Building 48, and in a third floor space in Building 49 which serves as a studio for drawing classes and is the repository of a plaster cast collection given to the School by the New York Metropolitan Museum. Taking advantage of the temperate weather, reviews are held in the central courtyard using moveable partitions and along the open loggia of the Perez Center. Faculty also utilize off-site space for reviews of community-based projects. Beginning in 2015, with the appointment of Dean el-Khoury, the School has organized its final upper level design and thesis reviews at the Moore Building in Miami's Design District. Outside local and national jurors attend the two-day event that culminates in an end-of-year celebration and presentation of annual design awards.

**Administrative Offices**

Building 48E houses most of the School's administration, including the Office of Academic Services, which is located on the first floor and serves as the School's reception office. The second floor includes the offices of the Dean, the Associate Dean, and Financial Operations.

**Architecture Wood Shop & Digital Fabrication Lab**

The Architecture Wood Shop recently reorganized to better serve the students and the curriculum. In Spring 2016, spaces were redesigned to maximize students' learning potential and streamline logistical challenges. Currently, the Shop is a 1,500 sq. ft. indoor facility consisting of workrooms for both analog and digital tools, machine rooms, and tool storage. A new Computer Numerically Controlled (CNC) Learning Center now is managed by student CNC operators to ensure proper training and usage methods.

Equipment in the Woodshop includes nine industrial milling machines, six manufacturing sanders, two-hole boring machines, and over fifty hand held tools. Project assembly can be performed at any of the eight workstations which is furnished with a large table and a cabinet containing thirty labeled tools. There are also four common tool areas in between workstations that contain hot glue guns, pneumatic guns/staplers, and hand tools. Space also was redistributed to accommodate the Digital Fabrication Lab where students can build 3D models and laser cut and laser sketch using a variety of materials.

The nearby Fab Lab (Fabrication Lab), located within Building 35, is a student run facility where students are trained and certified by a third party licensed vendor and overseen by a full-time faculty member. The FAB Lab contains two industrial laser cutters, an industrial white powder printer, and a z-Bench post processing center. A 500 sq. ft. outdoor workspace for building and assembling larger-scaled projects supplements the indoor facilities.

**The Center for Urban and Community Design**

The Center occupies a space on the first floor of Building 35 close to Dickinson Drive. This location assures a public presence, making the Center easily accessible to visitors and emphasizing its importance in linking the School of Architecture to the community. The Center includes several work stations and a meeting area.

**MRED+U Center**

Housed on the first floor of Building 35, the offices of the Master of Real Estate Development and Urbanism are also easily accessible to visitors. A meeting room and several workstations accommodate program-related teaching, research, and service activities.

### **Paul Buisson Architecture Library**

The Paul Buisson Architecture Library, a branch of the University's central Richter library, overlooks the central court of the School. This circulation library houses books, reference works, reserve material, periodicals, drawings, maps, and the New Urbanism Archive. This facility is linked to the Richter Library that houses major collections in architecture, landscape, urban design, interiors, and related disciplines. The Richter Library utilizes the Integrated Bibliographic On-line System (IBIS) and is a member of an institutional network, which can be accessed from terminals in the Architecture Library, Computer Lab, the residential colleges, and from home and office computers.

### **Computer Facilities**

Computing is a distributed function that penetrates all parts of the School of Architecture. The network is interconnected using a Gigabit Ethernet Network with more than 350 ports and two Wireless Wi-Fi Clouds, which link the School to the University fiber optic backbone and the rest of the world. All university buildings including faculty and staff offices, classrooms, studios, libraries, and other occupied spaces have network access. Wi-Fi clouds are distinguished between guest connectivity (limited to internet only) and University network resources that are established with secure authentication. New wireless access points with longer range and greater device capabilities were installed during the fall of 2015 as Phase I of a University-wide wireless upgrade initiative. Phase II will add 30 access points throughout the School of Architecture. This work is scheduled for completion by the end of 2016. University-wide computing is supported by UM Information Technology, which houses central computing facilities and offices throughout all campuses, and provides services to aid research and information resources for the entire institution.

At the center of the School's IT facilities is the Computer Lab. Equipment includes 20 High-End Dual Processor Workstations with large monitors for CAD, 3D, structures analysis, and other research and academic work, as well as word processing and web browsing. The workstations are equipped with a diversity of basic productivity, graphics, CAD, modeling, animation, GIS, desktop publishing, multimedia, and presentation software. Lab computers are configured with selective peripherals, such as scanners, 3D printers, and large color printers. Newly implemented OCE Colorwave 500/650 large-format scanners and color plotters provide a high professional quality to student's work in self-service capacity via print management system Pharos otherwise known on campus as UPlot/Uprint. Two 24/7 satellite labs contain four workstations, large format plotters, and 3D printers.

The main Computer Lab hosts a secured room with a number of servers that provide student and faculty with high power computer function including web services and remote and local file access. Servers are backed-up constantly and provide redundancy in case of critical need. Over the last several years, University Information Technology has assisted the School in transitioning to cloud-based IT services to provide a cost efficient and highly reliable solution to students, staff, and faculty. File sharing solutions such as Google Drive, OneDrive, and Box are all licensed for broad educational use and available to all students, faculty, and staff at the University.

Beyond the UMSOA Computer Lab, more than 50 additional computers are maintained by the UMIT staff. Five classrooms are equipped with full audio-visual capabilities, including digital projectors and sound amplifiers. The Media Classroom contains 20 desktop computers equipped with the same applications provided in the Computer Lab to conduct training sessions, application-based courses, and other instructor-to-student hands-on learning. The School of Architecture Library has five networked computers and a connected large format scanner.

Most School faculty members are equipped with laptops and several have workstations in their offices. School staff has desktop computers or workstations. E-mail service is provided to the University by license agreement with Microsoft Office365, which provides the most advanced electronic mail systems plus additional services. Computer ownership is mandatory for students starting in the second year and most students now own laptops. However, most students still prefer to work in the Lab due to the superiority of its workstations and their proximity to printers. There are three broad user categories at the School, each with different computing requirements: Computer Lab, students and studios, faculty, and staff. Most UMSOA computers, with the exception of servers, generally have a

four-year life cycle. Computer Lab computers are upgraded or replaced more often after a maximum of two years of use. Each user category has a variety of needs; annual capital expenditures are distributed accordingly with academic and faculty needs given the highest priority

The School has a continuous process upgrading information technology as follows: Computer Lab: 50% of the workstations are replaced or upgraded each year. Replaced computers cycle to faculty, staff, or other areas. Faculty and staff workstations: 25% of are replaced or upgraded each year. Faculty needs determine priorities for the latest technology and equipment. The School's Library computers are upgraded according to budget allocation from the University Central Library System.

**Future plans for the School's information technology include:**

- 1) Obtaining an in-house server or outside service for rendering and modeling to relieve the current demand on lab workstations when students are completing final presentations requiring high-end modeling.
- 2) Providing 24-hour remote printing access to all faculty and students via electronic payment as part of the University-wide student printing solution call "UPRINT", which until recently was used primarily by Richter Library. This process will be available in the near future.

**A New and Expanded Facility**

The Thomas P. Murphy Design Studio Building was inaugurated on October 15, 2015. Construction began in July 2016 and is scheduled for completion in late 2017/early 2018. The building will be LEED-certified, and will include studios to accommodate approximately 120 undergraduate and graduate students. A fabrication lab and modern workstations, designed to enable advanced digital production, are included as well. A lounge, computer lab, presentation areas, review spaces, and offices are additional amenities. The building has been designed by world-renowned Miami architecture firm Arquitectonica, led by School of Architecture adjunct faculty member Raymond Fort and Arquitectonica principal Bernardo Fort-Brescia, who moved to Miami in 1975 to teach at the School of Architecture. The 20,000 sq. ft. building will include a large, open studio space, reviews spaces, offices, and an outdoor workspace, as well as an outdoor jury area and an expanded digital fabrication lab. In addition to the existing infrastructure, this fabrication space will also feature a robotic arm, color 3D printer with replicator, CNC plasma cutter, CNC desktop milling machine, hot wire CNC cutter and water jet cutter.



**B.E and W.R. Miller BuildLab**

The new B.E. & W.R. Miller BuildLab, designed by Professor Rocco Ceo, is a space for learning design tolerances, solving client material, and design problems, effective communication and collaboration, and the many trades that go into realizing a building. The BuildLab will be used year-round to support the upper level Design Build studio in executing its prototype design. Composed of a 1300 sq. ft., double – height volume room and perimeter storage, the



facility will be situated in the rear corner of Building 35, immediately alongside the existing wood shop. At grade, docked around the building's base, will be a series of 10'-20' long steel containers will house materials, tools, and all needed equipment. This configuration will allow the space to remain free for project construction. The building will be an open hub of activity where modular projects are assembled, disassembled, then shipped and reassembled on site.

### **RAD-UM Lab**

The new Responsive Architecture Design (RAD-UM) lab is located on the northeast corner of the School of Architecture Campus and occupies three bays within the La Gorge Building, totaling approximately 800 sq. ft. This space was recently assigned to UMSOA by the University of Miami Facilities department and aids in solidifying the "production" area of the School. RAD-UM provides resources and expertise for project-based research on the spatial ramifications of embedded technology and ubiquitous computing. The research is premised on the notion that every building or landscape component can be equipped with computational power. Projects at RAD-UM develop models for such digitally enhanced environments to better handle persistent and emerging challenges in the areas of healthcare, building technology and sustainability. Projects are set up for multi-disciplinary collaboration and for potential development in partnership with industry.

The lab includes six personal working stations; four of which are available for students to use, one communal working area suitable for a maximum of five students, a 24" x 18" Desktop CNC machine + associated desktop computer, an Ultimaker 2 Extended+ 3d printer with a printing bed size of 8.7" x 8.7" x 12", one Macintosh Computer: 3.4Ghz Intel Core i7, 16GB DDR3 RAM, 3TB Hard Drive, electronic supplies including but not limited to: Arduinos, Raspberry Pi's, LED matrices, LEDs, transistors, breadboards, switches, relays, speakers, jumper wires, soldering stations, DC regulated power supply among many others. The Lab also contains electronic equipment that is tested and developed by RAD. This equipment includes Leap Motion: a sensor that detects the movement of hands; Project Tango: a mobile device with the ability to navigate the physical world using advanced computer vision, image processing, and special vision sensors and an Xbox Kinect 2.0: a motion-sensing input device that enables users to control and interact with a computer through a natural user interface using gestures and spoken commands.

### **H. George Fink Building**

The City of Coral Gables recently purchased the historic H. George Fink Studio, located at 2506 Ponce de Leon Boulevard. Built in 1925, the building is one of the best-preserved examples of Mediterranean architecture in the City. In the summer of 2016, the City entered into an agreement with UMSOA to allow the School to use the space for a ten-year period. The H. George Fink Studio will provide the School with a permanent space for use as a think tank to address relevant issues facing our local community including sea level rise and the role of preservation in the development of an expanding metropolis. UMSOA will utilize the building for studio spaces, exhibitions, symposia, and lectures.

### **Restoration of Existing Historic Buildings**

Parallel to the new and expanded facilities (both within and beyond the campus) lies the preservation and restoration of the School's historic Manley & Weed buildings (Buildings 48 & 49). Constructed as housing for GIs attending the University of Miami following World War II, these buildings have been retrofitted to accommodate studios, classrooms, jury rooms, and offices. Following a yearlong process of research and presentations to the University's Facilities department and the Historic Board of the City of Coral Gables, new steel windows have been approved for installation beginning in December 2016. A mock-up window was installed in June 2016 and revised to accommodate a variety of design changes including thicknesses of mullions, proportions of divided lights etc. Hopes Windows and Doors, the company that produced the original steel windows for the buildings in 1945-46, is the manufacturer of the new windows.

A plan for further improvements to these buildings will concentrate on updating interior and exterior spaces with special

attention to building systems, sustainability, ADA compliance, and interior furnishings. New Associate Dean of Facilities Carmen Guerrero and Directors Carie Penabad and Allan Shulman will conduct a faculty workshop in the fall of 2016 to develop a comprehensive space planning masterplan for the existing and expanded UMSOA facilities.

Phase II of the School's restoration and facilities improvement efforts will focus on the design and construction of a new core of elevators, bathrooms, and stairs for Building 48.

### **Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it**

In an effort to address comments made by the Visiting team in 2011, considerable efforts have been made in recent years to expand UMSOA's facilities beyond the current historic buildings. Most notably this includes the new Thomas P. Murphy Design Studio Building and the new Build Lab. These buildings will provide the expansion of the existing studio spaces as well as the production areas of the School. Nevertheless, we remain committed to fully restoring our historic buildings to make them fully handicap accessible and in accordance with current building code requirements.

Over the past year, Dean el-Khoury has been systematically meeting with the University of Miami Central Facilities office to implement plans for the complete restoration of Buildings 48 and 49, including the construction of elevators for handicap accessibility. The first phase of this project is the window replacement, currently underway. In the meantime, the School has accommodated all critical meeting spaces on the ground floor. Furthermore, students and/or faculty needing first floor access are accommodated by locating their studios and/or faculty offices on the first floor.

### **Spaces for Teaching, Scholarship, Service, and Advising**

Beyond the existing and proposed expanded facilities, faculty members have opportunities to teach in a variety of travel-study abroad programs. These include our longstanding Rome program, as well as courses offered during the winter, spring, and summer sessions. Recent travel courses have been held in Asia, Europe, and Latin America in countries including Japan, Portugal, France, Italy, England, Spain, and Colombia. Additionally, there is a long-running Grand Tour of Europe managed by UMSOA faculty member Frank Martinez that enrolls students throughout the University. The course encourages students to seek an expanded field of knowledge and experience that enriches both the study and the practice of architecture.

The OPEN CITY studio, now in its 28<sup>th</sup> year at the School, is another long-standing course that provides faculty and students with the opportunity for in-depth study of the culture, architecture, and urbanism of a particular city. In recent years, the OPEN CITY studio has concentrated its efforts on the study of Asian cities, particularly Tokyo, Shanghai, and Beijing. In the summer of 2016, Professors Teofilo Victoria, Adib Cure, and Steve Fett conducted a six-week course in Tokyo where students studied the Pencil Building, a unique urban housing model that is particular to Tokyo. The studio collaborated with Professor Wasami Kobayashi from Meiji University in Tokyo.

Dean el-Khoury is committed to supporting all faculty in their research and scholarly endeavors. To that end, faculty receive annual stipends (ranging from 1,200 to 2,000 USD) to attend conferences and symposia where they may either present their research or participate in discussions that advance their particular areas of knowledge and expertise. In 2015, faculty members represented UMSOA at a number of national conferences, including the annual ACSA conference in Seattle where five faculty presented research papers. Dean el-Khoury also supports faculty research projects by providing credit releases for reduced teaching loads where appropriate. UMSOA also encourages faculty to reach outside the School to collaborate with other departments or centers at the University. Currently, a variety of faculty members are engaged in research projects in collaboration with the School of Medicine, the School of Business, the Abess Center for Ecosystem Science and Policy, and the Center for Computational Science.

Our faculty is actively engaged in service both within and outside the School. Faculty serve as advisors to a variety of student organizations including AIA, USGBC, Tau Sigma Delta, Student Council and the recently initiated chapter of Alpha Rho Chi. Beyond UMSOA, faculty serve as representatives on University committees, including the Faculty Senate, Graduate Council, ad-hoc committees, and University-wide task forces. For example, Dr. Charles Bohl served on the University Cognate Committee that was charged with spearheading the transformation of general education requirements at the University of Miami. Faculty members also serve on a variety of boards, including the local and state chapters of the AIA, the Historic and Planning boards of the City of Coral Gables and the City of Miami Beach and for numerous cultural institutions including the Wolfsonian Museum and the CINTAS Foundation, as well as prestigious national organizations, such as the National Trust for Historic Preservation. These responsibilities allow faculty to engage with numerous colleagues in allied disciplines and to play an active role in the shaping of our community.

### Off-Campus Facilities and Study Abroad Opportunities

#### Rome Center

The University of Miami sponsors fall and spring semesters in Rome, Italy. Founded in 1991, the program brings together a select group of upper level students and faculty members for an intensive experience in architectural design, drawing, and history. Travel within Italy during each semester is a key component of the coursework in addition to a special field trip outside of the Italian peninsula. The course curriculum consists of 15-18 credits and is enriched by workshops, guided walking tours, and field trips. Acceptance to the Rome program is based on grade point average, an essay of intention, and a portfolio.

Since 2008, the program has been located in its own fully renovated quarters located between the Castel Sant'Angelo and the Vatican in the Prati district of Rome. The UMSOA Rome Center comprises 1,200 sq. ft. is fully equipped with 23 workstations for up to 21 students, as well as printers, large format plotter, high-speed Internet, a 1,500 volume reference library and a lecture mezzanine for faculty and guest lecturers.

The center serves both undergraduate and graduate students in a studio setting made possible through a long-term lease with the building's owner. The school's Rome Center is the culmination of twenty-five years of residency in Rome, during which the program had to sublet facilities from other universities. Having our own facility represents a significant improvement to our academic mission and has enabled the program to accommodate more students, broaden the curriculum, establish a permanent presence in Rome, and create new scholarship opportunities for the School's faculty and students. New collaborations have been created in recent years including partnerships with the University of Palermo, Sapienza University, Roma Tre, the Museum of 21<sup>st</sup> Century (MAXXI) in Rome, and the Cornell in Rome Program. In 2015, the program established a Visiting Critic position that invites a guest faculty from outside the UMSOA community to teach in the program. The spring 2016 included Giancarlo Bombaci and Matteo Costanzo from the award-winning, Roman architectural firm of 2A PA.

### I.2.3 Financial Resources

*The APR must include the following:*

- *A description of the institutional process for allocating financial resources to the professional degree program*
- *A description of the expense categories over which the program has either control or influence*
- *A description of the revenue categories over which the program has control or influence*
- *A description of the scholarship, fellowship and grant funds available for student and faculty use*
- *A brief summary of the following (limited to 1 page; may be a bulleted list):*
  - Pending reductions or increases in enrollment and plans for addressing these changes*
  - Pending reductions or increases in funding and plans for addressing these changes*
  - Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate)*
  - Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments)*

The School of Architecture has operated for many years on a budget system with three primary revenue sources: undergraduate and graduate tuition revenue, earned income from endowment, contributed revenue from gifts, and conference sponsorships.

Similar to the prior report, *undergraduate gross tuition* revenue continues to be the base determinant of the School's annual budget, which is established annually by the Provost's office. This central allocation covers much of the School's faculty and staff salaries, as well as operating expenses.

The School's share of *net graduate tuition* and other special programs revenue cover the remainder of budget needs. The School receives a share of net graduate tuition (70% (after scholarships) and returns the balance (30%) of net revenue to the central administration.

Income from endowment and gifts is applied to scholarships and other uses as specified in the original gift agreement. Some of the scholarship funds are controlled and disbursed by the University's Financial Aid Office and others by the School. The endowment of the School has grown from \$1.4 million in 2010 to \$1.7 million in 2016 and reflects the small net increase in the financial markets over the years.

Over the years, the School has accrued small annual surpluses, which were placed in a special account and are now being used to fund the current building addition, as well as other important projects.

#### **Institutional processes for allocating financial resources**

Undergraduate tuition revenue is allocated to the School based on the number of enrolled students. Graduate tuition revenue allocation is based upon enrollment and is netted against corresponding scholarships awarded. Budgeting for net graduate tuition revenue is based upon matriculation targets and is reviewed and adjusted at the end of the fiscal year, once final enrollment information is determined. The School's share of net graduate tuition revenue is 70%, with the 30% balance returned to central administration. The School's budget is based on tuition revenue derived from enrollment and projected expense of faculty salaries according to University compensation guidelines which are based on the number of students registered in the School's undergraduate and graduate courses. On an annual basis, the School's projected budgetary needs are determined with input from faculty after which the Dean submits a budget request to the Provost. The Dean allocates program funds for the following year based on revenues, Provost's allocation, and faculty input.

Gifts, grants, and other revenue are attributed to the School per corresponding designations and restrictions. These are separately budgeted and controlled by the School.

#### **Revenue categories over which the program has either control or influence**

- Graduate tuition revenue
- Special programs
- Outside funding (Gifts, Endowment Income)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>Revenue</b>						
University allocation	\$ 3,961,491	\$ 4,092,023	\$ 4,183,505	\$ 4,218,399	\$ 4,529,360	\$ 4,664,417
Graduate tuition, gross (70% share)	2,207,605	2,124,098	2,402,936	2,051,313	2,689,108	3,402,702
Special programs	96,339	161,609	131,290	81,019	68,466	129,087
Endowment income	63,652	67,142	72,256	25,699	28,506	33,061
Gifts	327,860	244,759	332,031	1,292,469	1,379,561	1,675,602
<b>Total Revenue</b>	<b>\$ 6,656,947</b>	<b>\$ 6,689,630</b>	<b>\$ 7,122,019</b>	<b>\$ 7,668,899</b>	<b>\$ 8,695,002</b>	<b>\$ 9,904,869</b>

Table information is based on annual fiscal year data from June 1 to May 31. Endowment income represents annual spending distribution attributed to the School's income accounts. Note that during fiscal year 2013-2014, the University administration moved management of most scholarship accounts from individual schools and colleges to the central Office of Financial Assistance. As such, the endowment income from these accounts is no longer shown at the School level, although it still spent on School-related scholarships. Likewise, related scholarship expenses are

now reflected as part of the Office of Financial Assistance vs the School though the scholarships are awarded to School-related students.

**Endowment information**

As noted above, the Financial Aid Office now centrally administers scholarship endowment accounts and related income and scholarship expenses. These are noted below with yellow highlights and are not included in the revenue and expense summaries presented herein.

AUTHORIZED SIGNER	DEPT CODE	FUND TITLE	ENDOWMENT ACCOUNT		INCOME ACCT	CORPUS BALANCE AT MARKET		SPENDING DISTRIBUTION	
			GL	SL		5/31/15	5/31/16	15-16	Est. 16-17
HIX	24301	J.A. STEFFIAN SCHLP	65401	261540	782999	\$ 253,342	\$ 235,597	\$ 11,690	\$ 11,868
EL-KHOURY	24301	PRESTON AWARD	61621	261621	771004	50,515	45,967	2,327	2,315
EL-KHOURY	24301	C.M. BETSCH AWARD	61658	261658	773060	25,728	23,411	1,185	1,179
HIX	24301	FERGUSON SCHLP	61668	261668	767818	33,916	30,862	1,562	1,554
HIX	24301	JAMES BRANCH SCHLP	61700	261700	779046	22,255	20,251	1,025	1,020
EL-KHOURY	24301	HENRY A. COLINA FUND	61740	261740	779195	33,408	30,400	1,539	1,531
EL-KHOURY	24301	ARCH ALUMNI SCHLP	61777	261777	402167	37,276	34,415	1,720	1,733
HIX	24301	J.A. CHILDS SCHLP	61793	261793	441318	675,277	614,476	31,104	30,949
HIX	24301	ABELLO SCHLP DESIGN	61846	261846	402065	74,038	67,372	3,410	3,393
EL-KHOURY	24301	ROME PROGRAM	61904	261904	700196	73,390	67,239	3,387	3,387
EL-KHOURY	24301	MCLAMORE FELLOW ARCH	61949	261949	402434	208,862	190,056	9,620	9,572
EL-KHOURY	24301	IP-HISTORIC PRES.CHR	62106	262106	262106	63,198	60,385	2,911	3,041
HIX	24301	BARRY BOGGIO SCHLP	62135	262135	700552	112,894	102,729	5,200	5,174
EL-KHOURY	24301	TOM SPAIN ROME PROGR	62345	262345	405331	223,426	223,571	10,373	11,260
		24301Total				\$ 1,887,525	\$ 1,746,731	\$ 87,053	\$ 87,976

**Expense categories over which the program has either control or influence**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>Expenses</b>						
<b>Tuition waivers/scholarships</b>						
Graduate (gross at 70%)	\$ 690,363	\$ 707,100	\$ 861,306	\$ 753,295	\$ 1,161,525	\$ 1,351,538
School scholarships	83,664	104,570	94,470	20,100	92,200	52,215
Subtotal	774,027	811,670	955,776	773,395	1,253,725	1,403,753
<b>Compensation and benefits</b>						
Faculty	3,163,591	3,304,233	3,406,456	3,426,237	3,968,594	3,999,354
Staff	1,230,602	1,331,269	1,311,043	1,011,684	959,670	1,141,260
Graduate Assistantship Stipends	135,091	106,069	169,333	186,447	202,223	222,929
Student Wages	145,091	128,093	129,255	110,120	141,582	187,853
Subtotal	4,674,375	4,869,663	5,016,087	4,734,487	5,272,069	5,551,396
Non-compensation operating expenses	1,470,096	1,232,431	1,379,424	1,239,364	1,286,095	1,171,815
<b>Total Expenses</b>	<b>\$ 6,918,498</b>	<b>\$ 6,913,764</b>	<b>\$ 7,351,286</b>	<b>\$ 6,747,246</b>	<b>\$ 7,811,888</b>	<b>\$ 8,126,964</b>

Table information is based on annual fiscal year data from June 1 to May 31. A faculty merit increase of 3% was allotted for the current year, as well as the previous year. This type of compensation supports recruitment and retention of a body of qualified faculty that ensures achievement of the School’s mission, goals, and expected program outcomes.

**Scholarship, fellowship, and grant funds available for student and faculty use**

Students may receive support in the form of Federal Work Study positions, as well as internally funded scholarships and fellowships. Graduate students benefit from several endowed scholarships of the School which are currently administered centrally by the Office of Financial Assistance, as well as, tuition scholarships funded through the School’s operating budget and graduate assistantships funded in coordination with the University.

### Pending reductions or increases in enrollment

Enrollment continues to hold steady. Reductions in undergraduate enrollment, as per the University's Strategic Plan, continue to be mitigated by increases in graduate enrollment. The Professional M. Arch. Degrees at the School have consistently experienced growth over the last few years. The following chart provides information from academic year 2011-2012 to the estimated enrollment for academic year 2016-2017. In 2014-2015 there was a slight shift in program enrollment due largely to the increased interest in the M. Arch. II program that year. The 3-year program received a mere 30 applications, while the two-year program received over 70 applications. During the 2016-2017 recruitment cycle, the School has focused attention on recruiting students from institutions with architecture-related fields that lack the professional architecture programs that UMSoA offers. This strategy has been effective, as evidenced by a one-third increase in the number of applications for the three-year program.

Enrollment Report 2011-2016*		
Academic Year	M.Arch I	M.Arch II
2011-2012	29	17
2012-2013	33	22
2013-2014	26	26
2014-2015	24	31
2015-2016	24	35
2016-2017*	29	40
*Estimated enrollment		

### Pending reductions or increases in funding

Available funding sources are expected to remain fairly stable in the future. Potential increases in operational costs needed for new programs and hires have been considered by analyzing and developing new revenue streams to help support each initiative prior to implementation, or determining potential increases to existing revenue streams. These include exploring potential external gifts and sponsorship opportunities.

### Planned changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit

There are currently no planned changes in the funding model for faculty compensation, instruction, overhead, or facilities.

### Planned or in-progress institutional development campaigns that include designations for the special degree program (e.g., capital projects or endowments)

The Dean is primarily responsible for the School's fundraising activities. Assisting him in this effort is the Senior Director of Development the Office for University Advancement who is assigned to the School, as well as the President and members of the Board of Trustees. Additionally, the Dean formed a faculty Campaign Committee to advise and, where appropriate, participate in this effort. All prospective solicitations by the Dean, his administrative team, and the faculty are reported to and coordinated with University Advancement, both to utilize resources and assistance and to prevent errors or conflicts with other University goals. University Advancement assigns a staff member in Capital Gifts to the School to work directly with the Dean and where appropriate, faculty, to identify prospects and opportunities.

The School, together with the University as a whole, recently completed *Momentum2*, its second capital campaign under former President Donna Shalala. The School's fundraising goal of \$6.1 million, which was met and exceeded with a total of \$7.4 million, or 121% of goal. During fiscal year 2015-2016, Thomas P. Murphy gave the School an historic \$3.5 million naming contribution for the new studio building.

The School is currently in the silent phase of a new campaign and is defining its new priorities which will be announced sometime next year.

## I.2.4 Information Resources

The APR must include the following:

- A description of the institutional context for library and information resources
- A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:
  - A brief description of the content, extent, and formats represented in the current collection including subject areas represented
  - A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them

### Institutional context for library and information resources

The Paul Buisson Architecture Library (Architecture) and the Otto G. Richter Library (Richter) are the principal facilities operating under the University of Miami Libraries administration that provide architecture information resources and services to the School of Architecture and its faculty, students, and visiting scholars. The Architecture Library is conveniently located within the School of Architecture campus, and is one of five distinct libraries (Richter, Business, Music, and Law) on the Coral Gables campus. The Marine and Medical library facilities are situated on their respective campuses.

The University of Miami Libraries (UML) rank among the top research libraries in North America with a combined collection of over 3.6 million volumes<sup>1</sup>, more than 99,000 current electronic and print serials, and provides access to 1237 electronic databases. The Libraries provide academic resources and services for approximately 11,000 undergraduates, 5,700 graduate students, and 10,000 full and part time faculty and staff. The Libraries has a staff of 37 Librarians and 86 support staff and is a member of the Association of Southeastern Research Libraries, the Digital Library Federation, the OCLC Research Library Partnership, the Coalition for Networked Information, the Council for Library and Information Resources, the Northeastern Research Libraries, and LYRASIS.

The Richter Library houses collections that serve the arts, architecture, humanities, social sciences, and the sciences. It is a depository for federal and state government publications. Rare books, maps, and manuscript and archival collections are housed in Special Collections, the Cuban Heritage Collection, and University Archives.

In 2016, UML succeeded in unifying the catalogs of all of the libraries under one library management platform. The new catalog interface allows library patrons to access information from almost all medical and law resources that were previously unavailable. The systematic enhancement facilitates cross-disciplinary research across all campuses and programs by replacing disparate cataloging and security systems. This is an especially notable development for architecture students conducting research in the areas of Healthcare Design and Real Estate that potentially requires access to related medical and legal information.

In 2015, the University Libraries began planning for a Learning Commons that integrates several academic learning and research units. Scheduled to open in fall 2016, the Learning Commons will offer key educational services centrally and conveniently available to the entire University of Miami community through campus partnerships with the Camner Academic Resource Center, Academic Technologies, Writing Center, and Math Lab, in addition to the already established GIS Lab and the Digital Media Lab.

### Library and information resource collections, services, staff, facilities, and equipment

Architecture collections support the research and information needs of the University of Miami School of

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<sup>1</sup> Includes both print and electronic book titles as per the University of Miami Fact Book for 2015-2016. [http://www.miami.edu/index.php/Fact\\_Book\\_2015-2016](http://www.miami.edu/index.php/Fact_Book_2015-2016).

Architecture communities at the undergraduate, graduate, post-graduate, and post-professional levels. Architecture collections are housed in three locations; the Otto G. Richter Library, the Paul Buisson Architecture Library, and the Rome Library. Due to its relatively small physical footprint (1,600 sq.ft.), the Architecture Library maintains an intimate atmosphere that limits housing to a select core of the most recently published monographs, and current issues of over 70 international architecture and design journals. Journal back issues, overflow of monographs, and supplemental materials are housed at the Richter Library and in an off-site storage facility. A majority of the materials in the off-site facility can be requested and are usually delivered within 24 hours.

The Architecture Library is open six days (closed on Saturday) for a total of 70 hours a week during the fall and spring semesters. Summer session is reduced to 40 hours when the library is opened Monday through Friday from 9 am to 5 pm. The facility maintains five computer workstations with full internet access, two of which are equipped with flatbed scanners, and two Cannon printer/scanners: one b&w and one color.

The Architecture Library is staffed with one full-time professional librarian, who supervises one Senior Library Assistant, and eight to ten students each semester. The Head of the Architecture Library reports directly to UML's Associate Dean of Learning and Research Services. All professional and support staff salaries, and collection development are funded through the University Libraries. In addition, the Architecture Library administers a few small endowments.

The Architecture Library is staffed by one full-time professional librarian who reports directly to UML's Associate Dean of Learning and Research Services. She supervises a senior library assistant and students each semester. The librarian, all professional and support staff salaries, and collection development are funded through the University Libraries. In addition, the Architecture Library administers a few small endowments.

The architecture librarian provides library orientation, and research and instruction services for the School of Architecture and the Department of Art & Art History. The Librarian coordinates with individual faculty to provide course specific instruction and course guides, and is available for research consultations on a walk-in basis, or by appointment, email, chat, and/or telephone during regular operating hours. The library staff is trained to provide basic research assistance. Architecture library instruction statistics for the 2015-16 academic year were:

Total Instruction (group)	38
Total Attendance	480
Total Session Hours	50
Total Contact Hours	892.75
Total Non-consultation sessions	17
Total consultation sessions	21

### **Content, extent, and formats represented in the current collection**

Architecture collection development is not limited to geographic area, language, period, or style; however, the architecture collections include a robust inventory of all periods of Latin American, Italiane, classical, and 20th Century architecture. Moreover, the architecture library collections form a unique center for information about South Florida that reflect the School's programs that emphasize "special problems" in the built environment, and/or combine cross-disciplinary studies in urban planning, tropical architecture, sustainability, classical and modern architecture, computational and environmental sciences, historic preservation, engineering, healthcare design, and real estate development. In addition, the Architecture Library independently houses a modest collection of special collections and archives. Architecture resources are also supplemented by art, art history, and design-related collections that are housed at the Richter Library.



**A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them.**

The architecture library occupies the ground floor (approximately 1,600 sq. ft.) of Building 48D. Its physical footprint has remained unchanged since the School's founding in 1987, despite the continuous and projected growth of both physical and electronic resources, an increasing demand for accessibility and adjacency to academic technologies, and a fundamental need for teaching spaces, quiet study spaces, and collaborative meeting spaces. Transfer of materials from the Architecture Library to either the Richter stacks or the off-site facility in Miami Lakes is unfeasible, as both of those facilities are at maximum storage capacity.

In 2015, the architecture librarian created a feasibility report for an expansion of the architecture library that proposed occupying the second and third floors of building 48D in anticipation of the construction of the future "Studio Building", which is designed to house 112 undergraduate studios. Presumably, as those new studio spaces become occupied, the current studio spaces will be vacated, subsequently creating opportunities for programmatic shifts within other campus spaces.

### **I.2.5 Administrative Structure and Governance**

*The APR must include the following:*

- *A description of the administrative structure for the program, the academic unit within which it is located, and the institution*
- *A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development*
- *A chart or graphic that illustrates the description*

#### **Administrative Structure and Governance**

The School of Architecture is one of twelve schools and colleges of the University of Miami, a private, non-sectarian university accredited by the Southeastern Association of Colleges (SACS). Founded in 1983, UMSOA offers accredited professional undergraduate and graduate degrees in architecture and several post-professional graduate degrees. Programs include the professional Bachelor of Architecture (B.Arch.) and Master of Architecture (M.Arch.), the post-professional Master of Science in Architecture (M.S.Arch.) in five tracks (Classical and Traditional Architecture, Computational and Embedded Technology, Healthcare Design, Historical Preservation, Resilient Sustainable Building Technology); the Master of Urban Design (M.U.D); and the Master of Real Estate Development and Urbanism (M.R.E.D.U.). This interdisciplinary one-year graduate program draws on the real-life experience of developers-in-residence with faculty support from the School of Business Administration and the School of Law, as well as the School of Architecture. Six-year joint degree programs include the Bachelor of Science in Architectural Engineering and Master of Architecture (B.S.A.E./M.Arch.) and the Bachelor of Architecture and Master of Business Administration (B.Arch./M.B.A.).

The Dean is responsible to the University President and the faculty for all matters relating to the School's educational, research, and administrative affairs. The Undergraduate and Graduate Program Directors, who are selected from among the faculty, guide the academic programs on both the bachelors and masters levels. The M.R.E.D.+U. is the only School program run in agreement with another University unit, the School of Business Administration, under a memo of understanding. However, significant teaching partnerships have been developed by UMSOA faculty with colleagues in other units, including the College of Arts and Sciences (where the Geography Department fields a minor in Urbanism), the School of Business Administration, the College of Engineering, the Miller School of Medicine, the School of Music, and the Rosenstiel School of Marine and Atmospheric Sciences, as well as colleagues at variety of Centers including the Center for Computational Science and the Abess Center for Ecosystem Science and Policy. Programs for non-matriculated students, such as the high school programs, continuing education offerings, and non-credit on-line courses' are the responsibility of their faculty and staff initiators.

The Program Directors, the Associate Deans, and the Assistant Dean for Academic Services meet with the Dean on a bi-weekly basis to advance the curriculum and to plan for the upcoming semester. Faculty and staff meetings are regularly scheduled once a month with an all-day retreat held at the beginning of every academic year. Student representatives of the Student Council and other organizations such as the AIAS have a regular item on the meeting agendas. Following the University Faculty Manual's guide for voting rights, the tenured faculty has been extending voting rights on an annual basis to all members of the full-time faculty (so designated as the School Council) for all issues except promotion, reappointment, and tenure.

A committee structure supports initiatives and decision-making. Among these, the Academic Standards Committee reviews academic policy and curriculum issues related to individual undergraduate and graduate students, and the Graduate Committee reviews applications and general curriculum issues for the graduate programs. The entire faculty usually functions as the Curriculum Committee, but from time to time, special meetings will be called to review a given topic. The Curriculum Committee proposals are implemented following a School Council vote.

Students are consulted in various ways regarding the curriculum and the life of the School. Beyond regularly participating in faculty and staff meetings, student organizations work with faculty advisors, who act as a channel to the administration. School administrators are accessible to students in physical surroundings that encourage an open door policy; a program director or the dean occasionally will gather a group of students to review specific topics. During the spring 2016 semester, Undergraduate Program Director, Carie Penabad organized several meetings with student leaders to discuss current studio culture. Dean el-Khoury has established a monthly Pizza with the Dean event to which all UMSOA students are invited to discuss relevant topics such as curriculum, special events, and facilities. These informal gatherings permit students to voice their opinions and provide feedback on ongoing initiatives at the School.

Following is the organizational chart for UMSOA followed by a description of the various individuals that comprise the administrative and governance structure at the School and an accompanying organizational chart.

## **OFFICE OF THE DEAN**

### **Rodolphe el-Khoury, Ph.D. Dean**

The Dean of the School of Architecture is appointed by the President in consultation with the faculty. As architecture is a non-departmentalized School, the Dean assumes the role of both dean and chair. This individual is responsible to the University President and the faculty for all matters relating to the School's educational, research, and administrative affairs. The Dean represents the School and its mission to the University and to the local, national, and international community and, with the assistance of the Office of University Advancement and external Affairs, is responsible for fund-raising. Together with the Administrative Team, the Dean works toward the goals of the School's educational and research mission and maintains its administrative and operational welfare. The Dean is ultimately responsible for the leadership of the faculty and the accomplishment of goals. Although the Dean's appointment is full-time administrative, the Dean is also a member of the faculty and teaches one three-credit course each year.

### **Chanelle Costa, Executive Assistant to the Dean**

The Assistant to the Dean provides primary support to the Dean in the execution of administrative responsibilities, assistance with communication, and other matters relating to the total operation of the School. She interacts with every facet of the University community: staff, students, faculty, and administration, as well as invited visitors and members of the outside community. She is also responsible for the School Council minutes.

### **Leandra Hayes, Senior Director of Advancement**

The School's Director of Advancement, a member of University Office of Advancement, works with the Dean to identify, cultivate, solicit, and secure resources to support the School's programs and activities. She maintains

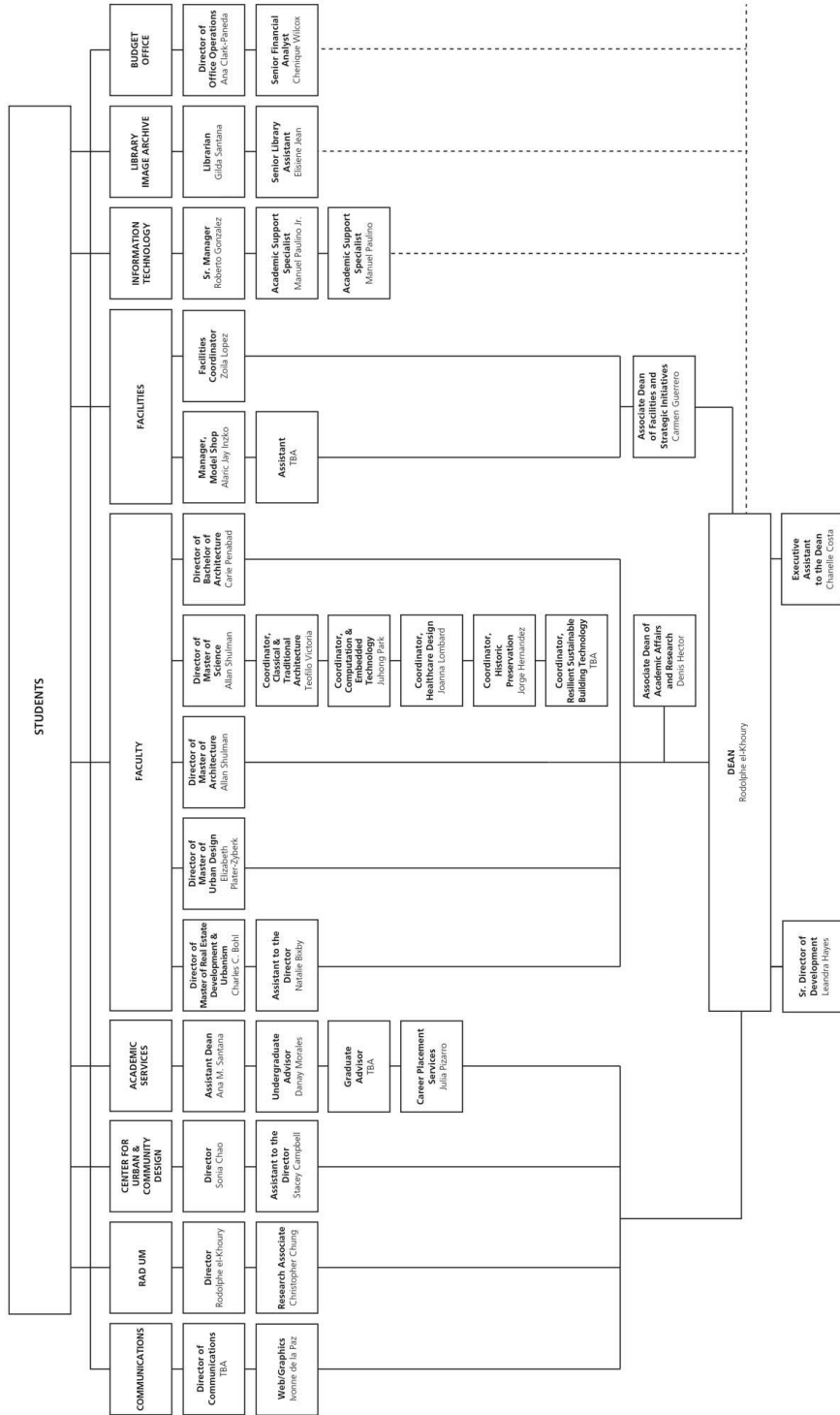
relations with School alumni, and with individual, business, and organizational friends of the School; works with donors; organizes fundraising events such as the annual Homecoming Golf Tournament; and assists faculty with grant applications.

1223 Dickinson Drive  
Coral Gables, Florida 33146  
www.aic.miami.edu  
ph. 305-284-5000  
fax. 305-284-2999  
architecture@miami.edu

UNIVERSITY OF MIAMI  
SCHOOL of  
ARCHITECTURE



ORGANIZATIONAL CHART 2016



**FACULTY****Carmen Guerrero, Associate Dean of Facilities and Strategic Initiatives****Denis Hector, Associate Dean of Academic Affairs and Research**

The Associate Deans are appointed by the Dean and assist in the implementation of policy in the operations of the School. They act on behalf of the Dean in his absence; supervise the operations of the Computer Lab and other facilities, liaison with Library staff; and assist in the administration of financial operations. The Associate Deans work with their University counterparts and with the Assistant Dean of Academic Services to address academic and extracurricular concerns and act on behalf of the School on special projects. In these positions, administrative and academic responsibilities are divided equally (fifty percent each). Therefore, Associate Deans teach nine credits per year and participate fully in the Faculty Council.

**Carie Penabad, Director of Undergraduate Studies****Allan Shulman, Director of Graduate Studies**

Appointed by the Dean in consultation with the faculty, directors oversee the educational and research affairs of degree programs and with program coordinators. Working with the Assistant and Associate Deans as the administrative team, directors are responsible for curriculum development, course offerings and scheduling, and faculty assignments. The Assistant Dean consults Directors in matters of recruitment advising and student affairs, as does the Dean on the annual faculty review. Directors work closely with students and faculty, coordinating work with the Dean's Office, and looking after the well-being of the faculty and students in each program. Administrative responsibilities are credited as a fifty-percent load; directors teach nine credits each year and participate fully as members of the Faculty Council and Student Affairs.

**Elizabeth Plater-Zyberk, Coordinator M.U.D. Program****Jorge Hernandez, Coordinator Historic Preservation Certificate Program****Teofilio Victoria, Coordinator for Classical Architecture****Juhong Park, Coordinator for Computation and Embedded Technology****Joanna Lombard, Coordinator for Healthcare Architecture**

These faculty members oversee the curriculum and course offerings for programs that offer academic enrichment opportunities for students in the professional programs. It is anticipated that additional certificate programs will emerge from ongoing faculty curriculum discussions. The M.U.D Coordinator directs the one-year urban design master's program. A certificate program in Historic Preservation can be attained through the completion of specifically set courses within the school's curriculum, and is overseen by the Coordinator of Historic Preservation. The school seeks to implement similar certificate programs for Classical Architecture, Computational, and Embedded Technology and Healthcare Architecture.

**MASTERS OF REAL ESTATE + URBANISM****Charles Bohl, Director M.R.E.D.+ U. Program**

The M.R.E.D.+ U. director coordinates the School's real estate development offerings with his counterparts in the School of Business Administration and the School of Law. The director recruits and admits applicants to the program, and also serves as an advisor to the students enrolled. The Director serves as a liaison between the school

and numerous real estate developers and agencies and the community to promote collaborative efforts between the two. He is also able to seek out research grant funding for special projects related to the MRED+U program and organizes the yearly capstone project with fellow faculty members. The director also teaches electives in the MRED+U curriculum.

**Natalie Bixby, Assistant to the Director**

The Assistant to the director manages the activities related to the Masters of Real Estate + Urbanism program, including scheduling its many classroom visitors, the students' travel to conferences and entries to competitions. She also manages the registration and certification process for New Urbanism On-line, and assists in the coordination of the annual Capstone charrette.

**FACILITIES**

**Alaric "Jay" Inzko, Model Shop Manager**

The Model Shop Manager is responsible for the staffing, managing, and proper training of student assistants for the School of Architecture Model Shop. He trains and certifies all users and students in safety procedures and the proper use of the Model Shop. He maintains the daily operation of the shop facility; keeps tools and machines in good repair; institutes and enforces safety procedures, and oversees the purchase of new equipment. He frequently participates in the work of studios and courses.

**Zoila Lopez, Facilities Coordinator**

The Facilities Coordinator is the liaison with the University facilities department. She oversees the ongoing maintenance and repair of the School's buildings and grounds, which require constant attention. She assists the Associate Dean of Facilities and the faculty with room reservations and teaching equipment and assists the offices of the Dean and Academic Services with special projects.

**OFFICE OF ACADEMIC SERVICES AND PLACEMENT**

**Ana M. Santana, Assistant Dean and Director of Academic and Placement Services**

The Assistant Dean works with a staff of three full-time associates, and six student assistants to coordinate all academic services for undergraduate and graduate students. She works together with the Undergraduate and Graduate Advisors to maintain all academic records, student advising, and registration. She is also a liaison between students, parents, and University departments such as Admissions, Enrollment Services, Financial Assistance, Counseling Center, Career Placement, Housing, and Student Affairs. As a member of the Administrative Team, in coordination with the Undergraduate and Graduate Directors, she oversees the space assignments, class scheduling, and academic advising. The Director works with the Dean and program Directors to coordinate recruitment efforts and materials. The Director works as an ex-officio member of the faculty Committee on Admissions and Academic Standards to review student applications, scholarship awards, honors and awards, and recruitment strategies.

**Danay Morales, Undergraduate Advisor and Recruitment Coordinator**

The Undergraduate Advisor and Recruitment Coordinator is the liaison with the University offices of Enrollment Services and Financial Assistance. She assists applicants, oversees the recruitment calendar, maintains transfer application files, and manages mail registration for incoming freshmen. She directs all aspects of undergraduate student registration and advisement. She maintains all undergraduate academic records and related information, including academic and financial aid status. She directs the residential summer program for high school students and is also responsible for administering access to all School of Architecture facilities via programmable key cards.

**Rafael Acosta, Graduate Advisor/Assistant to the Graduate Program Director**

The Graduate Advisor is the School's liaison with the University offices of International Admissions, Graduate School, and Enrollment Services. He maintains all graduate academic records and related information, including academic and scholarship status and assists the Graduate Program Director in graduate student advisement and is responsible for all aspects of their registration. He responds to inquiries from prospective graduate students and maintains communication with them throughout their application process and during their residency until their graduation. He prepares and maintains applicant files for review by the Admissions Committee and prepares international applicant files for evaluation by International Admissions. The Graduate Advisor is also responsible for coordinating the Graduate Assistantship program.

**Julia Pizarro, Assistant to the Director and Placement Coordinator**

The Placement Coordinator is the liaison with the University's Toppel Career & Placement Center. She maintains a current job listing of internships, and full and part-time positions for architecture students and alumni. She organizes the annual Career Fair, maintaining a database and relations with employers in the field. As Assistant to the Director of Academic Services, she supervises a small staff of student assistants and provides office support for the operations of Academic Services including advising, registration, phone contacts, event assistance, tours of the School, and initial response to inquiries. She maintains a database of inquiries and recruitment and coordinates mailings for these, as well as alumni documents for the Board of Licensure. She is also the liaison with the Office of Risk Management regarding student and faculty travel.

**COMMUNICATIONS****Annette Gallagher, Director of Communications**

The Director of Communications is responsible for internal and external communication for student and faculty work and production of a School Bulletin twice monthly and an annual Newsletter. She also serves as a liaison with the University Office of Media Relations to access the news media as needed. Working with the Dean and Associate Dean, she coordinates arrangements for the annual Homecoming Alumni Barbecue, for visitors, guest lecturers, special events, and receptions. She is also responsible for overseeing social media for the School of Architecture.

**Ivonne de la Paz, Graphics & Web Coordinator**

The Publications Coordinator is responsible for creation and production of the School's print and web media, including recruitment and promotional materials, such as the program brochures, the Newsletter, events announcements, and updates and maintenance of web site content, as well as the School's Facebook page and Twitter. She collects student projects for and maintains the School's electronic image bank. She also works with faculty in the design and production of exhibitions and publications.

**BUDGET OFFICE****Ana Clark Paneda, Director of Office Operations**

The Director of Office Operations assists the Dean's office in the financial planning and operations of the School. Under the direction of the Dean, she prepares and administers the School's operating budget. She maintains all the School's financial records, prepares monthly expense reports, budget analyses, forecasts, and various specific analyses for University offices, including those of the Provost, Vice President of Finance, Advancement, and Research and Sponsored Programs. She also works with faculty to develop budgets for grant applications and maintains grant records, as well as for the Rome Program, the CUCD, and the MRED+U. Currently, responsibilities of the Director of Office Operations are divided between the Schools of Nursing and Architecture.

**Chenique Wilcox, Senior Financial Analyst**

The Senior Financial Analyst is responsible for tracking the daily budgetary operations of the School. She implements budgetary policies and procedures, maintains accounts, prepares and processes purchase requisitions, check requisitions, and interdepartmental requisitions as needed. She also manages the School's small retail operation that sells books and shirts.

**INFORMATION TECHNOLOGY****Robert Gonzalez, Senior Manager of Information Technology**

The Senior Manager of Information Technology is the day-to-day manager of all information technology and computing operations in the School, including the Computer Lab, all user operations support, and all aspects of the network, including the School's relation to the University's Office of Information Technology. The manager works with his staff to maintain equipment and software in the Computer Lab, in classrooms, and in faculty and staff offices. The manager coordinates with the faculty and the Associate Dean with regard to evaluation, planning, budgeting, and purchasing for the computing facilities.

**Manuel Paulino Sr, Academic Support Specialist****Manuel Paulino Jr, Academic Support Specialist**

The Academic Support Specialists are involved in all aspects of computing operations and support, managing the Computer Lab, supervising the student assistants, researching and evaluating new computing products, and assisting in special computing projects. They also support the applications environment for students and studio computing, as well as School faculty and staff.

**Westlee Sanchez, Audio Visual Specialist**

The Audio Visual Specialist assists faculty, staff, and students with audio-visual support which includes maintaining existing presentation equipment in classrooms, media spaces, and jury rooms. He also records and edits all lectures, conferences, and/or symposia held at the school.

**LIBRARY IMAGE ARCHIVES****Gilda Santana, Librarian****Elisiene Jean, Assistant to Librarian**

The Head Librarian is a staff member of the University-wide Richter Library system. She acts as a liaison to the Dean and Associate Dean of the School of Architecture providing information resources for students, faculty, and staff. She works with faculty to support coursework with the necessary information resources and visits courses to provide research instruction to students. She supervises one library staff person and several student workers. The Assistant to the Librarian offers assistance to the faculty, staff, and students, as well as the Head Librarian.

## CENTER FOR URBAN AND COMMUNITY DESIGN

**Sonia Chao, Director**

**Stacey Campbell, Assistant to the Director**

To foster a collaborative interdisciplinary approach that supports the preservation, retro-fitting and creation of resilient, sustainable communities and buildings. The Center for Urban and Community Design (CUCD) seeks to interface community and project needs with the core educational philosophy and goals of the School of Architecture by: integrating research, teaching and service, encouraging inter-disciplinary thought and action in the areas of resiliency, sustainable design and development, historic preservation and civic engagement, aligning with the University's active commitment towards local and hemispheric neighbors and partners, and, by sharing knowledge, research, project activities and findings with students, faculty, design professionals, civic institutions and the general public. The Director oversees the CUCD's day-to-day operations, serving as principal investigator to various research grants for the center, as well the creation and organization of projects, lectures, and symposia in line with the center's focus. The Director also works with members of the community to strengthen the ties between the center and the school. The Assistant to the Director staffs the CUCD, assisting the faculty director, and the faculty and students working on CUCD projects, as well as managing communication with the Center's outreach clients.

## RAD-UM

**Rodolphe el-Khoury, Director**

**Christopher Chung, Research Associate**

RAD-UM provides resources and expertise for project-based research on the spatial ramifications of embedded technology and ubiquitous computing. The research is premised on the notion that every building or landscape component can be equipped with computational power. Projects at RAD-UM develop models for such digitally enhanced environments to better handle persistent and emerging challenges in the areas of healthcare, building technology and sustainability. The projects are set up for multi-disciplinary collaboration and for potential development in partnership with industry. The Director represents the RAD-UM lab at conferences, lectures, and to prospective partners in the community. He initiates the goals, tasks, and projects that the lab will research and schedule. He seeks out funding for the lab, as well as co-teaches within the scope of the lab. The Research Associate oversees the day to day activities of the lab. He monitors the facility and manages the various students working on projects. He concentrates on project management to bring the various research to fruition. The Research Associate also co-teaches within the lab and offers various tutorials to the student body.

### II.1.1 Student Performance Criteria

*The APR must include:*

- *A matrix for each accredited degree program offered and each track for meeting the requirements of the professional degree program, which identifies each required course with the SPC it fulfills.*
  - *Where appropriate, the top section of the matrix must indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Condition II.3).*
  - *The bottom section of the matrix must include only criteria that are demonstrated in the accredited degree program or track.*

*In all cases, the program must limit the designations to the 2-3 cells that point to the courses in which the greatest evidence of student achievement is expected to be found.*

*[NOTE: Elective courses are not to be included on the matrix.]*

- *A brief description of the pedagogy and methodology used to address Realm C.*
- *A brief description of the methodology for assessing student work (i.e., "high" v. "low" pass)*



**UNDERGRADUATE**  
accomplishment: U=understanding A=ability

	REALM A REAL A CRITICAL THINKING & REPRESENTATION								REALM B BUILDING PRACTICES, TECHNICAL SKILLS & KNOWLEDGE								REALM C INTEGRATIVE ARCHITECTURE SOLUTIONS					REALM D PROFESSIONAL PRACTICE				
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Prof. Communication Skills	A	A	A	A	A	A	U																			
Design Thinking Skills	A	A	A	A	A	A	U																			
Investigative Skills	A	A	A	A	A	A	U																			
Architectural Design Skills	A	A	A	A	A	A	U																			
Ordering Systems	A	A	A	A	A	A	U																			
Use of Precedents	A	A	A	A	A	A	U																			
History and Global Culture	A	A	A	A	A	A	U																			
Cultural Diversity & Social Equity	A	A	A	A	A	A	U																			
Pre Design	A	A	A	A	A	A	U																			
Site Design	A	A	A	A	A	A	U																			
Codes & Regulations	A	A	A	A	A	A	U																			
Technical Documentation	A	A	A	A	A	A	U																			
Structural Systems	A	A	A	A	A	A	U																			
Environmental Systems	A	A	A	A	A	A	U																			
Bldg Envelope Systems & Assemblies	U																									
Building Materials & Assemblies	U																									
Building Service Systems	U																									
Financial Considerations	U																									
Research	U																									
Integrated Eval & Decision-Making Dsgn Process	A																									
Integrative Design	A																									
Stakeholder Roles in Architecture	U																									
Project Management	U																									
Business Practices	U																									
Legal Responsibilities	U																									
Professional Conduct	U																									

	REALM A REAL A CRITICAL THINKING & REPRESENTATION								REALM B BUILDING PRACTICES, TECHNICAL SKILLS & KNOWLEDGE										REALM C INTEGRATIVE ARCHITECTURE SOLUTIONS				REALM D PROFESSIONAL PRACTICE					
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5		
<b>GRADUATE</b>	Prof. Communication Skills																											
	Design Thinking Skills																											
	Investigative Skills																											
	Architectural Design Skills																											
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	Stakeholder Roles in Architecture																											
	Project Management																											
	Business Practices																											
	Legal Responsibilities																											
	Professional Conduct																											
	ARC 604 ARCHITECTURAL DESIGN & THEORY I																											
	ARC 605 ARCHITECTURAL DESIGN & THEORY II																											
	ARC 606 \ 608 ARCHITECTURAL DESIGN III																											
	ARC 607 ARCHITECTURAL DESIGN IV (GS)																											
	ARC 611 MEDIA I																											
	ARC 613 MEDIA II																											
	ARC 620 THEORY OF ARCH/ENVIRONMENT																											
	ARC 699 DIRECTED RESEARCH																											
	ARC 610 ARCH DESIGN DEGREE PROJECT																											
	ARC 630 BLDG TECH: MATERIALS & METHODS																											
	ARC 631 BLDG TECH: STRUCT. SYSTEMS																											
	ARC 662 ENVIRONMENTAL SYSTEMS I																											
	ARC 663 ENVIRONMENTAL SYSTEMS II																											
	ARC 632 BUILDING STRUCTURES I																											
	ARC 633 BUILDING STRUCTURES II																											
	ARC 667 HISTORY OF ARCHITECTURE I																											
	ARC 668 HISTORY OF ARCHITECTURE II																											
	ARC 652 MANAGEMENT OF PROFESSIONAL PRACTICE																											
	REQUIRED ELECTIVE																											

## **Bachelor of Architecture**

The ten-semester curriculum is structured into a six-semester/three-year initial core followed by four semesters/two years of elective studies. The core semesters cover general studies and address the fundamental skills of making a building. Each semester is focused on a specific area of knowledge fundamental to the design of buildings: culture, society, natural environment, construction, building services, and legal and economic aspects of buildings. The four elective semesters provide the opportunity for students to explore the focus areas in greater depth, as well as to expand their studies to other topics.

The professional required and elective course curriculum is structured into seven course sequences: design, communications, theory, technology including structures, construction, and building services, history, and practice. The design sequence is composed of ten required studio courses, six core studios, and four electives. Communications includes two required visual representation courses during the freshman year: ARC 111 and ARC 112, followed by ARC 213. Three theory courses: ARC 121, 122, and 223, support the corresponding core studios. In an effort to align the curriculum, these courses have been reduced to one credit each to allow the School to experiment with different teaching methodologies for the delivery of information. Alongside the more conventional lecture course format, these courses offer intense learning sessions as part of conferences or all-day symposia and workshops that allow students to apply the theories to real world applications. Three technology courses: ARC 230, 362, 363, and three structure courses: ARC 231, CAE 213, 313 are required in the third to sixth semesters. Two architectural history survey courses, ARC 267 and 268 are required during the second year; three additional architectural history electives are mandatory before graduation. In addition, to the professional practice course, ARC 452/652, students are required to take one more professional practice elective as part of the curriculum. This change took place in 2015 in an effort to address the criteria set forth in the 2014 Conditions for Accreditation. Six additional architectural electives are required as part of the curriculum. The list of elective course offerings has significantly increased in the last two years to encourage a seminar format with no more than 12 students per faculty member. These elective courses can also be taken to fulfill the requirements of the various Certificate programs offered at the School.

## **Master of Architecture**

UMSoA offers a three-year and two-year accredited professional Master degree in Architecture. The three-year track is available to students that do not hold a previous degree in architecture or a closely related field. The two-year track is available to students that have previously earned a non-professional architecture degree or a degree from a closely related field.

The three-year track is organized as a seven-semester graduate curriculum, and is structured into an initial three-semester core followed by four semesters of elective work. The theory focus of the first semester concentrates on the cultural, human, and environmental aspects of architecture. Building construction is also part of the first semester to prepare for the second semester introduction to structures, the first of three required structure courses. The third semester continues the structures sequence, while introducing the first of two building systems courses. The fourth semester offers the first optional studio, as well as most of the remaining lecture courses which complete the student's core education. The fifth semester studio topic is housing, while the sixth semester is devoted to an integrated design studio. The last semester includes an design degree project jointly selected by the students and faculty. During the final four semesters, students are encouraged to diversify their curriculum by exploring opportunities to enrich their experiences and skills in courses found in the real estate and urban design tracks. A spirit of integration and inclusion results in a broader perspective of the various opportunities in the profession.

The two year-track is organized as a four-semester graduate curriculum. The first semester requires students to enroll in an architecture design studio and an architecture theory course. As in the third year track, the theory focus of the first semester concentrates on the cultural, human, and environmental aspects of architecture. In the second semester, students are enrolled in a second required design studio and an architecture history class. The Integrated design studio is completed in the third semester alongside a directed research class that prepares students for their design degree project. Students are also enrolled in the Management of Professional Practice

in this term. In their final semester, students complete their design degree project, jointly selected by students and faculty. The remainder of the coursework is dedicated to either architectural or professional electives, and allows students to broaden their focus and areas of interest.

Finally, the courses which serve the School's post-professional degree programs are open with qualifications to both undergraduate and graduate students.

The following is a breakdown of the various Realms that organize the Student Performance Criteria, including a brief description of the pedagogy used to address Realm C.

### **Realm A: Critical Thinking and Representation**

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Students learning aspirations for this realm include:

- Being broadly educated
- Valuing lifelong inquisitiveness
- Communicating graphically in a range of media
- Assessing evidence
- Comprehending people, place, and context
- Recognizing the disparate needs of client, community, and society

A.1. Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

Bachelor of Architecture	Master of Architecture
ARC 101	ARC 611
ARC 111	ARC 613
ARC 267	ARC 667

A. 2. Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 611
ARC 204	ARC 610

A. 3. Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

Bachelor of Architecture	Master of Architecture
ARC 204	ARC 699
ARC 213	ARC 668
ARC 268	

A.4. Architectural Design Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to specific project or assignment.

Bachelor of Architecture	Master of Architecture
ARC 101	ARC 605
ARC 204	ARC 606/608

A.5. Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Bachelor of Architecture	Master of Architecture
ARC 111	ARC 604
ARC 112	ARC 611
ARC 213	ARC 613

A. 6. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 605
ARC 101	ARC 699
ARC 203	

A. 7. History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

Bachelor of Architecture	Master of Architecture
ARC 121	ARC 620
ARC 267	ARC 667
ARC 268	ARC 668

A. 8. Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Bachelor of Architecture	Master of Architecture
ARC 121	ARC 667
ARC 122	ARC 610
	ARC 620

### **Realm B: Building Practices, Technical Skills, and Knowledge**

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions or the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Bachelor of Architecture	Master of Architecture
ARC 102	ARC 699
ARC 305	ARC 606/608

B. 2. Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historic fabric, soil, topography, ecology, climate, and building orientation, in the development of project design.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 604
ARC 223	ARC 605

B. 3. Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

Bachelor of Architecture	Master of Architecture
ARC 231	ARC 607
CAE 313	ARC 631
	ARC 633

B. 4. Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Bachelor of Architecture	Master of Architecture
ARC 230	ARC 630
ARC 231	ARC 631
CAE 213	

B. 5. Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Bachelor of Architecture	Master of Architecture
ARC 230	ARC 632
ARC 231	ARC 633
CAE 213	

B. 6. Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

Bachelor of Architecture	Master of Architecture
ARC 223	ARC 662
ARC 362	ARC 663
ARC 363	

B. 7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Bachelor of Architecture	Master of Architecture
ARC 230	ARC 630
ARC 362	ARC 662
	ARC 663

B. 8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Bachelor of Architecture	Master of Architecture
ARC 230	ARC 604
	ARC 630

B. 9. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

Bachelor of Architecture	Master of Architecture
ARC 362	ARC 662
ARC 363	ARC 663

B. 10. Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Bachelor of Architecture	Master of Architecture
ARC 452	ARC 652
ARC 517/584	ARC 617/684

### Realm C: Integrated Architectural Solutions

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

To obtain a more profound understanding of Realm C, the idea of integrated design solutions is introduced and reinforced throughout the curriculum, at various stages and to varying degrees of complexity, so that each student graduates with a profound desire to create holistic design solutions. As such, introductory courses, for both the undergraduate and graduate curriculum, lay the groundwork for foundational knowledge such as a building's relationship to its site, an understanding of the historical, cultural and physical context for the work, the importance of research and design inquiry in the search for meaningful design solutions, and an understanding of material and structure in defining a building's enclosure and spatial sequence.

These initial investigations, are then expanded and solidified in ARC 305 and ARC 306 of the BARCH program and ARC 607 of the MARCH program. Here, students are asked to demonstrate dexterity by incorporating these considerations into the research and detailed development of an assigned design project. In Spring 2016, students designed a culinary institute in Wynwood, a burgeoning urban neighborhood just north of downtown Miami. Students worked in pairs to develop a comprehensive project that accommodated multiple scales and multiple users. Technical requirements associated with the Institute needed to be carefully choreographed and reflected in the final project. Professionals from allied disciplines (including structure, mechanical, electrical and plumbing engineers) were incorporated throughout the studio to provide insights on the ways that these disciplines can enhance and/or strengthen the architectural design project. Final requirements for ARC 306 and ARC 607 is an abbreviated construction document set that simulates the types of drawings and coordination seen in practice.

Reviews for ARC 306 and ARC 607 have also been restructured to include the more conventional pin-up with design professionals followed by a "mock-plan review" where student teams are reviewed by two sets of professionals. In these one-on-one sessions, student's drawings are red lined to highlight areas that require greater integration. Students are given one week to incorporate these comments into their drawings prior to their final submittal.

Elective courses, beyond the core curriculum have been expanded to provide students with a robust set of offerings in a variety of areas of focus. In recent years, the practice electives have been increased and students are now required to take one practice elective beyond the required Management of Professional Practice course. Moreover, a variety of architectural electives provide additional opportunities to focus on topics of interest. Recent courses

including: Adaptation to Climate Change, Resiliency, and the NCI Charette system (Design Thinking Skills) are of particular relevance as they relate to the development of integrated design thinking.

Beyond the curriculum, UMSoA supports integrated design thinking through a series of extracurricular activities including the thematized Tecnoglass lecture series. The 2016-17 umbrella theme is Water and Coastal Resiliency, a pressing local and global climate challenge that requires architects and urban designers to think holistically about the built environment and its relationship to the natural world. Finally, events such as The Resilience Colloquium & Workshop presented at Glasgow Hall on September 25, 2015 capitalized on the extensive work to address climate-change impacts across the eastern and Gulf coasts of the United States. The Colloquium introduced two new voices focusing on the opportunities of landscape - particularly systems of hydrology and plant ecology- to provide a foundation for developing strategies for urban resilience in the near, as well as long term. The colloquium was a requirement for ARC 223.

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

Bachelor of Architecture	Master of Architecture
ARC 305	ARC 699
ARC 306	

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

Bachelor of Architecture	Master of Architecture
ARC 305	ARC 607
ARC 306	ARC 610

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

Bachelor of Architecture	Master of Architecture
ARC 306	ARC 607

#### **Realm D: Professional Practice**

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Students learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D. 1. Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process--client, contractor, architect, user groups, and local community--and the architect's role to reconcile stakeholder needs.

Bachelor of Architecture	Master of Architecture
ARC 203	ARC 617684
ARC 517/584	

D. 2. Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

Bachelor of Architecture	Master of Architecture
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ARC 452  
ARC 517/584

ARC 652  
ARC 617/684

D. 3. Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

Bachelor of Architecture  
ARC 452  
ARC 517/584

Master of Architecture  
ARC 652  
ARC 617/684

D. 4. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

Bachelor of Architecture  
ARC 452  
ARC 517/584

Master of Architecture  
ARC 652  
ARC 617/684

D. 5. Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Bachelor of Architecture  
ARC 122  
ARC 223  
ARC 452

Master of Architecture  
ARC 633  
ARC 652

#### Brief description of the methodology for assessing student work

On the first day of classes, faculty distribute a course syllabus and schedule outlining both the content and format of the semester. The syllabus serves as an agreement between the faculty and the student and sets the guideline for the way in which coursework is to be evaluated. This criteria includes typically includes the submittal of assignments, participation, and attendance.

The University grading policy is outlined in the Bulletin regarding the valuative meaning assigned. Individual courses establish valuative criteria for assignments, each weighed as a percentage of the overall grade for the course. Students are expected to complete assignments on time and with a focus on the criteria for assessment outlined in the syllabi. Coursework is evaluated periodically throughout the semester in the form of quizzes, tests, papers, and/or powerpoints in lecture courses and public juries and individual desk crits for project-based courses including Design and Visual Representation. Guests to final design juries are asked to fill out an evaluation form for each student project. Design faculty used this feedback Academic alerts are issued midway through each semester if a student is either poorly performing or at risk of failing the course.

Beyond the completion of required course work, regular attendance in all courses is obligatory. UMSOA adheres to a policy that mandates dismissal from a course after three unexcused absences. Any student that will be absent in observance of a religious holiday must inform their faculty member in writing within the first three days of the semester to allow for the proper scheduling of reviews etc. Although a secular institution, the University of Miami is determined to accommodate those students who wish to observe religious holy days and to reflect its awareness of and sensitivity to religious holy days whenever possible when scheduling course activities.

## II.2.1 Institutional Accreditation

*The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.*



September 4, 2012

Dr. Donna E. Shalala  
President  
University of Miami  
P.O. Box 248006  
Coral Gables, FL 33124-4600

Dear Dr. Shalala:

This letter will verify that University of Miami is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor's, Master's, Educational Specialist, and doctoral degrees. The non-credit Intensive English Program is included in that accreditation.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW/SLA:efk

cc: Dr. David E. Wiles, Executive Director of Assessment and Accreditation  
Dr. Mark V. Smith

## II.2.2 Professional Degrees and Curriculum

The APR must include the following:

- Title(s) of the degree(s) offered including any prerequisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB- accredited degree.
- For each accredited degree program offered or track for completing the NAAB-accredited degree the program must provide the following:
  - A table showing the distribution of general studies, required professional studies, and optional studies.
  - A list of the minors or concentrations students may elect to pursue for each accredited degree offered or track for completing the NAAB- accredited degree.
  - A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.
  - A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre professional degrees in architecture and post-professional degrees.
- Programs that use massive open online courses (MOOCs) or online learning formats to deliver SPC-related content or to meet other program or institutional requirements in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the curriculum. If MOOCs are used to meet any SPC, the program must provide a course binder and samples of student work just as if the course were delivered on campus or by the program.
- A description of the process for changing the title of any non-accredited, post-professional degree that uses the degree title B. Arch., M. Arch. Or D. Arch. Need to check this last point

The School of Architecture (SoA) offers a professional Bachelor of Architecture (accredited), professional Master of Architecture (accredited), and three post-professional master degrees: Master in Urban Design, Master of Science in Architecture Research and Master in Real Estate Development + Urbanism.

### Bachelor of Architecture (B.Arch.)

The BArch track is composed of required design, drawing, history, theory, technical and professional courses. In addition, students are required to complete the general education requirements, non-architecture electives, and the university electives, known as the cognates. A cognate is a pre-determined grouping of three courses that fall under Arts and Humanities, STEM, or People and Society. Student may elect to complete a non-architecture minor(s) in Arts and Humanities, STEM, or People and Society to fulfill the requirement of the cognates.

General Studies		(45 Credits)
Course Number	Course Name	Credits
ENG 105	English Composition I	3
ENG 106	English Composition II	3
MTH 130	Introductory Calculus	3
PHY 103	General Physics	3
Cognate A <sup>2</sup>	Cognate Elective People + Society	3
Cognate A <sup>2</sup>	Cognate Elective People + Society	3
Cognate A <sup>2</sup>	Cognate Elective People + Society	3
Cognate B <sup>2</sup>	Cognate Elective STEM/Arts + Humanities	3
Cognate B <sup>2</sup>	Cognate Elective STEM/Arts + Humanities	3
Cognate B <sup>2</sup>	Cognate Elective STEM/Arts + Humanities	3

<sup>2</sup> Wide range of choices; see [www.miami.edu/cognates](http://www.miami.edu/cognates) for complete listing; [search engine](#).

Elective <sup>3</sup>	Non Architecture Elective	3
Elective <sup>3</sup>	Non Architecture Elective	3
Elective <sup>3</sup>	Non Architecture Elective	3
Elective <sup>3</sup>	Non Architecture Elective	3
Elective <sup>3</sup>	Non Architecture Elective	3
Professional Studies		(126 Credits)
Design		(60 Credits)
Course Number	Course Name	Credits
ARC 101	Architecture Design I	6
ARC 102	Architecture Design II	6
ARC 203	Architecture Design III	6
ARC 204	Architecture Design IV	6
ARC 305	Architecture Design V	6
ARC 306	Architecture Design VI	6
ARC 407	Architecture Design VII	6
ARC 408	Architecture Design VIII	6
ARC 509	Architecture Design IX	6
ARC 510	Architecture Design X	6
Drawing		(9 Credits)
ARC 111	Drawing I	3
ARC 112	Drawing II	3
ARC 213	Drawing III	3
Theory		(3 Credits)
ARC 121	Architecture and Culture	1
ARC 122	Architecture and Behavior	1
ARC 223	Architecture and the Environment	1
History		(9 Credits)
ARC 267	History of Architecture I	3
ARC 268	History of Architecture II	3
ARC <sup>4</sup>	Architecture History Elective	3
Structures		(9 Credits)
ARC 231	Building Technology: Structural Systems	3
CAE 213	Behavior of Structural Systems I	3
CAE 313	Behavior of Structural Systems II	3
Construction		(9 Credits)
ARC 230	Building Technology I: Materials & Methods	3
ARC 362	Environmental Building Systems I	3
ARC 363	Environmental Building Systems II	3
Practice		(6 Credits)
ARC 452	Management of Professional Practice	3
ARC <sup>5</sup>	Architecture Professional Practice Elective	3
Electives		(21 Credits)
ARC <sup>6</sup>	Architecture Elective	3

<sup>3</sup>Wide range of choices; student can select courses from arts, sciences, humanities, engineering, and business or can complete a Minor. See end of this section for complete listing of all minors available to students to complete. For more information see [www.miami.edu/bulletin](http://www.miami.edu/bulletin)

<sup>4</sup> Choice of ARC 323, 371, 373, 475, 476, 554, 570, 572, 574, 590, ARC Special Problems

<sup>5</sup> Choice of ARC 517, 550, ARC Special Problems

<sup>6</sup> Wide range of choices of architectural electives. See end of this section for complete listing of all architecture electives.

ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3

### Cognates, Non-architecture Courses, and Optional Minor(s)

The B.Arch. curriculum requires a minimum of six courses (18 credits) to fulfill the University cognate electives and five non-architecture courses (15 credits). Students may elect to fulfill the Cognate and non-architecture course requirement by completing one or more minors. Credits completed for minor(s) will account for the 15 credits of non-architecture courses and in many cases, if planned accordingly, will also account for the 18 credits of University cognate electives. The University offers a variety of minors ranging from 12 credits up to 18 credits, not including pre-requisites. For more information about Minors available at the University, please visit the University Bulletin at [bulletin.miami.edu](http://bulletin.miami.edu).

### Master of Architecture (MArch)

SoA offers a 3 year and 2 year accredited professional Master degree in Architecture. The three year track is available to students that do not hold a previous degree in architecture. The two year track is available to students that have previously earned a non-professional architecture degree or a degree from a closely related field.

### Master of Architecture – Three year (7 semesters)

	General Studies	(0 Credits)
	Professional Studies	(105 Credits)
	Design + Theory	(48 Credits)
Course Number	Course Name	Credits
ARC 604	Architecture Design and Theory I	6
ARC 605	Architecture Design and Theory II	6
ARC 606	Architecture Design and Theory III	6
ARC 607	Architecture Design (Integrated)	6
ARC 608	Architecture Design (Rome or Miami)	6
ARC 609	Architecture Design	6
ARC 610	Architecture Design Degree Project	6
ARC 620	Architecture Theory	3
ARC 699	Directed Research	3
	Drawing	(6 Credits)
ARC 611	Media I	3
ARC 613	Media II	3
	History	(9 Credits)
ARC 667	History of Architecture I	3
ARC 668	History of Architecture II	3
ARC <sup>4</sup>	Architecture History Elective	3

Structures		(9 Credits)
ARC 631	Building Technology II: Structural Systems	3
ARC 632	Building Structures I	3
ARC 633	Building Structures II	3
Construction		(9 Credits)
ARC 630	Building Technology I: Materials & Methods	3
ARC 662	Environmental Building Systems I	3
ARC 663	Environmental Building Systems II	3
Practice		(6 Credits)
ARC 652	Management of Professional Practice	3
ARC <sup>5</sup>	Architecture Professional Practice Elective	3
Electives		(18 Credits)
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3

**Master of Architecture – Two year**

	General Studies	(0 Credits)
	Professional Studies	(60 Credits)
Design + Theory		(30 Credits)
Course Number	Course Name	Credits
ARC 607	Architecture Design (Integrated)	6
ARC 608	Architecture Design (Rome or Miami)	6
ARC 609	Architecture Design	6
ARC 610	Architecture Design Degree Project	6
ARC 620	Architecture Theory	3
ARC 699	Directed Research	3
Drawing		(0 Credits)
History		(3 Credits)
ARC <sup>4</sup>	Architecture History Elective	3
Structures		(0 Credits)
Construction		(0 Credits)
Practice		(3 Credits)
ARC 652	Management of Professional Practice	3
Electives		(24 Credits)
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3
ARC <sup>6</sup>	Architecture Elective or Professional Elective	3

### Bachelor of Science in Architectural Engineering + Master of Architecture (BSAE+MArch) Dual Degree

SoA and the Department of Civil, Architectural and Environmental Engineering developed a 6-year, dual degree program that fulfills the professional requirements for both the MArch and BSAE degrees. The program is open to students admitted into the BSAE program for undergraduate and MArch program during their junior year of undergraduate studies. All general studies are completed during the undergraduate studies at the College of Engineering. After completing the requirements of BSAE and MArch, students are eligible for internship, licensure, and registration as both engineer and architect.

General Studies		(0 Credits)
Professional Studies		(82 Credits)
Design + Theory		(55 Credits)
Course Number	Course Name	Credits
ARC 121	Architecture and Culture	1
ARC 294	Introduction to the Development of Architecture	3
ARC 501	Architecture Design and Theory I	6
ARC 502	Architecture Design and Theory II	6
ARC 503	Architecture Design and Theory III	6
ARC 504	Architecture Design and Theory IV (Integrated)	6
ARC 608	Architecture Design (Rome or Miami)	6
ARC 609	Architecture Design	6
ARC 610	Architecture Design Degree Project	6
ARC 620	Architecture Theory	3
ARC 699	Directed Research	3
Drawing		(6 Credits)
ARC 511	Drawing	3
ARC 513	Computing	3
History		(3 Credits)
ARC 568	History of Architecture II	3
Structures		(3 Credits)
ARC 531	Building Technology II: Structural Systems	3
Construction		(0 Credits)
Practice		(6 Credits)
ARC 517	Construction Documents	3
ARC 652	Management of Professional Practice	3
Electives		(9 Credits)
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3
ARC <sup>6</sup>	Architecture Elective	3

#### Minimum Semester Credit Hour

The BSAE+MArch dual degree is a year program that entails a minimum of 15-18 credits per semester. For a complete listing of the engineering and architecture credit hours that the student must complete and the complete plan of study, please visit <http://bulletin.miami.edu/undergraduate-academic-programs/architecture/architectural-engineering-bs-master-architecture/#planofstudytext>.

#### Architecture Electives

SoA offers a wide range of architecture elective options. 100-500 level courses are for undergraduate enrollment and 600-level courses are for graduate enrollment. BArch students are required to complete 7 elective courses (21 credits) from the list below, M.Arch. 3-year students are required to complete 6 elective courses (18 cr), M.Arch. 2-

year students are required to complete 8 courses (24 cr) and BSAE+M.Arch. are required to complete three elective courses (9 cr).

Course Number	Course Name	Credits
ARC 141	On-Site Survey of European Architecture and Urbanism	3-6
ARC 323/623	On-Site Survey of Selected Architecture and Urbanism	3-6
ARC 324	On-Site Graphic Analysis of Selected Architecture and Urbanism	3
ARC 371/671	Ancient Architecture	3
ARC 373/673	Early Christian, Byzantine and Medieval Architecture	3
ARC 382	Architecture and Culture in Italy	3
ARC 590/690	History of Cities	3
ARC 475/675	Colonial Architecture	3
ARC 476/676	19 <sup>TH</sup> and 20 <sup>TH</sup> Century Architecture	3
ARC 481/681	Special Problems	3
ARC 482/682	Special Problems	3
ARC 483/683	Special Problems	3
ARC 512/612	Advanced Visual Analysis	3
ARC 514/614	Michelangelo	3
ARC 515/615	Computer Modeling	3
ARC 516/616	Architectural Watercolor Renderings	3
ARC 517/617	Construction Documents	3
ARC 518/618	Documentation of Historic Architecture	3
ARC 519/619	Architecture and Color	3
ARC 523/638	Interior Architecture Design	3
ARC 524/639	Selected topics in Interior Architecture Design	3
ARC 525/664	Landscape Architecture Design I	3
ARC 526/626	Landscape Architecture Design II	3
ARC 527/627	Architecture Photography	3
ARC 528/628	Historic Preservation	3
ARC 529/629	Research in Design Methods and Procedures	3
ARC 534/634	The palazzo in Italian Architecture	3
ARC 535/635	Historic Italian Urbanism	3
ARC 536/636	Italian Gardens	3
ARC 537/637	Research in Rome	3
ARC 541/641	Seminar on Town Design	3
ARC 542/642	Seminar on Housing	3
ARC 543/643	Seminar on Retrofit of Suburbia	3
ARC 545/645	Urban Composition	3
ARC 546/646	Studies of Havana	3
ARC 547/647	Architecture and Urban Identity	3
ARC 548/648	Seminar in Community Development	3
ARC 550/650	Professional Lecture Series	3
ARC 551/651	Contemporary Theories of Architecture	3
ARC 554/654	Architecture of South Florida	3
ARC 557/657	Design and Fabrication Techniques: Carved Panels	3
ARC 558/658	Theories of Landscape Architecture	3
ARC 568	History of Architecture II	3
ARC 569/669	Directed Readings	3
ARC 570/670	Modern Architecture	3
ARC 572/672	Selected topics in World Architecture	3
ARC 574/674	Renaissance Architecture	3
ARC 577/677	The Architecture of Alvar Aalto	3



ARC 578/678	Italian Rationalist Architecture	3
ARC 581/681	Special Problems	1-3
ARC 582/682	Special Problems	3-6
ARC 583/683	Special Problems	3
ARC 584/684	Special Problems	3
ARC 585/685	Special Problems	3
ARC 586/686	Special Problems	3
ARC 594	Geographic Information Systems in Urban Design	3
ARC 596/696	Interactive Multimedia in Design	3
ARC 625	Roman Architecture and Urbanism	3
ARC 644	The Architecture of Palladio	3
ARC 665	Computer Modeling	3
ARC 693	Computer Animation	3
ARC 695	Interactive Multimedia	3
ARC 699	Directed Research	1-6

## Post professional degrees

### Master of Science in Architecture Research (MSA)

The Master of Science in Architecture (M.S.Arch) degree programs is structured across a 36-credit system of advanced study, typically beyond a first professional degree in architecture, engineering or closely allied profession. It is flexible to enable a student to take a core group of courses within a specialized track, as well as electives. The program may be initiated during the final semesters of the first professional degree in architecture and engineering. After foundational core coursework and electives, each student develops an individually focused thesis or a capstone project on a topic of their interest, with a faculty adviser. The M.S.Arch. Program is designed to provide a skills and knowledge base for professional application as well as future advanced doctoral study.

### Master of Urban Design (MUD)

The Master in Urban Design (MUD), is a three (optional four) semester program that provides students with a design experience applying the principles of the New Urbanism, across the rural to urban transect. Guided by the imperatives of sustainability and resilience, the program invites students to explore design, policy, and management tools for place-making, as a vehicle for improving quality of life in a variety of international urban settings.

### Master of Real Estate Development and Urbanism (MRED+U)

The Master of Real Estate Development and Urbanism is an interdisciplinary one-year graduate program that combines the strengths of the University of Miami's School of Architecture, Business Administration, and Law to create a world-class program that blends the fundamentals of real estate development with livable community planning and design. Completion of 36 credits is required over three semesters including the summer.

### Certificates/Concentrations

Certificates provide an opportunity for undergrad and graduate students to explore their interests in topics such as Classical Architecture and Historic preservation. Currently, SoA offers two certificates: The Historic Preservation and the Classical Architecture Certificate. Each certificate requires a minimum of 15 credits in the area of concentration. The 15 credits can be accounted for by completing 3 architecture electives (9 credits) + 1 studio (6 credits) or 1 architecture elective (3 credits) + 2 studios (12 credits). Future plans include the expansion of the certifications to include a Certificate in Healthcare Design and Resiliency.

### Massive Open Online Courses (MOOCs)

In the past, SoA has offered a New Urbanism online course entitled: *The Principles and Practice of New Urbanism*. *The Principles and Practice of New Urbanism* is a new (developed in 2008), self-paced online course created by professors at the University of Miami School of Architecture. It is an in-depth introduction to the theory and practice of New Urbanism. The course is appropriate for anyone interested in a comprehensive introduction to the subject. Upon successful completion, participants receive a certificate of completion from the University of Miami School of Architecture. The course helps with preparation for the Congress for the New Urbanism Accreditation exam ([www.cnu.org](http://www.cnu.org)).” The course has been inactive for two years.

### Process for changing title of non-accredited degree that uses BArch, MArch or DArch.

SoA does not presently offer non-accredited degrees that use BArch, MArch, DArch in its name. In the past, the school utilized a process that involved the SoA Faculty Senate and Graduate School, at the University Level, to change the name of our Master of Urban Design, which was previously titled Master of Architecture in Suburb and Town Design.

## PART II: Section 3: Evaluation of Preparatory Education

*The APR must include the following:*

- *A description of the policy or policies regarding admission requirements and admissions decisions*
- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description must include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record*

*NOTE: If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*

Applicants for *undergraduate transfer* are reviewed by the School of Architecture’s Academic Standards Committee and considered for admission on the basis of an applicant’s academic history (GPA of 3.0 or above, letters of recommendation (3), and a portfolio. When the candidate is applying for transfer from another major, the portfolio requirement is waived as the candidate is placed in ARC 101 if admitted to the program. If the candidate is already a University of Miami student, Academic Services notifies the student and the Registrar’s Office of acceptance via a Change of Major Form.

Transfer applicants with prior coursework in architecture are placed into the design level corresponding to the number of semesters of design taken at the prior institution, and the level of design ability demonstrated in the portfolio. Students may transfer up to two years of design courses; the highest level a student may transfer into is third year. The Assistant Dean evaluates courses for transfer by reviewing each course, its associated credits, and course descriptions. Faculty members provide assistance for analysis of specific course content to ensure that courses taken at other institutions eligible for credit here meet our requirements for the accredited degree. Any transfer student who does not meet our student performance criteria for courses taken at another institution will have to take the required course here to meet our accreditation standards. No more than half the total number of credits required for the B.Arch. degree may be transferred. A maximum of nine of the required 21 credits of architecture electives, all the liberal arts and all non-architecture electives may be transferred. Students transferring into third year must successfully complete a non-credit five-week introductory design module during the summer session prior to their first semester. During their first semester they will enroll in ARC 301 (*3-credit design module*), designed to help the transfer students integrate themselves to school and master any deficiencies identified during their summer module. MTH 130 and PHY 103 or their equivalents should be completed during their first year at UM in order to continue in the program during the following year. The School fosters ongoing relations with faculty and administrators of the regional community colleges that are the usual source of transfer students, in order to maintain standards. Recent meetings were conducted to coordinate coursework, syllabi, and portfolios from feeder schools to comply with NAAB requirements, a record of which can be seen in the Appendix.

The evaluation process for a *graduate student transfer* of credits and *advanced placement* admission is similar. The Graduate Admissions Committee considers students for admission on the basis of the applicant's academic history, Graduate Record Exam score, TOEFL score when applicable, letters of recommendation, the portfolio, and a personal statement. Candidates with a four-year pre-professional degree in architecture may be eligible for advanced placement. The applicant's academic history and portfolio are evaluated by the Graduate Admissions Committee with the Director of Graduate Studies and with faculty from the curricular areas for which the candidate is seeking advance placement. Course descriptions and completed work for professional courses in the pre-professional bachelor's degree program are reviewed for similarity of course content, credit equivalency, performance, and grade achieved. A maximum of 45 credits, including three design studios, may be waived for advanced placement. Generally, courses with a grade of "B" or higher are eligible for advanced placement credit. A precise program of study is developed for each student after the review of all relevant coursework is complete.

The evaluation of student progress is a continuous one. The academic performance of all undergraduate and graduate students, including those in good academic standing, is reviewed by the undergraduate and graduate advisors each semester at the time of advising and registration, and at mid-term evaluations.

During advising, students have a one-on-one opportunity to review with advisors their progress towards the completion of the program academic requirements. The courses offered for the incoming semester, the meeting dates and times, sequence, pre-requisites, and content are among the topics discussed during a typical advising meeting. Students have the opportunity to create, modify, or simply review their overall academic plan towards the completion of the degree requirements. By means of regular advising appointments, students have the opportunity to provide feedback to the administration and obtain guidance regarding academic matters, as well as, student life in general. An open line of communication is encouraged and highlighted as a foundation for continuous improvement of the programs and the School as a whole.

Undergraduate students are advised by the Assistant Dean and/or the Associate Director. First year students are assigned a Peer Counselor, selected from outstanding second and third year students, to work closely with and assist in the learning process of institutional and program policies. Graduate students are advised by the Graduate Program Director with the assistance of the Graduate Advisor.

Students requesting permission to take a course at another university are advised to complete a Course Transfer Form prior to off campus enrollment. Students are encouraged to provide complete documentation for each course request form. Certified copies of the transcript showing the completed coursework must be submitted to the Registrar's Office. Students must review transfer evaluations to be certain that all courses are correctly evaluated for credit. The proper transmission and transfer of credits is the responsibility of the individual student.

All credit overloads require written approval prior to registration. Students enrolled in the Bachelor of Architecture Program are considered full-time students when registered for 12-18 credits during a fall or spring semester. Students enrolled in the Master of Architecture Program are considered full-time students when enrolled for 9-12 credits during a fall or spring semester. In the Summer Sessions, six credits are considered full-time. A 3.0 CGPA is required for overload approval. The maximum number of overload credits allowed is three per semester.

The Academic Standards Committee reviews petitions and requests from students for waiver, substitution, and grade appeals.

The midterm evaluation is required of all courses to identify students performing below average due to academic difficulty or other reasons such as poor attendance or tardiness. This report is mailed to the student as well as to the Associate Director and the Graduate Director respectively.

School of Architecture undergraduate students are placed on probation based on their CGPA and the number of credits earned. Students who have earned more than 96 credits are placed on probation if their CGPA falls below a 2.3, as well as students with 65-96 credits with a CGPA of 2.2, students with 33-64 credits with a CGPA of 2.1, and those with fewer than 33 credits with a CGPA of 2.0. Students on probation must meet with their academic advisor on a monthly basis and shall be restricted to a 12 credit load. Students receiving a letter grade of "D+" or lower in a

studio class shall be restricted to a 15 credit load and shall meet with an academic advisor on a monthly basis. Students must complete all architectural design studios with a grade of C- or higher. Students receiving 2 consecutive C- grades in design studio have to repeat the latter studio. Graduate students are placed on academic probation alert any time their CGPA falls below a 3.0.

The Assistant Dean checks for degree completion when undergraduate students enroll in ARC 509, Architecture Design IX. The students are notified of any discrepancies or shortfalls prior to registering for their last semester. Prior to clearance for graduation, the Associate Director and Graduate Advisors complete a final check of the records of all students on the list generated by Enrollment Services. Requirements for graduation are as follows: completion of degree requirements with a CGPA of 2.0 minimum, successful completion of the comprehensive studio requirement, and a written approval of completion for the minor from the corresponding department.

Students with incompletes are placed on “hold” until the grades are changed. If the student completes the class prior to the beginning of the next semester, they may be posted as graduating during the same semester. Students completing the work after the beginning of the following term are posted to graduate at the end of the semester when the work is completed. Any students deleted from the graduation list are notified in writing and provided with the necessary completion criteria for graduation.

## Part Two (II): Section 4: Public Information

- *The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available*

### Statement of 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 media the exact language found in the NAAB Conditions for Accreditation. As such, the catalogs for the University of Miami, School of Architecture include this specified text. Additionally this text is included on the School’s website accessible by clicking on the following hyperlink or by entering the URL into your web browser.

*Bachelor of Architecture*  
*Master of Architecture*

<http://arc.miami.edu//programs/barch/>  
<http://arc.miami.edu//programs/march/>

### Access to NAAB Conditions and Procedures

The website for the University of Miami, School of Architecture includes a links section with links to the documents required in section (II.4.2). This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

*School of Architecture Website*

<http://arc.miami.edu/links>

### Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty: The NCARB Handbook for Interns and Architects; [www.ARCHCareers.org](http://www.ARCHCareers.org); Toward an Evolution of Studio Culture; The Emerging Professional’s Companion; NCARB; American Institute of Architects; American Institute of Architecture Students; and Association of Collegiate Schools of Architecture. The website for the University of Miami, School of Architecture includes a links section with links to the documents required in this section. This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

*School of Architecture Website*

<http://arc.miami.edu/links>

### **Public Access to APRs and VTRs**

To promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public: all annual reports, including the narrative; all NAAB responses to the Annual Report; the final decision letter from the NAAB; the most recent APR; and the final edition of the most recent Visiting Team Report, including attachments and addenda. The website for the University of Miami, School of Architecture includes a links section with a link to the various NAAB documents stated above. This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

*School of Architecture Website*

<http://arc.miami.edu/links>

### **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. The website for the University of Miami, School of Architecture includes a links section with a link to the NCARB published ARE pass rates required in this section. This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

*School of Architecture Website*

<http://arc.miami.edu/links>

### **Admissions and Advising**

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution. This documentation must include: Application forms and instructions; admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing; forms and a description of the process for the evaluation of pre professional degree content; requirements and forms for applying for financial aid and scholarships; and student diversity initiatives. The website for the University of Miami, School of Architecture includes a links section with a link to this required information. This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

*School of Architecture Website*

<http://arc.miami.edu/links>

### **Student Financial Information**

The program must demonstrate that students have access to information and advice for making decisions regarding financial aid. In addition, the program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program. The website for the University of Miami, School of Architecture includes a links section with a link to this required information. This website can be accessed by clicking on the following hyperlink or by entering the URL into your web browser.

*School of Architecture Website*

<http://arc.miami.edu/links>

### III.1.1 Annual Statistical Reports

- *The APR must include a statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national regional agencies including the National Center for Education Statistics.*

UNIVERSITY OF MIAMI  
SCHOOL of  
ARCHITECTURE



Office of the Dean  
P.O. Box 249178  
Coral Gables, FL 33124

Phone: 305-284-5000  
Fax: 305-284-5245  
www.arc.miami.edu

Memorandum

August 30, 2016

To: Rodolphe el-Khoury, Dean and Professor of Architecture and Urbanism  
From: Denis Hector, Associate Dean for Academic Affairs and Research  
Re: NAAB Annual Statistical Report Submissions

This Memo will verify that all IPEDS data submitted by the School of Architecture to the NAAB through the Annual Report Submission system since the Visiting Team site visit in 2011 has been provided by the University's Office Planning, Institutional Research, and Assessment (PIRA) and is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

### III.1.2 Interim Progress Reports

*These are not to be included in the APR. The NAAB will provide the following directly to the team at the same time as the VTR template and other materials:*

- *A narrative annual or interim reports submitted since the last visit*
- *All NAAB responses to annual reports submitted between 2008 and 2012*
- *In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda*

## APR Section 4 Supplemental Materials

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

*Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g. Dropbox)*

- *Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website.*
- *Studio Culture Policy*
- *Full Time Faculty Resumes*
- *Faculty Scholarship and Creative Activities*
- *Self Assessment Policies and Objectives*
- *Policies on academic integrity for students (e.g. cheating and plagiarism)*
- *Information resources policies including collection development*
- *The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements*
- *The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure*
- *Response to the Offsite Program Questionnaire (also called Branch Campus Questionnaire)*

UMSoA is currently in the process of launching a new website. During this transition, all required links to the supplemental materials listed above will be accessible at <http://arc.miami.edu/links>.

### Studio Culture Policy

The Studio Culture Policy is distributed to students during the first week of class, posted on the walls of the studio spaces, and available on the School's website. In the Fall of 2015, all syllabi were standardized to include the School's learning culture policy as a reference. For more information see link below:

*School of Architecture Website*      <http://arc.miami.edu/images/uploads/Studio-Culture-Policy.pdf>

### Course Descriptions

A description of courses is an ongoing collection, continuously updated, and can be found on the School's website

*School of Architecture Website*      [http://arc.miami.edu/images/uploads/2016\\_Course\\_Descriptions.pdf](http://arc.miami.edu/images/uploads/2016_Course_Descriptions.pdf)

### University of Miami School of Architecture Bylaws

*School of Architecture Website*      [http://arc.miami.edu/images/uploads/2011\\_SOA\\_bylaws.pdf](http://arc.miami.edu/images/uploads/2011_SOA_bylaws.pdf)

### Faculty Appointment, Promotion, and Tenure Policies

*School of Architecture Website*      [http://arc.miami.edu/images/uploads/Documents\\_Tenure\\_and\\_Promotion.pdf](http://arc.miami.edu/images/uploads/Documents_Tenure_and_Promotion.pdf)

### Branch Campus Questionnaire

*School of Architecture Website*      [http://arc.miami.edu/images/uploads/Branch\\_Campus\\_Questionnaires.pdf](http://arc.miami.edu/images/uploads/Branch_Campus_Questionnaires.pdf)

## Faculty Resumes

**Name: Roberto Behar**

**Courses Taught (Four semesters prior to current visit):**

- ARC 111, 305, 407/408, 509/510, 551, 584, 585, 661

**Educational Credentials**

- Institute of Architecture & Urban Studies, New York, Postgraduate Studies 1982-1983
- Universidad Nacional de Rosario – Argentina, Facultad de Arquitectura y Urbanismo, Diploma de Arquitectura, 1978

**Teaching Experience**

- University of Miami School of Architecture,
  - Professor in Practice, 2013-Present
  - Associate Professor in Practice, 1996-2012
  - Assistant Professor in Practice, 1995-2005
  - Instructor, 1991-1995
- Harvard University., Visiting Professor, 1991
- Cornell University., Visiting Professor, 1990

**Professional Experience**

- R&R Studios, Miami, FL, Principal, 1995-Present
- Roberto Behar Arquitectos, Principal, 1978-1995
- Glenn Allen & Buff Associates, Miami, FL, Project Manager, 1983-1984
- Werbin & Company, Rosario, Argentina, Junior Architect/PM, 1978-1981

**Licenses/Registration:** Argentina

**Selected Publications and Recent Research**

- “Coachella 2016” Meeting Place and Landmark  
2015 Winning Entry/Invited International Competition, Coachella Music Festival, Los Angeles, California, completed 2016.
- Lecture, An Artist Panel Moderated by Gia Hamilton /Director of the Joan Mitchell Center, “SCAD define ART”, Savannah, GA. 2016.
- Award of Excellence, Intermodal Garage Façade. Warwick, Rhode Island  
American Institute of Architects. Miami Chapter. 2014.
- 2013 America's Best Public Art Projects / (37 awards out 345 applications) Public Art & Placemaking  
Network Annual Convention, Americans for the Arts. Phoenix, AZ. 2014.
- “Museum Works: R & R Studios Incomplete Works”, publication. Homemade Editions Miami -  
Buenos Aires. 2013.

**Professional Memberships:** Miami DDA, Locust Projects, ArtBasel Miami Beach



**Name: Charles Bohl, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- RED 601, 640, 660

**Educational Credentials**

- University of North Carolina Chapel Hill, Ph.D.: City & Regional Planning, 1994
- State University of New York – Albany, M.Urban & Regional Planning, 1991
- New York University, B.A., Liberal Studies, The Gallatin Division, 1983

**Teaching Experience**

- University of Miami School of Architecture
  - Associate Professor, & Director of the Masters Program in Real Estate & Urbanism (MREDU), 2008-Present
  - Research Associate Professor & Director of the Knight Program in Community Building, 2000-2008
- University of North Carolina at Chapel Hill, Senior Research Associate, Center for Urban Regional Studies, 1999-2000
- North Carolina State University, School of Design, Architecture Department, Instructor, 1998-1999
- University of North Carolina at Chapel Hill, Dept. of City and Regional Planning, Instructor, 1998-1999
- University of North Carolina at Chapel Hill, The Graduate School, Senior Fellow, Weiss Urban Livability Program, 1998-1999

**Professional Experience**

- Charles Bohl & Associates, Miami, Fl., Principal, 2003-Present
- Niagara Mohawk Power Corporation, New York, Economic Development Specialist, 1991-1995

**Licenses/Registration:** National Charrette Institute, Certified Planner

**Selected Publications and Recent Research**

- Bohl, Charles C., principal investigator; “The Third Place Project”; Sponsor: John S. and James L. Knight Foundation; Amount: \$649,619; 2015-2017.
- Bohl, Charles C., Elizabeth Plater-Zyberk, David Brain and Andrea Gollin. “Community Design Charrettes: An Essential Methodology for Civic Engagement in the Community Design Process” in *Sustainable Urbanism And Beyond: Rethinking Cities For The Future*, New York: Hass, Tigran, ed.: Rizzoli; 2012.
- Bohl, Charles C. “Place Making: The Key to Building Long-Term Value in Brazilian Real Estate and Communities.” *Panorama ADIT*, 2012, Vol 1(No.1): 24-25.

**Professional Memberships:** Urban Land Institute (ULI), Congress for the New Urbanism (CNU)

**Name: Jacob L. Brillhart****Courses Taught (Four semesters prior to current visit)**

- ARC 204, 305, 407/408, 501, 509/510, 581, 608/609, 681

**Educational Credentials**

- Columbia University, Graduate School of Architecture, Planning, & Preservation, M.Sc. in Advanced Architectural Design 2004
- Tulane University, School of Architecture, B.Arch., 1999

**Teaching Experience**

- University of Miami School of Architecture
  - Assistant Professor, 2011-Present
  - Lecturer, 2006-2011
- Tulane University, School of Architecture, Favrot Visiting Assistant Professor, 2010
- University of Miami School of Architecture, Part Time Lecturer, 2004-2006

**Professional Experience**

- Brillhart Architects, Miami, FL, Principal/Founder, 2006-Present
- HDR Design, Miami Beach, FL, Project Manager, 2004-2006
- American Planning Association (APA) & Tulane Regional Urban Design Center (TRUDC), New Orleans, LA., Project Designer, 2002-2003
- H.C. Kranichfeld, Inc., General Contractors, New York, NY, Project Manager 1997-2002
- Baron & Toupes Architects, New Orleans, LA, 1996-1997

**Licenses/Registration:** LEED AP, Florida**Selected Publications and Recent Research**

- 5x5 Participatory Provocations Exhibit - Traveling Nationally , 2016-Present.
- \$15,000 funding research Upper Level Studio with MANA Development: study micro-housing with Architecture & MRED students. 2016.
- “Voyage Le Corbusier: Drawing on the Road”. 191 pgs. (National Distribution) A book about Le Corbusier’s Travel Drawings, Published by WW Norton & Co. Principal Author: Jacob Brillhart, Foreword: Jean Louis Cohen 2015.
- “Living in the Tropical Landscape: A Visual Toolkit: Old Models For Future Buildings” ACSA Annual (National) Meeting in Toronto, Canada. 2015.
- MoMA PS1 Young Architects Program (YAP) Finalist, 2015.
- “DIY is in their DNA” - New York Times. Published Article. 2014.
- “Miami’s Urban Waterfront” - CLOG Miami, Published by CLOG, 2014.

**Professional Membership:** AIA, DoCoMoMo – Florida Chapter

**Name: Rocco J. Ceo**

**Courses Taught (Four semesters prior to current visit)**

- ARC 204, 407/408, 509/510, 608/609

**Educational Credentials**

- Harvard University, Graduate School of Design, M.Arch., 1986
- Rhode Island School of Design, B.Arch., 1984
- Rhode Island School of Design, B.F.A, 1983

**Teaching Experience**

- University of Miami School of Architecture
  - Professor, 2004-Present
  - Director Design/Build Program, 2009- Present
  - Director Undergraduate Program, 2009-2015
  - Associate Professor, 1995-2004
- Harvard University, GSD, Visiting Associate Professor in Design, 1997-1998
- University of Miami School of Architecture, Director, Graduate Program, 1995-1997
- Rhode Island School of Design, Visiting Associate Professor, 1995
- University of Miami School of Architecture, Assistant Professor, 1989 -1995
- University of Miami School of Architecture, Visiting Professor, 1988 -1989

**Professional Experience**

- Rocco Ceo, AIA, Architects, Miami, Fl., Principal, 2005-Present
- Ceo & Nardi Inc., Coral Gables, Principal, 1992-2005
- Friedrich St. Florian Architects, Providence, RI, 1988
- McDonald/Casner Inc., Providence, RI., 1986-1988
- Machado Silvetti., Boston, MA, 1986
- Gauchat Architects Inc., Boston, MA, 1985-1986

**Licenses/Registration:** LEED AP, Florida

**Selected Publications and Recent Research**

- “CPSA 24th Annual International Exhibition”, Tacoma, Washington. American Art Company Gallery. Juried international show, Juror: Michael W. Monroe: Director Emeritus, Bellevue Arts Museum. Exhibited work, 2016.
- Ceo, Rocco. “Design Build as Extension: Looking in and Out to Determine the Why, What and How of University of Miami’s Design Build Program.” Working Out: Thinking While Building, 2014 ACSA Fall Conference Proceedings, pages 244-251, Juried, ACSA Press, New York & Washington, 2014.
- Miami-Dade County Certificate of Recognition for “Green Link Initiative”, 2014.
- AIA Miami Chapter Honor Award: Leader in Education for a special contribution to the field of architectural or urban design education, 2013.

**Professional Memberships:** AIA

**Name: Sonia Chao**

**Courses Taught (Four semesters prior to current visit)**

- ARC 204, 407/408, 509/510, 608/609

**Educational Credentials**

- Columbia University, Graduate School of Art, Architecture & Planning, M.Arch., 1984
- U. Miami School of Architecture, B.Arch., 1983

**Teaching Experience**

- University of Miami School of Architecture
  - Director of Center for Urban and Community Development, 2006-Present
  - Research Associate Professor, 2004-Present
  - Full Time Lecturer, 2002-2003
  - Part Time Lecturer, 1998-2002

**Professional Experience**

- Sonia R. Chao Architects, Miami, FL, Principal, 1998-Present

**Licenses/Registration:** LEED AP, Florida

**Selected Publications and Recent Research**

- Chair, “Resilient Miami Initiative”. Interdisciplinary ad hoc faculty group from University of Miami & FAU focused on the resiliency of historic neighborhoods in Southeast, Florida, 2015.
- Publication, Chao, Sonia. et al. “Under the Sun: Sustainable Traditions & Innovations in Sustainable Architecture and Urbanism”. Digital and Print Submissions to Foundation: Summer, 2013 and Spring, 2014; Released by University of Florida Press, January 2016.
- Principal Investigator, Phase II: “Haiti: Developing Sustainable Traditions & Innovations in Architecture and Urbanism for the Region, Towns and the Rural Villages of Akayè (Arcahaie)”, W. K. Kellogg Foundation, Battle Creek Michigan. Funded research (\$46,614.00), 2015.
- Principal Investigator, “Haiti: Developing Sustainable Traditions & Innovations in Architecture and Urbanism for the Region, Towns and the Rural Villages of Akayè (Arcahaie)”, W. K. Kellogg Foundation, Battle Creek Michigan. Funded research (\$240, 477.00), 2014.
- Session Organizing Committee, Presenter & Session Moderator. “Havana: Paradigm of a Caribbean City”, Congress for the New Urbanism, West Palm Beach, Fl. May 2012.

**Professional Memberships:** AIA, CNU, USGBC

**Name: Josemaria de Churtichaga**

**Courses Taught (Four semesters prior to current visit)**

- ARC 407/408, 509/510, 608/609, 610

**Educational Credentials**

- Escuela Técnica Superior De Arquitectura De Madrid, (ETSAM), Ph.D. 2013-Present
- Escuela Técnica Superior De Arquitectura De Madrid, (ETSAM), M.Arch., 1992
- Escuela Técnica Superior De Arquitectura De Madrid, (ETSAM), B.Arch., 1992

**Teaching Experience**

- University of Miami School of Architecture, Associate Professor, Associate Dean & Director of Graduate Program, 2015-2016
- University of Toronto, John H Daniels Faculty of Architecture, Landscape, and Design, Frank Gehry Chair International Visiting Chair, 2013-2014
- IE University, School of Architecture, Associate Dean, 2008-2013
- IE University, School of Architecture, Director Undergraduate Programs, 2008-2012
- ETSAM, Professor, 2003-2008

**Professional Experience**

- Churtichaga & Quadra Salcedo, Madrid, ES, Principal, 1995-Present

**Licenses/Registration: Spain**

**Selected Publications and Recent Research**

- Exhibit: "Export Spanish Architecture Abroad" ICO, Curator: Edgar Gonzalez Projects Exposed: >Events Space Pier 57 Manhattan New York USA, Vineyards And Real Estate Development Ugarteche Mendoza Argentina. 2015.
- Carnegie Mellon Fall 2014 Lecture Series Lecture "Politechnical Senses" Carnegie Mellon School of Architecture Carnegie Mellon University Pittsburgh, PA. 2014.
- First Place, Competition, Built Work -Interim Space For Exhibitions And Events Pier 57 Manhattan New York, 2013.
- "Reinforced Ceramic: A Built Investigation" Ayr Press Madrid Spain, 2012.
- "Reinforced Ceramic: A Reinvented Tradition A 15 Years Compendium Of All The Techniques And Possibilities Of A Reinforced Masonry As A Reinvented Tradition", research project, Madrid Spain EU, 2012.

**Professional Memberships: N/A**

**Name: Jaime Correa**

**Courses Taught (Four semesters prior to current visit)**

- ARC, 102, 112, 407/408, 509/510, 512, 582, 602, 608/609, 682

**Educational Credentials**

- University of Pennsylvania, M. Arch & M. Urban Planning, Certificate of Urban Design, 1989
- Universidad Pontificia Bolivariana, B. Arch & Urbanism, 1981

**Teaching Experience**

- University of Miami School of Architecture, Associate Professor in Practice, 1989-Present
- Miami Dade College, Dept. of Architecture, Instructor, 1991-1992

**Professional Experience**

- Jaime Correa & Associates, Miami, FL., Founding Partner, 2004-Present
- Correa, Valle & Valle, Coral Gables, FL., Founding Partner, 1994-2003
- The Office for Urban Counterprojects, Miami, FL., President, 1991-1995
- Atelier for Architecture & Urbanism, Miami, FL., President, 1991-1992
- Dover, Correa, Kohl, Cockshutt, & Valle, Miami, FL., Founding Partner, 1989-1991
- The Image Network Inc., Miami, FL., Head Urban Designer, 1988-1990

**Licenses/Registration:** Colombia

**Selected Publications and Recent Research**

- Correa, Jaime and Steve Fett. "Success from the bottom - up: lessons learned in Haiti's Archaie region" Journal article. ACSA. 2016.
- Correa, Jaime. "The city is not a clock: considerations on the death of planning and the purpose of the 99% invisible – La ciudad no es un reloj: consideraciones sobre la muerte de la planificación y el propósito de lo 99% invisible" MODULO No. 5 (2014): Universidad de la Costa, Barranquilla, Colombia.
- Correa, Jaime. "Contrapunto: transgresiones al transecto" Cuadernos de Arquitectura y Urbanismo No. 10 (2012): Instituto Tecnológico de Monterrey, Mexico, 2013.
- "Housing Finance Authority Design Guidelines and Opa-Locka Form Based Codes" Principal Investigator: Jaime Correa. Research Managers: Center for Urban and Community Design and University of Miami Office for Civic Engagement Funding: Jessie Ball DuPont Foundation and Miami-Dade County Housing Finance Authority. 2013-2014.

**Professional Memberships:** ACSA, Society of Architectural Historians, CNU, APA, National Trust for Historic Preservation

**Name:** Adib Cure

**Courses Taught (Four semesters prior to current visit)**

- ARC 101, 111, 305, 112, 407/408, 509/510, 608/609

**Educational Credentials**

- Harvard University, Masters of Architecture in Urban Design, 1998
- University of Miami School of Architecture, B.Arch., 1995

**Teaching Experience**

- University of Miami School of Architecture
  - Assistant Professor in Practice, 2013-Present
  - Lecturer, 2000-2013
- Yale University, Louis I. Kahn Visiting Chair, 2013-2014
- Boston Architectural Center, Design Instructor, 1996-1997
- Northeastern University, Design Instructor, 1998-1999

**Professional Experience**

- CURE & PENABAD, Architecture and Urban Design, Miami, Florida 2002- Present
- Machado & Silvetti Associates, Boston, Massachusetts, 1998-2000

**Selected Publications and Recent Research**

- Miami Foundation Public Space Challenge Grant, The Underline Pavilion, September 2016 (Funded \$20,000.00 with Carie Penabad, Steven Fett, Jaime Correa and Cristina Canton).
- Adib Cure and Carie Penabad, "Off the Map: Learning from the Informal City, Case Study: Las Flores in Urban Centers and Informal Settlements, editor, Felipe Correa, Birkhauser, forthcoming, November 2016.
- "Centro Educativo Buganvilia," in DOMUS Mexico, America Central y el Caribe, Edition 25, July-August 2016, pg. 62-65.
- "Cape Dutch House," in Living Under the Sun, Tropical Interiors and Architecture, Gestalten Publishing, Germany, pg. 230-233.
- "Havana: Housing in the Historic City Center" in Cultural Cues, Yale School of Architecture, editors Nina Rappaport and Jeffrey Pollack, ActarD, 2015.
- "100 Architects for a New Century", editor, Lucien Steil, London: Rizzoli International Publications, Inc., 2014. (Work of the firm featured)
- Vernaculorogy II, Tecnoglass funded Upper Level design studio, spring 2014 (\$12,000.00USD).
- "Miami: Inventing a City" in CLOG Miami, editor in chief, Kyle May 2013.

**Professional Memberships:** ICAA, Wolfsonian-FIU Museum, Visionaries Steering Committee

**Name: Victor Deupi, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- ARC 305, 407/408, 500, 509/510, 574, 590, 608/609, 674,

**Educational Credentials**

- University of Pennsylvania School of Design, Ph.D., Architecture, 1999
- Yale University School of Architecture, M.Arch., 1989
- University of Virginia School of Architecture, B.S., Architecture, 1986

**Teaching Experience**

- University of Miami School of Architecture, Full Time Lecturer, 2014-Present
- New York Institute of Technology, School of Architecture & Design, Visiting Critic & Adjunct Professor, 2008- 2014
- Fairfield University, Department of Visual and Performing Arts, Adjunct Professor in Art History, 2008-2014
- Georgia Institute of Technology, Visiting Faculty, 2007
- University of Notre Dame School of Architecture, Assistant Professor of Architecture, 1998-2006

**Professional Experience**

- Tomás L. Lopez-Gottardi & Victor Deupi, Coral Gables FL, 2015-present
- Institute of Classical Architecture & Classical America, Arthur Ross Director of Education, 2005-2008
- B&D Studio LLC, NY, 2004 – 2009
- Deupi Economakis Design Partnership, South Bend, IN 1997-2002
- Demetri Porphyrios Associates, London, England 1995 - 1996, 1989-1990

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- “Emilio Sanchez in Cuba, 1946-1960”, Co-written with Dr. Nathan Timpano (in preparation with Routledge, 2017).
- “Cuban Architects at Home and in Exile: The Modernist Generation”, Co-written with Jean-Francois Lejeune (in preparation 2017).
- “Transformations in Classical Architecture: New Directions in Research and Practice”, Edited by Victor Deupi, Oscar Riera Ojeda Publishers (in preparation, 2016).
- “Architectural Temperance: Spain and Rome 1700-1759”. Oxford and New York: Routledge, 2015.

**Professional Memberships:** CINTAS Foundation, Association of Collegiate Schools of Architecture (ACSA), College Art Association (CAA), Society of Architectural Historians (SAH), Association of Art Historians (AAH), America (RSA), the New Urbanism (CNU), Institute of Classical Architecture & Art (Fellow Emeritus)



**Name: Rodolphe el-Khoury, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- ARC 584, 684

**Educational Credentials**

- Princeton University, School of Architecture, Ph.D. in History & Theory, 1996
- Princeton University, School of Architecture, M.A. Architectural History, 1992
- Massachusetts Institute of Technology, Graduate School of Architecture & Planning, M.Sc. in Architecture Studies, 1989
- Rhode Island School of Design, BFA & B.Arch. 1985

**Teaching Experience**

- University of Miami School of Architecture, Professor & Dean, 2014-Present
- University of Toronto, John H Daniels Faculty of Architecture, Landscape & Design
  - Director Masters Urban Design Program, 2013-2014
  - Co-Director of Responsive Architecture at Daniels, 2011-2014
  - Associate Professor, 2005-2014
- California College of the Arts, Head of Architecture, 2002-2005
- University of Toronto, Faculty of Architecture, Landscape & Design (FALD), Acting Dean, 2000-2001
  - Associate Professor & Director, Master of Urban Design, Director of Bachelor of Architecture, 1999 -2002
- Harvard University, Graduate School of Design, Associate Professor, 1994-1999
- Columbia University, Adjunct Assistant Professor, 1994

**Professional Experience**

- Khoury Levit Fong, Toronto, CA, Partner, 2007 – Present
- ReK Productions, Principal, 1996 – Present
- Office dA, Boston, MA., Partner, 1986 -1996

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- “Figures; Essays on Contemporary Architecture”, Oscar Riera Ojeada Publishers, 2015.
- “Buildings Alive: Architecture for the Internet of Things,” China Architecture and Building Press, (in collaboration with Carol Moukheiber and Christos Marcopoulos) 2014.
- “Shaping the City; Studies in Urban History, Theory and Design”—2nd Edition, Rodolphe el-Khoury and Edward Robbins eds., Routledge, 2013.

**Professional Memberships:** The Underline, AIA, Center for Computational Studies

**Name: Steven Fett**

**Courses Taught (Four semesters prior to current visit)**

- ARC 111, 203, 292, 306, 407/408, 509/510, 517/617

**Educational Credentials**

- University of Miami School of Architecture, Masters of Suburb & Town Design & Masters of Architecture 2000
- University of Minnesota-Twin Cities, School of Architecture, Bachelor's Degree 1998

**Teaching Experience**

- University of Miami School of Architecture
  - Full Time Lecturer/Assistant Director Center for Community Design, 2014-Present
  - Part Time Lecturer, 2001-2014

**Professional Experience**

- Steven Fett Architecture Miami, Principal, 2004-Present
- Treasure Coast Regional Planning, Design Consultant, Stuart, 2001-Present
- Ernesto Busch & De la Guardia Victoria Architects, Coral Gables, Project Manager, 2000-2003
- Hammel, Green & Abrahamson, Minneapolis, 1995-1998

**Licenses/Registration:** Florida

**Selected Publications and Recent Research**

- Delray Beach Central Business District Architectural Guidelines and Land Use Regulations: Winner, Driehaus Form Based Code Award. Presented at the Congress for the New Urbanism, Detroit, 2016.
- "Success from the Bottom Up", ACSA Conference - Seattle, 2016.
- "Miami and the Tropical World", Curated exhibit at Korach Gallery, Coral Gables, 2016
- "Drawing in Place", Coral Gables Cultural Grant, 2015.
- "A Call to Order" Curated exhibit at Korach Gallery, Coral Gables, 2015.
- Lauderdale-by-the-Sea Project featured in Curbed, 2014.
- Haiti Cathedral: Third Place (out of 134 entries) International Design Competition, 2012.

**Professional Memberships:** AIA, NCARB

**Name: Eric Firley**

**Courses Taught (Four semesters prior to current visit)**

- ARC 203, 305, 610, 622, 621, 699

**Educational Credentials**

- London School of Economics and Political Science, MSc “City Design and Social Science” LSE, 2000
- Bauhaus-University Weimar, Architektur-Diplom (Dipl.-Ing.), 1999
- Ecole Polytechnique Fédérale de Lausanne (EPFL), Intermediate Architecture Diploma, 1996
- Université de Fribourg (Switzerland), Bachelor in Economy, 1994

**Teaching Experience**

- University of Miami School of Architecture, Assistant Professor, 2011-Present
- University College London, Bartlett School, Visiting Lecturer, 2007-2010

**Professional Experience**

- Urban Whispers (Paris/London), Founder and Director, Urban Housing Research & Publishing, 2007-2010
- John McAslan & Partners (London), Senior Urban Designer, 2004-2007
- Atelier Yves Lion (Paris), Project Architect, Residential, 2004
- Jones Lang LaSalle (Paris), Project & Development Services, Project Manager, 2000-2003

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- Firley, Eric and Hogrebe, Natan, “The freedom of the public domain and its value for urban life”, COBRA 2016, organized by RICS and George Brown College, Toronto, September 2016.
- Firley, Eric and Yi, Li, “Cheap public space and the art of negotiation”, Future of Places Conference, Stockholm, 2015.
- Firley, Eric, “When the cathedrals were made out of plastic” - an advanced English course for Miami condo buyers, CLOG Special Edition Miami, 2014.
- SEEDS (Scientists and Engineers expanding Diversity and Success) Grant 2013.
- Firley, Eric and Stahl, Caroline, “The Urban Housing Handbook” (Chinese edition), Publishing House of Electronics Industry, 2013.
- Firley, Eric and Groen, Katharina, “The Urban Masterplanning Handbook”, John Wiley & Sons, 2013
- “Miami-Nantes: Atlantic Mutations” exhibition in the Alliance Française, 2012.
- Firley, Eric and Gimbal, Julie, “La Tour et la Ville – Manuel de la Grande Hauteur”, Editions Parenthèses, 2011.

**Professional Memberships:** None

**Name: Jose Gelabert Navia****Courses Taught (Four semesters prior to current visit)**

- ARC 305, 382, 407/408, 509/510, 583, 584, 585, 608/609, 610, 683

**Educational Credentials**

- Cornell University, College of Arch., Art & Planning, M.Arch., 1978
- Cornell University, College of Arch., Art & Planning, B.Arch., 1975

**Teaching Experience**

- University of Miami School of Architecture Professor, 2001-Present
  - Associate Professor, 1988-2001
  - Acting Dean, 1990-1991
  - Assistant Professor, 1983-1987
- Instructor, 1981- 982
- Institute of Urban Architecture Caracas, Venezuela, Lecturer, 1980
- Cornell University, Ithaca, NY, Instructor, 1977-1978

**Professional Experience**

- Perkins & Will, Coral Gables, FL, 1996-Present

**Licenses/Registration:** Florida, Iowa, Arizona

**Selected Publications and Recent Research**

- Gelabert-Navia, Jose A., Cyclades: Folegandros-Santorini, Self-Published, 2011.
- Gelabert-Navia, Jose A., Research in Florida, in Florida Architect, 2008-09.
- Gelabert-Navia, Jose A., MIMO, Mid Century Modernism in Miami, in Archivos de Arquitectura Antillana (AAA) No.32, 2009.
- Gelabert-Navia, Jose A. Review of Alejandro G. Alonso, Pedro Contreras, and Martino Fagiuli, Havana Deco, New York: W. W. Norton, 2007. For Winterthur Portfolio, 2009.

**Professional Memberships:** Florida Trust for Historic Preservation

**Name: Carmen Guerrero****Courses Taught (Four semesters prior to current visit)**

- ARC 407/408, 509/510, 523, 524,585,586, 608/609

**Educational Credentials**

- Cornell University, College of Masters of Arch. 1994
- University of Miami, School of Architecture, B.Arch., 1990

**Teaching Experience**

- University of Miami School of Architecture
  - Associate Dean of Strategic Initiatives and Facilities, 2016-Present
  - Associate Professor in Practice, 2013-Present
  - Rome Program Director, 2010-Present
  - Academic Director of the Explorations in Architecture Summer Program, 2000-present
  - Rome Program Coordinator, 2003-2010
  - Assistant Professor in Practice, 2008-2013
  - Research Assistant Professor; 2003-2008
  - Part-time Lecturer; 1994-2003
- University of Miami Division of Continuing Studies, Lead Instructor for the Interior Design Certificate Program, 2012-present
- University degli Studi di Palermo, Sicily, Italy, Visiting Professor, 2013-Present

**Professional Experience**

- Carmen Guerrero Design Studio, Miami, Principal, 1999-Present

**Licenses/Registration:** Florida**Selected Publications and Recent Research**

- Guerrero, Carmen Jean Francois Lejeune, Dan Solomon, Anna Irene del Monaco, and Lucio Barbera on “The Splendid Ordinary project”, forthcoming publication - TBD
- Guerrero, Carmen L. Francesco Maggio, Flavia Benfante, Marcello Messina, Alessandro Colace. “Un Percorso del Fare 2: Geraci Siculo,” Italy: Edizioni Arianna, 2014.
- Citizen’s Board Award, \$1500, Medellin Studio, 2014.
- Canin Award, \$5000, Research in Medellin, Colombia, 2014.
- Messagero della Conoscenza award recipient (10,500 Euro) for project Coral Gables: “A Mediterranean American City”, awarded by the Ministry of Education in Italy, 2014.

**Professional Memberships:** City of Coral Gables Historic Preservation Board, DoCoMoMo Florida Chapter

**Name: Denis H. Hector****Courses Taught (Four semesters prior to current visit)**

- ARC 231, 507, 531, 608

**Educational Credentials**

- U. Pennsylvania, Graduate School of Fine Art, MSc. in Arch., 1992
- Cornell University, College of Arch., Art & Planning, B.Arch., 1976

**Teaching Experience**

- University of Miami School of Architecture
  - Associate Dean of Research & Academic Affairs, 2016-Present
  - Acting Dean, 2014
  - Associate Dean, 2000-2015
  - Associate Professor, 1995-Present
  - Assistant Professor, 1989-1995
  - Lecturer, 1989
  - Visiting Lecturer, 1987
- U. Pennsylvania, Part-Time Faculty, 1985-1988
- Columbia University, Adjunct Faculty, 1986-1988

**Professional Experience**

- Denis Hector and Joanna Lombard Architecture and Landscape, Miami, FL, Principal, 1989-present
- Denis Hector Architect, Philadelphia, PA, Principal, 1985-1988
- FTL & Associates, New York, NY, 1979-1985

**Licenses/Registration:** New York**Selected Publications and Recent Research**

- Invited Lecturer, "Traditional Urbanism for the Future of Southern California Neighborhoods", Traditional Building Conference Series - Los Angeles, 2013.
- Invited Lecturer, "INTBAU-USA 2002-2012". Traditional Building Conference, Chicago, 2012.
- Invited Lecturer, "The Ecology of Concrete. USGBC, South Florida, Univ. of Miami", Coral Gables, 2012
- Periodical, Beth Saulnier, "Big Tents: A trio of alums were in the vanguard of fabric architecture," Cornell Alumni Magazine, 2012.
- "Architecture 3 City Icons", w/Beth Dunlop, London: Phaidon Press, London, 1999.
- "Lost Masterpieces", w/Beth Dunlop, London: Phaidon Press, 1999.
- American Institute of Architects Florida "Unbuilt Design Awards Clematis House (Hector & Lombard), 1996.

**Professional Memberships:** LEED AP, AIA, USGBC

**Name: Jorge L. Hernandez**

**Courses Taught (Four semesters prior to current visit)**

- ARC 101, 407/408, 509/510, 528, 582, 584, 586, 607/609, 628

**Educational Credentials**

- University of Virginia, Masters of Arch., 1985
- University of Miami, School of Architecture, B.Arch, 1980

**Teaching Experience**

- University of Miami School of Architecture
  - Professor, 2000 – Present
  - Associate Professor, 1992-2000
  - Assistant Professor, 1987 – 1992
- University of Virginia, Part Time Instructor, 1985-1987
- Miami Dade Community College, Dept. of Architecture, 1981-1982

**Professional Experience**

- Jorge L. Hernandez, Architect, Coral Gables, FL Principal, 1987 – Present
- Eisenman Robertson Architects, Charlottesville, VA Associate, 1985-1987
- Ferendino Grafton Spillis and Candela Architects, Coral Gables, FL Intern Architect, 1981 – 1984
- Aragon Associated Architects, Coral Gables, FL Intern Architect, 1980 – 1981

**Licenses/Registration:** Florida, Virginia

**Selected Publications and Recent Research**

- Hernandez, Jorge L., “Durability, Stewardship & Sustainability: The Coral Gables Museum.” Durability in Construction, Tradition and Sustainability in 21<sup>st</sup> Century Architecture. Ed. Richard Economakis. Notre Dame: Papadakis Publisher, pp. 118-127, 2015.
- The Royal Institute of British Architects (RIBA) includes Durability, Stewardship & Sustainability in 21<sup>st</sup> Century Architecture on RIBA’s Recommendation List and RIBA recognizes it as Book of the Month, July 2015.
- Transit Oriented Development Institute endorses Paseo de la Riviera Project, Coral Gables, designed by Jorge L. Hernandez, 2015.
- World Monuments Fund (WMF) designation of 12 Cuban Churches of Santiago de Cuba for inclusion in WMF Watch List 2015; nominated by Jorge L. Hernandez and Monsignor Dionisio Garcia-Ibañez, 2015.

**Professional Memberships :** Home Design Advisory Committee, City of Coral Gables, Dade Heritage Trust , AIA, Miami Chapter, Member State of Florida Site Marker Committee National Trust for Historic Preservation, Board of Trustees, National Trust for Historic Preservation

**Name: Richard John, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- ARC 204, 267, 585, 685, 667

**Educational Credentials**

- The Warburg Institute, University of London, Ph.D., 1994
- Merton College, University of Oxford, MA, 1992
- Peterhouse, University of Cambridge, MA, 1990
- Columbia University, Elizabeth Tuckerman Scholar, MA in Architectural History and Archeology, 1988
- Peterhouse, University of Cambridge, BA, 1987

**Teaching Experience**

- U. Miami School of Architecture
  - Associate Professor, 2011-Present
  - Assistant Professor, 2004-2011
- Georgia Institute of Tech., College of Architecture, Visiting Scholar, 2007-2008
- Institute of Classical Architecture and Classical America, Lecturer, 2003, 2005
- U. Notre Dame School of Architecture, Guest Lecturer, 1999, 2001-2002
- U. Miami School of Architecture, Visiting Lecturer, 1999

**Professional Experience** N/A

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- “The Strange, the Quaint, the Beautiful, and the Picturesque: Early Twentieth-Century Publications on Mexican Architecture as Sources for the Mediterranean Revival” in Association of Art Historian annual conference, University of Edinburgh, UK, 9 April 2016.
- “Bramante and the “Baroque” motif of the Pilaster Bundle” in Homenaje a Bramante (1444-1514) 500° Aniversario, conference organized by Real Academia de España, Rome, 10 June 2015.
- Co-organizer and co-chair of session “Vitruvius's Reception and Transmission in Renaissance Europe and the New World”, Renaissance Society of America, New York City, March 2014.
- Moderator of The 7<sup>th</sup> Annual James Gamble Rogers II Colloquium on Historic Preservation, Rollins College, Winter Park, FL, 6 April 2013.
- Editorial Board, FORMA CIVITATIS International journal of urban and territorial morphological studies, peer reviewed, 2014-Present.
- The Classicist No. 10, New York: ICAA, 2013. (Editor)
- Jury member, Mizner Prize (ICAA Florida Chapter), 2012.

**Professional Memberships:** Institute of Classical Architecture and Art, CNU, Standing Conference of Heads of Schools of Architecture



**Name: Jean Francois Lejeune, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- ARC 390, 407/408, 509/510, 585, 590, 608/609

**Educational Credentials**

- TU Delft University, Ph.D. Candidate, 2015-Present
- University of Liège, Belgium, Ingénieur Civil Architecte, 1974

**Teaching Experience**

- Universidad de Alcala de Henares, Giner de los Rios Fellowship, 2015
- Università della Sapienza, Rome, Visiting Professor, 2014
- University of Miami School of Architecture
  - Professor, 2005-Present
  - Director Graduate Program, 2009-2014
  - Associate Professor, 1995-2005
  - Assistant Professor, 1987-1995
- Oregon School of Design, Visiting Assistant Professor, 1985-1987

**Professional Experience N/A**

**Licenses/Registration: Belgium**

**Selected Publications and Recent Research**

- Jean-François Lejeune & Michelangelo Sabatino, Editors “Nord-Sud – Architettura moderna e il Mediterraneo” Trento / Barcelona, ListLab, Publication, 2016.
- “Foundation, Growth and Critical memory: Sabaudia, the Last Italian City” The Heritage of Iconic Planned Communities: The challenges of change Isabelle Gournay and Mary Sies, eds. University of Pennsylvania Press, Referenced essay, 2016.
- University of Miami Provost’s Award for Summer Research: Spanish interior colonization during the Franco era (39-75). Total Grant: \$13,000, 2015-2016.
- Museum of Modern Art, NY – Architecture Funded Research and fabrication of 7 basswood models (scale 1=200) for the exhibition “Latin America in Construction: Architecture, 1955-80. Total Contract: \$24,000, 2014-2015.
- GIUSEPPE TERRAGNI IN ROME, Exhibition. Curator in Miami, Curators in Rome: Flavio Mangione, Luca Ribichini. The Meeting House, Miami, 2015.
- DRAWN FROM MIAMI, Exhibition. Co-curator with Terry Riley and Allan Shulman. Inaugural exhibition for the Miami Center for Architecture and Design, 2014.

**Professional Memberships:** AIA, CNU, Society of Architectural Historians, DoCoMoMo- FL, City of Miami Beach Planning Board Friends of Schinkel Society

**Name: Joanna Lombard****Courses Taught (Four semesters prior to current visit)**

- ARC 203, 223, 407/408, 509/510, 582, 608/609

**Educational Credentials**

- Harvard University, Graduate School of Design, M.Arch., 1977
- Tulane University, School of Architecture, B.Arch., 1975

**Teaching Experience**

- University of Miami School of Architecture
  - Professor, 2001-Present
  - Associate Professor, 1986-2000
- University of Pennsylvania, Visiting Faculty, 1988
- University of Miami School of Architecture, Assistant Professor, 1980-1986
- University of Miami School of Architecture, Instructor, 1979-1980

**Professional Experience**

- Denis Hector & Joanna Lombard Architecture and Landscape, Miami, FL., Principal, 1988-Present
- Joanna Lombard Architect, Miami, FL., Principal, 1983-1987
- Lyons & Hudson Architects, New Orleans, LA., Intern, 1979-1982

**Licenses/Registration:** LEED AP, Florida

**Selected Publications and Recent Research**

- Co-Principal Investigator, “Increasing Physical Activity Opportunities in Miami-Dade County Parks, Co-Principal Investigator Scott Brown, Investigator Kefeng Wang, Miami-Dade Parks, Recreation & Open Spaces, Funded DOH, CDC Partners To Improve Community Health (PICH) Grant, Miami-Dade County, \$330,000. 2016 – 2018.
- “Reclaiming the Concrete Jungle: Investing in Urban Green Spaces,” Clinton Global Initiative University, Moderator. 2015.
- “Neighborhoods and Social interaction,” Scott C. Brown and Joanna Lombard. Wellbeing and the Environment: Wellbeing: A Complete Reference Guide, Volume II, eds. Rachel Cooper, Elizabeth Burton and Cary L. Cooper, Wiley-Blackwell. John Wiley & Sons, Inc. 2014 (1-28).
- “Walk Score: Associations with Purposive Walking in Recent Cuban Immigrants.” Scott C. Brown, Hilda Pantin, Joanna Lombard, Matthew Toro, Shi Huang, Elizabeth Plater-Zyberk, Tatiana Perrino, Gianna Perez-Gomez, Lloyd Barrera-Allen, Jose Szapocznik. American Journal of Preventive Medicine, 2013.

**Professional Memberships:** AIA Design & Health Research Consortium, CNU

**Name: Oscar Machado**

**Courses Taught (Four semesters prior to current visit)**

- ARC 102, 112, 203, 213,

**Educational Credentials**

- University of Miami School of Architecture, M.Arch., 2009
- University of Miami School of Architecture, B.Arch., 1984

**Teaching Experience**

- University of Miami School of Architecture
  - Full-Time Lecturer, 2009-Present
  - Part-Time Lecturer, 2000-2009

**Professional Experience**

- Oscar A. Machado Urbanism & Design. Principal, Miami, FL 2001-Present
- Delphi Design & Development, Principal and Co-founder, Miami, FL 2000-2001
- Hellmuth Obata + Kassabaum (HOK) Planning Group, Miami, FL 2002-2004
- Duany Plater-Zyberk & Co. (DPZ), Project Manager, Miami, FL 1988-2000
- Manuel Perez-Vichot Architects, Project Manager, Miami, FL 1985-1988

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- New Palladians: Modernity and Sustainability for the 21st Century Architecture, Steil et al. 2010.
- The Architecture of DPZ, by Joanna Lombard, 2005

**Professional Memberships:** Congress of the New Urbanism (CNU)

**Name: Frank Martinez**

**Courses Taught (Four semesters prior to current visit)**

- ARC 102, 122, 584, 586

**Educational Credentials**

- Princeton University, M.Arch., 1991
- University of Miami School of Architecture, B.Arch., 1987

**Teaching Experience**

- University of Miami School of Architecture
  - Associate Professor, 2003-Present
  - Acting Graduate Director, 2015
  - Interim Associate Dean, 2011
  - Assistant Professor, 1997-2002
  - Instructor, 1993-1996
  - Full-Time Lecturer, 1991-1992
  - University of Miami School of Architecture, Part-Time Lecturer, 1987-1989

**Professional Experience**

- Martinez Alvarez Urban Design, Architecture & Interior Design Inc., Miami, FL., Principal, 2007-Present
- Caruncho, Martinez, & Alvarez Architecture, Miami, FL., Partner, 1994-2006
- Gail Baldwin Architect, Miami, FL., Design Architect, 1992-1994
- Duany Plater-Zyberk Architects & Town Planners, Miami, FL., Project Manager, 1987-1989
- Portuondo, Perotti Architects, Coral Gables, FL., Intern Architect, 1987

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- García Hermida, Alejandro / Martínez, Frank / Steil, Lucien “The Madrid Traditional Architecture and Urbanism Summer School 2015 experience”, in Alejandro García Hermida (ed.): Architecture and Humanism: 40-76. Madrid, 2015: Mairia Libros. ISBN: 978-84-944528-3-3\$15,000
- “Urban Dwelling, the Boston Townhouse Renovation and Improvements” García Hermida, Alejandro (ed.) Architecture in the Age of Austerity, Mairia Libros, Madrid, 2013.
- Addison Mizner Medal for Residential Classical Architecture Institute of Classical Architecture. Project Recognized: Janzon Residence, Bay Point, Florida (with Ana Alvarez) 2013.

**Professional Memberships:** AIA, Institute of Classical Architecture & Art, National Trust for Historic Preservation, Miami-Dade Finance Housing Authority

**Name: John Onyango, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- ARC

**Educational Credentials**

- University of Glasgow, Mackintosh School of Architecture, Ph.D., 2011
- University of Notre Dame, School of Architecture, M.Arch., 1999
- University of Nairobi, B.Arch. 1992

**Teaching Experience**

- University of Miami School of Architecture, Assistant Professor, 2011-2016
- Queens University-Belfast, School of Planning, Architecture & Civil Engineering, Lecturer, 2008-2011
- University of Glasgow, Mackintosh School of Architecture, Ph.D. Researcher, 2006-2008
- United Arab Emirates University, Dept. of Architecture, Lecturer, 2002-2006

**Professional Experience**

- Renfrewshire Council, Housing & Properties Services, London UK., 2007-2008
- Niles Inc., Atlanta, GA., Vice President / Project Manager, 2001-2002
- Yong Pak & Associates, Atlanta, GA., Project Manager, 2000-2001
- Niles Bolton Associates, Atlanta, GA., CAD Architect, 1999-2000
- Julian Bicknell & Associates, London, UK., CAD Architect, 1996-1997
- Architerion Architects & Designers, Nairobi, Kenya., CAD Architect, 1994-1995
- Symbion International Architects & Interior Designers, CAD Architect, 1992-1994

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- “Study of user awareness to energy conservation measures in non-domestic buildings in Ireland” Journal of Innovative Energy Policy, Vol. (3) 112. Onyango, J.; & Ciaran, R., 2014.
- “Mass Customization and Sustainability in Housing” [digital book], Londrina, PR, Brazil: ZEMCH Network; 334 pages.
- “Visibility of Zero-Energy Buildings” e-Proceedings of the ZEMCH2013 International Conference, Miami: ZEMCH Network; (2013); 296 pp. ISBN: 978-0-9910608-0-1.; Onyango, J.; Noguchi, H. & Firley, E. (Eds.), 2013ns

**Professional Memberships:** Zero Energy Mass Custom Home ZEMCH, USGBC

**Name: Juhong Park, Ph.D.****Courses Taught (Four semesters prior to current visit)**

- ARC 363, 407/408, 509/510, 563, 586, 608/609, 610, 663

**Educational Credentials**

- Massachusetts Institute of Technology, Dept. of Architecture, Ph.D., 2015
- Harvard University, Graduate School of Design, M.Arch., 2005
- Hong-ik University School of Engineering, B.Engineering in Arch. & B.Electrical Engineering, 1998

**Teaching Experience**

- University of Miami School of Architecture, Assistant Professor & Coordinator, Computational and Embedded Technology, 2015 - Present

**Professional Experience**

- Office for Metropolitan Architecture (OMA), Rotterdam, Netherlands 2008
- Coop Himmelb(l)au, Vienna, Austria Architectural Designer/Project Coordinator, 2007
- Cline Bettridge Bernstein Lighting Design, New York, NY, Architectural Lighting Designer, 2006-2007
- The Bitzro Architectural Lighting Design, Seoul, South Korea. Intern Lighting Designer, 2006
- Seohan Construction & Engineering Co. LTD., Daegu, South Korea, Junior Designer, 1998-2001

**Licenses/Registration:** LEED AP, Arch & Elec. Eng. In South Korea

**Selected Publications and Recent Research**

- Park, J. Synthetic Tutor: Machine Learning-based Online Scripting Tutor. Intersections Between the Academy and Practice: COLLABORATION: TECHNOLOGY. RESEARCH. PRACTICE. Orlando, FL, 2017.
- Rhode-Barbarigos, L.(PI) and Park, J.(Co-PI). Active Tensegrity Structures for Space Applications. NSF Faculty Student Research Program (\$21,742, pending), 2016.
- Park, J. (PI). Robotics in Introductory Computer Programming Education. Motorola Solutions Foundation 2016 Innovation Generation Grants. University of Miami Internal competition winner (\$42,430, pending), 2016.
- Finalist (one of five teams) George R. Brown Convention Center Lighting Design Competition (\$1.3 Mil.). Houston. USA, 2015.

**Professional Memberships:** N/A

**Name: Carie Penabad****Courses Taught (Four semesters prior to current visit)**

- ARC 204, ARC 213 (coordinator), ARC 621, ARC581

**Educational Credentials**

- Harvard University, Masters of Architecture in Urban Design, Degree with Distinction, 1998
- University of Miami School of Architecture, BARCH, 1995

**Teaching Experience**

- University of Miami School of Architecture
  - Director of Undergraduate Studies, January 2016-Present
  - Associate Professor, 2010- Present
  - Assistant Professor, 2003- 2010
  - Lecturer, 2000 – 2003
- Yale University, New Haven, CT, Louis I. Kahn Visiting Assistant Professor, Spring 2013
- Northeastern University, Boston, MA, Design Instructor, 1998-1999
- Boston Architectural Center, Boston, MA, Design Instructor, 1996-1997
- Harvard University, Cambridge, MA, Advanced studio teaching assistant, Fall 1996

**Professional Experience**

- CURE & PENABAD, Architecture and Urban Design, Miami, 2002-Present
- Machado & Silvetti Associates, Boston, 1998- 2000

**Selected Publications and Recent Research:**

- Carie Penabad, editor “Call to Order”, ORO Publishers, forthcoming, December 2016.
- Carie Penabad and Adib Cure, “Off the Map: Learning from the Informal City, Case Study: Las Flores in Urban Centers and Informal Settlements, editor, Felipe Correa, Birkhauser, forthcoming, November 2016.
- Miami Foundation Public Space Challenge Grant, “The Underline Pavilion”, September 2016 (Funded \$20,000.00 with Adib Cure, Steven Fett, Jaime Correa and Cristina Canton).
- “ Centro Educativo Baganvilia,” in DOMUS Mexico, America Central y el Caribe, Edition 25, July-August 2016, pg. 62-65.
- “Cape Dutch House,” in Living under the Sun, Tropical Interiors and Architecture, Gestalten Publishing, Germany, pg. 230-233.
- “Havana: Housing in the Historic City Center” in Cultural Cues, Yale School of Architecture, editors Nina Rappaport and Jeffrey Pollack, ActarD, 2015.
- Provost Research Grant, University of Miami, Research: Santa Cruz del Isote Informal Settlement, \$14,500.00, Summer 2014.
- “Miami: Inventing a City” in CLOG Miami, editor in chief, Kyle May 2013.

**Professional Memberships:** AIA Board Member, Harvard Club of Miami (President, 2014-2015, Vice President of Membership, 2011- 2014), ICAA, Wolfsonian-FIU Museum, Visionaries Steering Committee

**Name: Elizabeth Plater Zyberk****Courses Taught (Four semesters prior to current visit)**

- ARC 407/408, 509/510, 584, 601, 602, 608/609, 610, 684

**Educational Credentials**

- Yale School of Architecture, Master of Architecture, 1974
- Princeton University, B.A.Cum Laude in Architecture & Urban Planning, 1972

**Teaching Experience**

- University of Miami School of Architecture
  - Malcolm Matheson Distinguished Professor 2006-Present
  - Dean, 1995-2013
  - Director, Center for Urban & Community Design, 1992-1995
  - Professor, 1990-Present
  - Associate Professor, 1979-1990

**Professional Experience**

- DPZ LLC, Miami, Florida, Partner, 1980 - Present
- Arquitectonica International Corporation, Miami, FL, co-Founder 1976-1980
- Venturi and Rauch, Architects & Planners, Philadelphia, PA, Designer, 1974-1976

**Licenses/Registration: Florida****Selected Publications and Recent Research**

- “Net-zero water management: achieving energy-positive municipal water supply.” Environmental Science: Water Research & Technology (Royal Society of Chemistry), James D. Englehardt, Tingting Wu, Frederick Bloetscher, Yang Deng, Piet du Pisani, Sebastian Eilert, Samir Elmir, Tianjiao Guo, Joseph Jacangelo, Mark LeChevallier, Harold Leverenz, Erika Mancha, Elizabeth Plater-Zyberk, Bahman Sheikh, Eva Steinle-Darling and George Tchobanoglous. March 2016.
- “Form-Based Codes,” AIA Architect’s Handbook for Professional Practice, 15th Edition, Wiley & Sons, March 2013.
- Jesse Ball DuPont Grant, “South Florida Workplace Affordable Housing,” work program shared by University of Miami School of Architecture and the Office of Civic & Community Engagement, (\$75,000). 2012.
- Dept. of Housing and Urban Development, “Health Impacts of the Built-Environment among Miami Medicare/Medicaid Beneficiaries,” Principal Investigators Scott Brown & Elizabeth Plater-Zyberk, (\$500,000). 2011.

**Professional Memberships: AIA, FAIA, Congress for the New Urbanism**



**Name: Edgar Sarli****Courses Taught (Four semesters prior to current visit)**

- ARC 112, 213, 306, 407/408, 509/510, 604

**Educational Credentials**

- Harvard University, Graduate School of Design, Masters of Arch., 2004
- University of Miami, School of Architecture, Bachelors of Arch., 1999

**Teaching Experience**

- University of Miami School of Architecture
  - Full-Time Lecturer, 2015-Present
  - Part-Time Lecturer, 2009-2015

**Professional Experience**

- Loeb Sarli Architects, Miami, FL / Basel, Switzerland, Partner, 2009-Present
- Estudio Rafael Moneo, Madrid, Spain, Senior Designer, 2004-2009
- Machado Silvetti, Boston, Massachusetts, 2002

**Licenses/Registration: Florida****Selected Publications and Recent Research**

- “Thomas A. Spain – A Retrospective,” co-edited with Steven Fett, ORO Publishers, 2016 – In process
- “Miami and the Tropical World,” Korach Gallery. Curated exhibition, co-curated with Steven Fett, 2016.
- “Call to Order – The Exhibition,” co-author Steven Fett. To be published in “Call to Order”, edited by Carie Penabad, ORO Publishers, 2016. (In process)
- “Drawing and Place,” Coral Gables Cultural Grant, Principal Investigator, 2015
- “Seven Latin American Architects on the Road,” Korach Gallery, co-curated exhibit with Steven Fett, 2015.
- W3, Basel, Switzerland – Invited Competition, First Prize, 2014.
- Florida International University, “Furniture by Architects” exhibited work. 2013.

**Professional Memberships:** Miami Beach Design Review Board Member, SIA – Schweizerischer Ingenieur und Architektenverein (Swiss Society of Engineers and Architects), since 2009

**Name:** Allan T. Shulman, FAIA, LEED AP

**Courses Taught (Four semesters prior to current visit)**

- ARC 305, 586, 610, 686, 699

**Educational Credentials**

- University of Miami School of Architecture, Masters of Suburb & Town Design, 1993
- Cornell University, Bachelor of Architecture, 1985
- Waseda University, Independent Studies, 1983

**Teaching Experience:**

- University of Miami School of Architecture
  - Director of Graduate Programs 2016-Present
  - Associate Professor, 2011-Present
  - Assistant Professor, 2008-2011
  - Research Assistant Professor, 2000-2008
  - Full-Time Lecturer, 1999-2000
  - Part-Time Lecturer, 1992-1999
- Universidad Politecnica de Puerto Rico, San Juan, Visiting Lecturer, 1998
- FIU, School of Architecture, Lecturer 1995, 1997-1998

**Professional Experience**

- Shulman + Associates, Miami, Founding Principal, 1995-Present. 78 design and preservation awards; Silver Medal for Design from American Institute of Architects, 2010; 65 International/National press citations; 53 Local press citations
- The Russell Partnership, Inc., Miami, Project Manager 1993-94; Rafael Viñoly Architects, New York, Temp. Assignment 1990-91; Roxanne Warren & Associate Architects, New York, Associate, 1989-91,

**Licenses/Registration:** Florida

**Selected Publications and Recent Research**

- Lecture at National Autonomous University of Mexico (UNAM), October 5, 2016 (invited)
- The Discipline of Nature: Architect Alfred Browning Parker in Florida, co-curator, HistoryMiami, 2016
- *Building Bacardi: Architecture, Art & Identity* (New York: Rizzoli), 2016
- *Drawn from Miami*, co-curator, inaugural exhibit at Miami Center for Architecture & Design, 2014
- “Urban Assemblage,” “Mapping Lincoln Road: Revelations in a Nolli,” and “Miami Builds a Center for Architecture” (New York: CLOG) 2013.
- “The Concrete Line: Miami’s Marine Passenger Terminals” and “The mixable one: two projects for Compañia Ron Bacardi, S.A.,” Annals of X Docomomo Brazil Seminar, 2013
- “East-West Dialogues: Modernism in Florida” conference & lecture series, Chair, 2013-present; funded by \$50,000 grant from Deering Danielson Foundation.
- Organizing Directorate, *Subtropical Urbanism: Beyond Climate Change*, Florida Atlantic University in collaboration with the Queensland Univ. of Technology Centre for Subtropical Design, 8-11 March 2011
- *Miami Architecture: An AIA Guide* (Gainesville: Univ. Press of Florida), 2010. With Donnelly and Robinson.

**Professional Memberships:** DoCoMoMo, USGBC, ULI, CNU, SAH, AIA

**Name: Jorge L. Trelles****Courses Taught (Four semesters prior to current visit)**

- ARC 101, 112, 292, 306

**Educational Credentials**

- Cornell University, College of Arch., Art & Planning, M.Arch., 2001
- University of Miami School of Architecture, B.Arch., 1981

**Teaching Experience**

- University of Miami School of Architecture, Lecturer, 1990-Present
- University of Notre Dame, School of Architecture, Visiting Professor, 2010-2013
- Cornell University, College of Arch., Art & Planning, Visiting Professor, 1989

**Professional Experience**

- Trelles Cabaroccas Architects, Miami, FL, Principal, 1987-Present
- Wolfberg Alvarez & Associates, Miami, FL, Design Dept. Director, 1984-1987
- John Steffian Architect, Miami, FL Intern Architect, 1981-1982

**Licenses/Registration: Florida****Selected Publications and Recent Research**

- “Cien Años de Arquitectura” Presentation of 100 years of work from the firms of Felix Cabaroccas, David Cabaroccas and Trelles Cabaroccas Architects. Exhibition in Centro Hispano Americano, Havana, Cuba 2016.
- “Durability in Construction – Vernacular Architecture” Richard Economakis Editor, featuring an essay by Luis Trelles on the work of Trelles Cabaroccas Architects. Papadakis, p 184-195, (featured work), 2015.
- “The Architectural Capriccio – Memory, Fantasy and Invention”, Lucien Steil Editor, Ashgate, p. 335-340. (Featured work), 2015.
- ICAA Florida Chapter Addison Mizner Medal for Design Excellence Award – Ca’Rosa, Miami, 2013.
- “Trelles Cabaroccas Architects Monograph”. Javier Cenicacelaya, Editor. ACAM Editions, Bilbao, 2008.
- “Trelles Cabaroccas Architects Monograph – Florida Houses”. Guillermo Kliczkowski, Editor. Casas International, Buenos Aires, 2008.

**Professional Memberships: AIA**

**Name: Teofilo Victoria****Courses Taught (Four semesters prior to current visit):**

- ARC 101, 121,407/408, 502, 509/510, 582, 585, 586, 605, 608/609, 686, 684

**Educational Credentials**

- Columbia University, Graduate School of Architecture Planning & Preservation, M.Arch 1982
- Rhode Island School of Design, Bachelor of Architecture 1980
- Rhode Island School of Design, B.F.A., 1979

**Teaching Experience**

- University of Miami School of Architecture
  - Associate Professor, 1991-Present
  - Director of Graduate Programs 2000-2009
  - Director of Undergraduate Programs 1995-1998
  - Assistant Professor, 1986-1991
- Harvard University Graduate School of Design, Visiting Professor, 1991
- Cornell University, College of Architecture Art and Planning, Visiting Professor, 1990

**Professional Experience**

- De la Guardia Victoria Architects & Urbanists, Coral Gables, Principal, 1987-Present

**Selected Publications and Recent Research**

- Guest Lecturer for “Miami and the Tropical World”, University of Miami, Glasgow Hall, March 2016.
- Work displayed in exhibition “Miami and the Tropical World,” University of Miami, Korach Gallery, 2016.
- Addison Mizner Medal, Residential Over 5,000 Sq. Ft. Category, for “Ca’Liza”, 2015.
- Addison Mizner Medal, Pedagogy Category, “Ca’Liza”, 2014.
- Addison Mizner Medal, Renovation Category, “Hope Hill”, 2014

**Professional Memberships:** Institute of Classical Architecture & Art (ICAA), AIA Miami

**Name: Katherine J. Wheeler, Ph.D.**

**Courses Taught (Four semesters prior to current visit)**

- ARC 268, 476, 584, 568, 620, 668, 676, 699

**Educational Credentials**

- Massachusetts Institute of Technology, Ph.D. in History, Theory, & Criticism of Architecture, 2007
- University of Virginia, School of Architecture, M. Architecture History, 1997
- University of Tennessee School of Architecture, B. Arch., 1987

**Teaching Experience**

- University of Miami School of Architecture
  - Assistant Professor in Practice, 2013-Present
  - Assistant Professor in Practice & Architectural History, 2007-2013
  - Lecturer in Architecture and Architectural History, 2006-2007
- University of Michigan, Taubman College of Architecture and Urban Planning, Visiting Lecturer, 2005
- University of Michigan, Taubman College of Architecture and Urban Planning, Visiting Assistant Professor 1997-1999

**Professional Experience**

- PLY Architecture, LLC, Ann Arbor, MI, Consulting Architect, 1997-2003
- Bill Sherman and Peter Waldman, Charlottesville, VA, Project Architect, 1997
- Kvell Corcoran Architects, P.C., Washington, DC, Project Architect & Interior Design Manager, 1992-1995
- VISION III Architects, Providence, RI, Intern Architect, 1989 -1992
- McCarty Holsaple McCarty Architects, Knoxville, TN, Intern Architect. 1987-1989

**Licenses/Registration:** Michigan, Rhode Island

**Selected Publications and Recent Research**

- “Drafting Knowledge. The Victorian Architect as ‘Masterful Dictator’,” paper accepted for the Associated Collegiate Schools of Architecture annual conference “Shaping New Knowledges,” Seattle, Washington. 2016.
- Winterthur, Research Fellowship, 2015.
- Paul Mellon Centre for Studies in British Art, Research Fellowship, 2014.
- “Victorian Perceptions of Renaissance Architecture, 1850-1914” Ashgate Publishing, 2014.
- The Attingham Trust, Edward Maverick Scholarship, for the Attingham Trust Summer School, 2011

**Professional Memberships:** SAH, ACSA, European Architectural History Network

**Name: Li Yi**

**Courses Taught (Four semesters prior to current visit)**

- ARC 581, 584, 623, 699. GEG 525, 595

**Educational Credentials**

- University of Pennsylvania; M.S. in Architecture, 2012
- University College of London, M.S. in Urban Development & Planning, 2010
- China Agricultural University, B.S. in Land Resource Mgmt., 2009

**Teaching Experience**

- University of Miami School of Architecture, Lecturer, 2013-2016
- University of Pennsylvania, Teaching & Research Assistant, 2011-2012
- University College of London, Research Assistant, 2010

**Professional Experience**

- Dover Kohl & Partners, Coral Gables, FL., GIS Consultant, 2013
- City of Miami Beach, Planning & Zoning Dept. GIS Consultant, 2013

**Licenses/Registration:** N/A

**Selected Publications and Recent Research**

- Accreditation and Utilization of Cardiac Echo Laboratories in Medicare Beneficiaries: The Value-Echo Study Principal Investigator: Tatjana Rundek, M.D., Ph.D. (Co-I: Scott Brown, Ph.D.) Role: Investigator (2% effort) Grant#: Intersocietal Accreditation Commission (IAC) Foundation Grant Funding Source: Intersocietal Accreditation Commission (IAC) Project Period: 10/1/2015 – 9/30/2016 Amount Requested: \$75,000 in total project costs requested over 1 year, 2016.
- “Design Walkability with GIS.” Paper presented at ESRI International GIS User Conference 2015, San Diego, California, 2015.
- YI, Li, and Firley, E. “Cheap Public Space and the Art of Negotiation: Strategies for the Provision of Publicly Accessible Space through the Private Sector, And a Proposal of How to Communicate, Compare and Appraise their Impact”. Paper presented at UN Habitat Future of Urban Places Conference, Stockholm, Sweden 2015.
- “Modeling the Future of Southeast Florida”. Paper presented at ESRI Southeast GIS User Conference 2015, Nashville, Tennessee, 2015.

**Professional Memberships:** N/A

## Faculty Scholarship and Creative Activities

The following list highlights scholarship and other creative activities made by full time faculty since the last accreditation visit in 2011. The works represented here take the form of built works, exhibitions, books, journal articles, chapters, research and academic papers, editorial reviews, amongst others.

### 2017 – Future / Forthcoming Publications

Bohl, Charles. “Towards a Culture of Good Place-Making in The Art of Placemaking and New Urbanism” (working title), edited by Tigran Haas Haas in Swedish and English. Stockholm: Ax:son Johnson’s Urban City Research Initiative.

Chao, Sonia. et al. “Ayiti: Devlope Tradisyon Dirab ak Kreyasyon nan Achitekti ak Teknik pou Devlopman nan Rejyon, Vil, ak tout ti Bouk nan zon Akaye a”, Battle Creek: W.K. Kellogg Foundation (Supplementary Grant), print and digital publication.

Chao, Sonia. et al. “Havana: The Caribbean City- a History of its Urban Codes and Form.” Grant by The J.M. Kaplan Fund.

Correa, Jaime. “Formal order out of informal chaos: a new Latin American dialogue between the official practice of heritage conservation and the concept of self-organization.” In *Routledge Companion of Heritage Conservation*, edited by Vinayak Bhardwaj. New York: Taylor & Francis Group.

Deupi, Victor, and Nathan Timpano. “Emilio Sanchez in Cuba, 1946-1960.” In *Routledge Companion of Heritage Conservation*, edited by Vinayak Bhardwaj. New York: Taylor & Francis Group.

Deupi, Victor, and Jean Francois Le Jeune. “Cuban Architects at Home and in Exile: The Modernist Generation.”

Deupi, Victor, and Nathan Timpano, co-curators. “Emilio Sanchez in the South Florida Collections.” Exhibition in Lowe Art Museum, University of Miami.

Deupi, Victor, ed. “Transformations in Classical Architecture: New Directions in Research and Practice.” Shinzen: Oscar Riera Ojeda Publishers.

Deupi, Victor. “José de Herosilla en Roma, 1747-1751, y la influencia Bramantesca.” In *revista DPArquitectura*, edited by Javier Cenicacelaya.

Guerrero, Carmen, Jean Francois Lejeune, Dan Solomon, Anna Irene del Monaco, and Lucio Barbera on “The Splendid Ordinary project.”

John, Richard. “Toward Heterodoxy.” In *The New Discourse in Classical Architecture: New Paradigms in Research and Practice*, edited by Victor Deupi.

Lejeune, Jean-François. “Loos & Schinkel: The Metropolis Between the Individual and the Collective.” London: Ashgate.

Lejeune, Jean-François. “The Modern Village: Rural Utopia and Modernity in Franco’s Spain.” Berlin: DOM Publishers.

Onyango, John., A. Agrawal, and M. Qin. “Building performance evaluation: The case of McClay Library.” In *Facilities*. Bingley: Emerald Group Publishing Limited.

Onyango, John, R. Ciaran, and K. Hadjri. “Investigation into the effectiveness of ‘sub meeting’ with regards to reductions in energy use in care communities in Belfast.” In *Journal of Energy and Buildings*. London: Elsevier.

Park, Juhong. “Artificial Neural Network and Human-Machine-Collaboration.” In *Drawing and the Brain Symposium*. Bloomington: University of Indiana Bloomington. IU Center for Art+Design.

Park, Juhong. “Synthetic Tutor: Machine Learning-based Online Scripting Tutor. Intersections Between the Academy and Practice.” In *COLLABORATION: TECHNOLOGY. RESEARCH. PRACTICE. April 26, 2017*. Orlando.

Park, Juhong. "Computer Vision-based Computational Architectural Design Tutor. Intersections Between the Academy and Practice." In *COLLABORATION: TECHNOLOGY. RESEARCH. PRACTICE*. April 26, 2017. Orlando.

Park, Juhong. "Computational Design Thinking with Pseudocode, UML, Grasshopper, and Python."

Penabad, Carie, ed. "CALL TO ORDER." New York: ORO Editions.

Sarli, Edgar and Steven Fett, ed. "Thomas A. Spain – A Retrospective." New York: ORO Editions.

Sarli, Edgar, and Steven Fett. "Call to Order – The Exhibition," edited by Carie Penabad. New York: ORO Editions.

## 2016

Brillhart, Jacob. "Brillhart House / Brillhart Architecture." In *Top 100 American Architecture Projects*. ArchDaily. Accessed September 2, 2016. <http://www.archdaily.com/tag/top100/page/2>

Brillhart Jacob. "Brillhart House" and "Cabinet Loggia." In *Miami and the Tropical World*. Exhibition in Korach Gallery, University of Miami. Spring 2016.

Chao, Sonia. et al. "Under the Sun: Sustainable Traditions & Innovations in Sustainable Architecture and Urbanism". In *Foundation: Summer, 2013 and Spring, 2014*. Gainesville: University Press of Florida. January, 2016. Digital and Print Submissions.

Cure, Adib and Carie Penabad. "Centro Educativo Bugarvilia." In *DOMUS Mexico, America Central y el Caribe*. Edition 25. San Jose: Compañía Editora de Revistas de Centro Améric S.A.. July-August 2016, pg. 62-65, 69-71.

Cure, Adib and Carie Penabad. "Off the Map: Learning from the Informal City, Case Study: Las Flores." In *Urban Centres and Informal Settlements*, Birkhauser, November 2016.

Cure, Adib and Carie Penabad. "Centro Educativo Bugarvilia," in *DOMUS Mexico, America Central y el Caribe*, Edition 25, July-August 2016, pg. 62-65.

Cure, Adib and Carie Penabad. "Centro Educativo Bugarvilia." In *Miami and the Tropical World*. Exhibition in Korach Gallery, University of Miami. Spring 2016.

Cure, Adib and Carie Penabad. "MAG Headquarters", Esquintla, Guatemala, Excellence in Architecture Award, American Institute of Architects, Miami Chapter.

Cure, Adib and Carie Penabad. "Centro Educativo Bugarvilia", Equintla, Guatemala, Excellence in Architecture Award, American Institute of Architects, Miami Chapter.

Deupi, Victor and Jean-Francois Lejeune. "Cuban Architects at Home and in Exile: The Modernist Generation." Exhibition in Coral Gables Museum. 2016.

Deupi, Victor. "Bramante's Fortuna in Early Eighteenth-Century Spanish Architecture," In *Homenaje Donato Bramante 1444-1514; Proceedings from the International Conference celebrating the 500th anniversary of Bramante's death*, edited by Javier Cenicacelaya. Rome: Real Academia de España en Roma. Summer 2015.

Firley, Eric, and Hogrebe, Natan. "The Freedom of the Public Domain and It's Value for Urban Life." Paper presented at COBRA 2016, organized by RICS and George Brown College, Toronto. Sept. 2016.

Firley, Eric, and Frank Slegers. "The landscape in urbanism - a historical view into the future." Paper presented at the 5th Fábos Conference on Landscape and Greenway Planning 2016, Budapest, June 2016.

Firley, Eric and Julie Gimbal. "Cultural identity and shared memory: A comparison of Superkilen and Piazza d'Italia as case-studies of contemporary 'Place-making, Genius Loci: places and meanings.'" Paper presented at Conference for the Department of Heritage Science and Techniques (DCTP) at the Faculty of Arts in University of Porto, April 2016.

Fett, Steven, and Jaime Correa. "Success from the Bottom Up." Paper presented at the Association of Collegiate Schools of Architecture (ACSA) Conference in Seattle, WA, March 18, 2016.



John, Richard. "The Strange, the Quaint, the Beautiful, and the Picturesque: Early Twentieth-Century Publications on Mexican Architecture as Sources for the Mediterranean Revival." Paper presented in the Association of Art Historian annual conference in University of Edinburgh, UK, 9 April 2016.

Lejeune, Jean-Francois. "Giuseppe Terragni in Rome." Exhibition in The Meeting House in Miami, 2016

Lejeune, Jean-Francois. "Spanish Interior Colonization During the Franco Era (39-75)." University of Miami Provost's Award for Summer Research. 2015-2016.

Lejeune, Jean Francois, and Michelangelo Sabatino, ed. "Nord-Sud – Architettura moderna e il Mediterraneo." Trento / Barcelona: ListLab. 2016.

Lombard, Joanna. Contributed to "Introduction." In *Gardens of Miami*, edited by Steven Brooke and Julie Petrella. Miami: The Villagers, Inc., 2016:12-17.

Lombard, Joanna. Contributed to "Neighborhood greenness and chronic health conditions in Medicare beneficiaries." In *American Journal of Preventive Medicine*, edited by Brown, S. C., Lombard, J., Wang, K., Byrne, M., Toro, M., Plater-Zyberk, E., Feaster, D. J., Kardys, J., Nardi, M., Perez-Gomez, G., Pantin, H., & Szapocznik, J.. Published Online on April 6, 2016, at: <http://www.sciencedirect.com/science/article/pii/S0749379716000659>. DOI: 10.1016/j.amepre.2016.02.008.

Park, Juhong. "Computational Healthcare Design Studio, Building for Health and Well-Being: Structures. Cities. Systems." Paper presented at The 2016 Association of Collegiate School of Architecture // Association of Schools and Programs of Public Health Fall Conference in Honolulu, HI, September 22-24, 2016.

Park, Juhong. "Computational Design and Fabrication Practice for Post-Disaster Clinic Initiatives. Building for Health and Well-Being: Structures. Cities. Systems." Paper presented at The 2016 Association of Collegiate School of Architecture // Association of Schools and Programs of Public Health Fall Conference in Honolulu, HI, September 22-24, 2016.

Plater Zyberk, Elizabeth. "Net-zero water management: achieving energy-positive municipal water supply." In *Environmental Science: Water Research & Technology* (Royal Society of Chemistry), edited by James D. Englehardt, Tingting Wu, Frederick Bloetscher, Yang Deng, Piet du Pisani, Sebastian Eilert, Samir Elmir, Tianjiao Guo, Joseph Jacangelo, Mark LeChevallier, Harold Leverenz, Erika Mancha, Elizabeth Plater-Zyberk, Bahman Sheikh, Eva Steinle-Darling and George Tchobanoglous. March 2016.

Plater Zyberk, Elizabeth. "Neighborhood greenness and chronic health conditions in Medicare beneficiaries." In *American Journal of Preventive Medicine*, (impact factor 4.5), Brown, S. C., Lombard, J., Wang, K., Byrne, M., Toro, M., Plater-Zyberk, E., Feaster, D. J., Kardys, J., Nardi, M., Perez-Gomez, G., Pantin, H., & Szapocznik, J. (Originally submitted to AJPM, July 26, 2015), 2016, Re-revised (Revision# 2) on January 4, 2016.

Sarli, Edgar & Steven Fett. Curated "Miami and the Tropical World." Exhibition in Korach Gallery at the University of Miami. March-April 2016.

Trelles, Jorge. "Cien Anos de Arquitectur - Presentation of 100 years of work from the films of Felix Cabarrocas, David Cabarrocas, and Trelles Cabarrocas Architecta." Exhibition at the Centro Hispano Americano in Havana, Cuba, 2016.

Trelles, Jorge. Featured selected drawings and model of Touret and Tigertail House. In "Miami and the Tropical Climate." Exhibition at the Korach Gallery at the University of Miami, 2016.

Wheeler, Katherine. "Drafting Knowledge. The Victorian Architect as 'Masterful Dictator'." Paper accepted for the Associated Collegiate Schools of Architecture annual conference "Shaping New Knowledges" in Seattle, Washington.

## 2015

Behar, Roberto & Rosario Marquardt. "R & R Alphabet." Miami International Airport/Division of Fine Arts & Cultural Affairs, Miami, FL. 2015.

Behar, Roberto. "Coachella 2016" Meeting Place and Landmark, Winning Entry. Coachella Music Festival, Los Angeles, California, 2015

Bohl, Charles C., Jaime Correa, et al. "Little River Capstone Workshop Report." Miami: University of Miami School of Architecture. July 2015.

Behar, Roberto & Rosario Marquardt, Gorbatt, Anabel / R & R Studios. "Centro de Transporte y Garaje en Warwick, Rhode Island, USA." Buenos Aires, Argentina. March 16, 2015.  
<http://arqa.com/arquitectura/centro-de-transporte-y-garaje-en-warwick-rhode-island.html>.

Behar, Roberto. "Gilbert Road Light Rail Extension" Public Space and Landmark, Winning Entry. Valley Metro, Phoenix, Arizona. 2015.

Brillhart, Jacob. *Voyage Le Corbusier: Drawing on the Road*. New York: WW Norton & Co. 2015.

Brillhart, Jacob. "Living in the Tropical Landscape: A Visual Toolkit: Old Models For Future Buildings." Presented at the Association of Collegiate Schools of Architecture Annual Conference in Toronto, Canada. 2015.

Brillhart, Jacob. MoMA PS1 Young Architects Program (YAP) Finalist. 2015.

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