

Name of Institution: University of Miami
Name of Academic Unit: School of Architecture

Interim Progress Report

Bachelor of Architecture [171 undergraduate credit hours]
Master of Architecture
Track I: [undergraduate degree + 105 credits hours]
Track II: [pre-professional degree + 60 credit hours]

Please provide contact information for the following individuals:

Program Administrator: Denis Hector, Acting Dean

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair): Denis Hector, Acting Dean

Chief Academic Officer of the Institution: Thomas J Leblanc, PhD, Provost

President of the Institution: Donna E. Shalala, Ph.D.

Individual submitting the Interim Program Report:
Denis Hector, Acting Dean

Name of individual to whom questions should be directed:
Denis Hector, Acting Dean

Year of the Previous Visit: 2011

Current Term of Accreditation: 6 years

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NOTES:

1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
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1. Identity & Self Assessment

a. History Mission

When George Merrick dreamt of a great tropical city, he also dreamt of a great university. Merrick described in the promotional material of Coral Gables, a city of tropical splendor whose Edenic gardens would inspire the highest social order. A campaign brochure of 1926 entitled, "An investment in Humanity and Prosperity," placed the University in that garden, describing the institution of learning and culture where its "entire aim will be to develop original thought and the personal powers of each student." The new university, on 160 acres donated by Merrick, was to be composed of 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," but 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."

On February 4, 1926 George Merrick addressed the citizens assembled for the corner-stone laying ceremony at the University of Miami Solomon G. Merrick Building honoring Merrick's father, a Congregationalist minister. George Merrick distinguished between the "ephemeral insignificance" of commercial institutions and the "permanently real . . . things of the intellect and spirit that alone spell the true life of a land." He compared the founding of his father's alma mater Yale with the pioneer spirit now active in Miami and read from a poem he'd written to honor his father's "courage in hardship" in which each verse concludes with the phrase "When those groves begin to bear."

Merrick expected that his beloved grove of academe would soon yield the fruit of 5000 students and a prosperous institution. He predicted that the founding of the University of Miami would be a "tame and easy struggle." What he could not foresee was the devastating hurricane of September 17, 1926. Marjory Stoneman Douglas, an early faculty member in the department of English described, in her epochal work *The Everglades: River of Grass*, the destruction and tragedy of that fateful night. She observed that after all was washed away, "What was left were such foundations of buildings or ideas as had been well and truly laid (1987, report of 1947, 340)." Certainly the University was one such idea. Although construction halted on the campus, the University found new headquarters on Anastasia Avenue in Coral Gables and opened its doors to 560 students in that first class of October 1926. When the University moved back to the campus in 1946 with 2000 students and fresh funds to house and educate the returning veterans of World War II, the Solomon G. Merrick building was completed in what the 1951 chronicler called "the brilliant airy effects of functional modern." Marion Manley, Florida's first woman architect, worked on the campus master plan with Robert Law Reed. Together they designed what was recognized as the first "modern" campus in the United States—and was well published in national and international periodicals. The 2010 University of Georgia Press publication, "Marion Manley, Miami's First Woman Architect", by faculty members Carie Penabad and Catherine Lynn has amply demonstrated the importance of the work by Marion Manley, who was also responsible for a number of the campus buildings including the present facilities of the School of Architecture.

Seventy years of steady growth and development under five presidents have brought the University to its present status.

In the 1980s President Tad Foote brought fiscal stability to a still young institution and strengthened its national and international reach. In 2001 President Donna Shalala arrived bringing change to the university administration, including Provost Leblanc and several new deans, and she embarked on a fund-raising campaign that exceeded its goal of \$1 billion by 2006. The energy of the University administration continues with a new campaign in the preparatory stage.

In the fall of 2009, the University of Miami enrolled 14,784 students in 113 undergraduate and 106 master's, 53 doctoral and 4 professional areas of study in 12 colleges and schools: Architecture, Arts & Sciences, Business Administration,

Communication, Education, Engineering, Graduate, Law, Medicine, Marine and Atmospheric Science, Music, Nursing, along with the Division of Continuing Studies. While much has changed, the University remains an independent, nonsectarian, non-profit institution, and has retained Merrick's original commitment to its role in the Americas and the Caribbean. The original campus has grown to 260 acres with a master plan by Cooper Robertson underway and buildings in design by architects such as Michael Graves. Additional campuses include the Rosenstiel School of Marine and Atmospheric Science on Virginia Key; the Miller School of Medicine west of downtown Miami; and two south Miami-Dade research facilities. Although the struggle has never been "tame and easy," Merrick's groves have been fruitful.

While the institution's founding was inauspiciously confronted by the 1926 hurricane followed by the 1929 bust, today the University of Miami is flourishing, ranked 47th by U.S. News & World Report (2010) among U.S. universities, many of them more than a century older, and 62nd among universities in expenditure of federal funds for research and development. The University is accredited by the Southern Accreditation of Colleges and Schools (SACS), renewing a ten-year accreditation as of 2009.

In August 2010, The Princeton Review commended the University of Miami for 'outstanding academics' and rated the university 'number one in 'Race/Class Interaction.' The University has significant minority representation among students and faculty, and as originally intended extends its influence into the Caribbean and Latin America with a variety of academic and outreach programs. The January 2010 earthquake in Haiti elicited a university-wide response of service, from the medical heroics of the Miller School of Medicine to the international science and engineering symposium organized by University geologists, to the country-wide charrette for Haiti organized by the School of Architecture with Haitian planners in preparation for the March 2010 UN Donors Forum.

The University's mission and goals are described in its strategic plan, "Defining the Future, Our Strategic Plan," produced in a campus-wide participatory process under the leadership of President Donna Shalala. The essential goal of the Plan is for the University to develop the characteristics of an AAU university. The complete document is included in Appendix A, of this report. Its opening mission statement is as follows:

The University of Miami's mission is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our University family, we strive to develop future leaders of our nation and the world.

John Llewellyn Skinner initiated the first program in architecture at the University of Miami in 1927-28. Skinner was a graduate in architecture from the University of Toronto and Harvard. After winning Harvard's Nelson Robinson Traveling Fellowship, Skinner went to the American Academy in Rome. He left his position as head of the department of architecture at Georgia Tech to join Phineas Paist, the noted Philadelphia architect, and Denman Fink, an artist whose work was in the collections of the National Academy and the Art Institute of Chicago, in the founding of the architecture program at the University of Miami. Fink was also known for the appealing drawings and paintings of the buildings he and Paist imagined for Coral Gables, including the University of Miami's Merrick Building. As George Merrick's uncle, Fink was integral to the emerging architecture of Coral Gables that fused building traditions from Central and Latin American colonial architecture. The student work of the young program was shown 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, since many Schools including Miami utilized the competition problems issued by the Society of Beaux-Arts Architects in New York. The studies of local buildings by early students Jewell Harden and Bonnie Munroe revealed an interest in the vernacular, notable in a period when most academic architecture focused on the formal design of prominent buildings. Another feature distinguishing the new program was the presence of female students.

By the mid-1930's a number of factors caused the University to reduce its scale of operation and the architecture program was one of the first affected. The architecture program re-emerged in 1950 as the department of architectural engineering. Professor Jan Hochstim entered that program and graduated in 1954. He provides a valued present day link to the history of architecture at the University of Miami.

By 1966, after further studies at the University of Illinois, Professor Hochstim joined the faculty under the leadership of James Elliott Branch. Branch brought a number of faculty from Illinois, and they shaped a focus for the five-year Bachelor of Architecture program which they described 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, 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 almost 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 1972. The Master of Architecture program has been accredited since 1995.

In 1983, under President Foote, and following the initiative of department head John Steffian, the department became the School of Architecture. Dean Elizabeth Plater-Zyberk was a new faculty member at the opening days of the School and with Adjunct Professor Andres Duany in 1989 founded the School's first graduate program, a post-professional curriculum in Suburb and Town Design, now the Master of Urban Design. The School continues to promote the idea of architecture as a civic art central to an active citizenry first articulated by its founding faculty. The first internationally recognized publication of the school "The New City 1" was published in 1991 and marked the debut of a growing series of books and publications featuring the faculty's work and the school's programs and initiatives.

Many of the current faculty members were hired by Dean Thomas Regan who launched a master plan for the school by Aldo Rossi in the late 1980's. The school expanded among existing campus buildings, in 2005 completing a new facility, the Jorge M. Perez Architecture Center, designed by Leon Krier with Merrill, Pastor, Colgan, and Ferguson Glasgow Shuster and Soto.

In the late 1980s the School started its acclaimed Visiting Critic program with many young national and international architects, who have since become major figures in architecture internationally. In the 1990s, Yale University Professor Vincent Scully 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", a compendium of student and faculty work, describes a dynamic moment in the School's recent history upon which its current spirit builds. The Visiting Critics program has recently been revived: Michael Graves has been a visiting critic a number of semesters, and Prof. Alex Wall (Karlsruhe University) led a studio on global warming in Miami in the spring of 2009; Terry Riley, former curator of architecture at MOMA and recent director of the Miami Art Museum taught last spring.

In 1990, following two years in Venice, the School of Architecture opened its renowned Rome Program which has run continuously since its inauguration. The program has grown to include two semesters of undergraduate studies and two graduate semesters, and two years ago moved into its own facilities near the Vatican.

In 2008, evolving from the six-year long Knight Program in Community Building, the School initiated under the leadership of Dr. Chuck Bohl the new Master of Real Estate +Urbanism which has quickly grown and works in collaboration with the School of Business and Law. Students in the first year of the program qualified in the first four groups of the 2008-2009 Hines Competition for a new neighborhood in Denver along with teams from MIT and the University of Pennsylvania.

The same year, the School, building on the focus of many faculty members' practice and research, initiated the 15-credits Certificate in Historic Preservation, which is open to undergraduate and graduate students and practitioners. The faculty is exploring the possibility of a full-fledged degree in historic preservation, with an emphasis on the Caribbean and Latin America and the preservation-restoration of

20th century concrete structures. In addition, other areas of elective focus are being considered for intensification as certificate programs.

In 2009, under the new Graduate Studies Director, Professor, Jean Francois Lejeune, a review of the graduate architecture program produced curriculum adjustments to the M. Arch., and the revamping of the Master in Suburb and Town Design, renamed as the Master of Urban Design, to reflect increased focus on retrofitting urbanism in downtowns, older neighborhoods and recent suburbs, as well as studying the issue of informal urbanism in Latin America, Africa, and other parts of the world. The first group of M.U.D. students started the first semester at the Rome Center in Italy in July 2010.

Today the School of Architecture's mission, focused on community building and on the city as a work of art and architecture, unifies a faculty of diverse origin and capacity, in a common mission. Several faculty members are prominent in the work of the New Urbanism, promoting the reintegration of building with environmental, economic, and social concerns, and upholding the ideal that the building, like the citizen, is the foundation of community. These principles form a foundation and a common mission for the programs of the University of Miami School of Architecture:

School of Architecture Mission Statement

The University of Miami School of Architecture's mission is founded in the faculty commitment to community and its focus on the city as a work of art and architecture. The School 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.

The School prepares students for professional leadership and lifelong learning in architecture, urbanism and related fields. The faculty preserves and develops knowledge for the profession through research and practice. Faculty and students share knowledge locally and internationally through community service. They promote building and community design goals of environmental responsibility, social equity and economic sustainability.

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 present-day profession within the context of a 5,000 year legacy of building, and are 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 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 the 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 is confirmed by feedback from employers who repeatedly participate in the School's Career Fair.

The faculty affirms the essential need to design environmentally responsible 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

special 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 community.

Sharing with our national colleagues the goal to build a better professional community, the School of Architecture itself strives to be a model of that community. The School functions as a family; the faculty recognize that students may be new to architecture but experienced in other areas, with individual character, insight, and the ability to make significant contributions to the advancement of knowledge. We dedicate ourselves, through engagement with history, structure, material, and form in design, to participate in a diversity of cultures and life experiences, so that we might emerge with the wisdom we need to build a better world.

The School's Benefit to the University

The School of Architecture's renown both locally and internationally belies the fact that it is the smallest of the University's schools and colleges. The School's curriculum, its faculty's research, and its students' engagement in courses across campus enrich the University-wide scholarly experience. Research collaborations are ongoing with the faculty of the Miller School of Medicine and the College of Engineering, as are teaching partnerships (including dual degree programs) with the College of Arts and Sciences, the School of Business Administration, the College of Engineering and the Rosensteil School of Atmospheric and Marine Science (RSMAS). In 2009, the School of Architecture collaborated with the Frost School of Music Opera Department in the design and construction of a stage set for the yearly opera production. 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 application and published papers.

The School's extra-curricular offerings include a lively evening visiting lecture series, with presentations by academics, practitioners, historians, and community actors to an audience of students and public from the region. The School has been hosting the events and programs by the Miami chapters of the AIA and the U.S. Green Building Council, and, the School has supported the activities of Dawntown, a new association to promote the development of downtown Miami.

The School's presentation of exhibitions has intensified with a program including student works, curated exhibitions by or about the faculty, as well as visiting exhibitions from other institutions like the USGSA *Design Excellence Program* exhibition of fall 2008. In the fall of 2009, the School of Architecture and the School of Engineering, in collaboration with the Italian Consulate in Miami, collaborated to bring the show *Pisa AD1064 – The Square of Miracles* to the Korach Gallery. In 2008, the School dedicated all the fall core and upper-level studies to work on the *Miami Waterfront*, a large exhibition held at the Freedom Tower in downtown Miami with various public programs to highlight the potential of a coordinated waterfront plan.

All lectures and exhibitions are widely advertised by email and Facebook and 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. *The Florida Home: Modern Living in Florida 1945*, and *INTERAMA: Miami and the Pan- American Dream*, both at the Historical Museum of South Florida were connected to courses in the curriculum. Students' models of tropical modernist works were exhibited at the Bass Museum of Art exhibition of 2008, in an exhibit curated by Prof. Allan Shulman. After Miami Beach, the show traveled to Gainesville to the University of Florida Museum.

Architecture faculty members' grantsmanship and publications burnish 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 2005 to 2010, two dozen books by faculty members were published, many by national and international presses and many of them peer-reviewed. In the professional world, practicing faculty have gathered numerous design awards for

buildings, urban design and presentation projects. The School's Research Affiliate program brings scholars from around the world to spend a semester or a year at the University, pursuing research interests related to those of the School's faculty.

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, the SACS QEP Committee and the Center for Latin American Studies. Faculty members are also involved in off campus service on regional and national review boards, editorial boards, professional and non-for-profit organization boards.

International Outreach

The School of Architecture also contributes to the University through its extensive international engagements. With its position in the southeastern United States and its proximity to the Caribbean and Latin America, the School has an international agenda that allows students and faculty to develop an understanding of architecture and cultures in an increasingly globalized world. In the last six years, reflecting the ambition of the University, the School has increased its international exposure. Design studios that have worked with communities in Colombia, the Dominican Republic, Haiti and Mexico, resulting in local contacts and two publications. A study of "informal urbanism" around the world is currently in preparation with the help of undergraduate and graduate students.

Community design charrettes have been held in Castellamare di Stabia in collaboration with various American and European universities (Maryland, NYU, University of Virginia, Napoli, Firenze, Bari); in Rome in collaboration with La Sapienza for a joint architecture studio to design an aqueduct museum in Castel Madama (2008); and in Bochum, Germany with Bauhaus colleagues (2009). Of special importance are Prof. Denis Hector's collaboration with Dr. Paul Farmer and Partners in Health in a community hospital design project for rural Haiti (summer 2009), and the Haiti Charrette that brought together Haitian officials, planners and architects along with University faculty, students and Miami Haitian community activists to produce a reconstruction plan for the entire country after the earthquake (used in the subsequent UN Donors Forum and producing a NY Times article).

Also important are the activities related to teaching and research in the Rome Center. Special seminars have allowed undergraduate and graduate students to research major figures of Italian modern architecture and their works with students' models shown in Turin, Italy (exhibition *Carlo Mollino, Arabesques* at the Galleria Civica D'Arte Moderna e Contemporanea in Torino, Italy, in 2007) and from June 2010 at the new MAXXI museum (Rome) within the opening exhibition on *Luigi Moretti*, noted by the international press. The School has been also involved in the scientific activities of the Fondazione CE.S.A.R. in Rome through joint projects which will result in publications and exhibitions in early 2011. Finally the School sponsored its first six-week Affiliate Fellowship at the American Academy in 2007 (Prof. Lejeune); a funding search is ongoing in order to make it a permanent position.

In 2005, Professor Lejeune's exhibition catalogue on the history of globalization in Latin American architecture since the Renaissance, *Cruelty and Utopia: Cities and Landscapes of Latin America* (presented at the CIVA International Center for the City and Architecture in Brussels, supported by the School and the Graham Foundation for Advanced Studies in the Arts), won the CICA (International Critic of Contemporary Architecture) for Best Catalogue in 2005, with a jury including Dennis Sharp and Joseph Rykwert. In November 2008, a joint conference co-organized by University of Miami School of Architecture, The Wolfsonian-FIU and the Museum of Modern Art in New York, initiated the organization of a large exhibition on Latin American Modernity, to be shown in New York (2013-14) and Miami (2014). UM students will be involved in studying special projects and building new models for exhibition display. These initiatives (among others not mentioned for lack of space) have 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 to the students various career and future opportunities.

In 2009, the School embarked on new international initiatives whose development is expected to continue through 2010-11 and further. The first one is a “soft” exchange program between UM and the Ecole d’architecture de Nancy (France). The program was initiated in collaboration with the French Consulate in Miami by Professor Lejeune and Jean Philippe, Director of the Ecole de Nancy, bringing a group of 15 students from Nantes to the School. Also, the School has collaborated with the Climate Change Lab at the University of Karlsruhe, Germany, Urban Design Chair Alex Wall, to develop joint studies of the impact of global warming on South Florida.

The University’s Benefits to the School

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. More 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, even though a true inter-disciplinary curriculum structure has been difficult to achieve in practical terms.

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 University also has several funding programs to support faculty research. The Max Orovitz and Summer Research grant programs (that usually include the participation of one architecture faculty on the committee), and the Provost’s Research Awards program have supported tenure-track faculty with summer research stipends. In recent years, Professors Greg Castillo, Carie Penabad, and Katherine Wheeler have received these grants. And the University allows the dean to determine teaching load reductions to further support faculty research efforts.

Another significant benefit of being part of the University can be seen in the involvement of Profs. Joanna Lombard and Frank Martinez with colleagues in the Department of Epidemiology and Public Health in several NSF and NIH supported studies of behavior and wellbeing in the built environment.

And finally, the University’s overall rising reputation benefits the School in many ways, including through an ever improving student body.

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 extra-curricular. Master of Architecture students arriving with a prior degree and significant liberal arts credits, have the tendency to focus on professional studies, but are encouraged to engage other disciplines across the University; Bachelor of Architecture candidates arrive as freshmen and as transfers, and in addition to fulfilling the University’s general education requirements, are required to take a minor of a minimum 12 credits outside the School of Architecture. Recent minors selected include Art History, Business Administration, Civil and Architectural Engineering, Environmental Science and Policy, Fine Art, Graphic Design, Teaching and Learning (State of Florida Teaching Certification), and Urban Studies. 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. The School’s program in Rome 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 additional electives outside the School.

Practicum-based learning permeates the School's curriculum and extra-curricular 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 305 Spring 2010 design studio that worked with Miami Beach developer Craig Robbins in the Design District, and the ARC 504 studio program for the Chalks airlines terminal near downtown Miami.

Intermittently taught over the years, the Design-Build Studio has been reestablished in 2009-10 under the direction of Prof. Rocco Ceo and Visiting Critic Jim Adamson of Jersey Devil, the internationally renown design/build firm. The first structure (an orchid pavilion) was installed in the Redlands, south of the campus. In the fall of 2009, the School entered into collaboration with the School of Music Opera Department to design the stage sets for the annual opera production. A Design-Build seminar (Stage and Architecture) is being taught in the fall to produce shop drawings and build the sets in the fall and spring. The School's Model Shop is actively involved in both initiatives.

Elective travel study courses also engage and encourage professional behavior and contacts. In the last five years, the Rome Program has been participating in various professional architecture and urban design charrettes in collaboration with various municipalities and other American and Italian universities: Castel Madama (2008), Castellamare di Stabia/Pompeii/Ercolano in 2007, Torre Annunziata and Vico Equense in 2010 (fall). Likewise, design studios in Monterrey (Mexico) in 2007, Baranquilla (Colombia) in 2008 and 2009, and Santo Domingo in 2009, and Haiti in 2009 have all engaged local communities and municipal actors.

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

b. Responses to the Five Perspectives

Architectural Education and the Academic Community

That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal artsbased education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

The University made a strong commitment to its professional schools fifty years ago when the Engineering (1947) and Medical Schools (1952) were added to the ranks of Law (1926), Business (1929), and Education (1929). Other schools have formed over the years; Rosenstiel School of Marine and Atmospheric Science (1969) School of Communication (1985). Architecture became an autonomous school in 1983.

Despite its youth the University of Miami was recently ranked 47th in the nation by U.S. News and World Report (2010), and 62nd nationally in research expenditures by the National Science Foundation. The University Advancement and the Research and Sponsored Programs Offices work with School of Architecture faculty to identify areas of interest and activity that attract research funding. Joint appointments of Professor Lombard and Professor Martinez with the Department of Psychiatry in the School of Medicine and grants (shared by Architecture faculty with Medicine Faculty) from the Robert Wood Johnson Foundation and the National Institute of Health, illustrate the School's participation in the University's commitment to research. In addition, Architecture faculty members have received in recent years, several grants from the University of Miami, the Graham Foundation for Advanced Studies in the Arts, the Getty Institute, Huntington Fellowship and Kaplan Foundations.

With a total School of Architecture population (2010) of 362 students (287 undergraduate, 75 graduate), 31 full-time faculty of whom 18 (58%) are tenured, and another 39 part-time faculty, collaborative associations among faculty and students are the norm. Of the 30 full-time faculty, 23 (83%) are involved in professional practice, 83% have terminal degrees in the discipline and 20% have terminal degrees in related fields, including fine art, art history, or planning.

Faculty are expected to teach one core studio and one elective studio, and one required lecture and one elective lecture or seminar course each year guaranteeing a diverse range of participation across the curriculum. This teaching load is among the highest in the university and is an area of concern if the School of Architecture is to align itself with the research focus of the University. Work is being done to reduce teaching loads to support research and scholarship.

Academic freedom is ensured in the policies and practices of the University that result from the joint leadership of the University administration and the University Faculty Senate, a representative body that includes Architecture faculty members. To extend the continuity and stability of longer associations with outstanding teachers, the School of Architecture has full and part-time positions with renewable multi-year contracts (Professors in Practice, Research Professors at the ranks of Assistant, Associate and Professor). The part-time faculty includes intellectually significant practitioners who are an important part of the vigor and immediacy of the program.

The intellectual presence of the School of Architecture on the campus is supported by the school's physical presence. The school's buildings, designed by Marion Manley, South Florida's first woman architect, were renovated by Professor Hochstim in the mid 1980's. The 63,936 square foot compound includes studios with individual work stations, classrooms, an architecture reference library, the model shop, materials lab, the Center for Urban and Community Design, the MRED+U Program, old gallery, faculty offices, computer lab, and the Office of Academic Services and Career Placement. Those facilities are organized around an oak-shaded courtyard which is an important gathering place and outdoor room facing Lake Osceola. The new Jorge M. Perez Architecture Center that includes Glasgow Hall, the Korach Gallery and Rinker classroom was finished in October of 2005. The hall is intensively used by the school for lectures and courses, and increasingly by other schools and departments of the University. The hall is also regularly scheduled to host ARE courses and practice exams by the AIA, and continuing education and meetings by the USGBC. This has helped make the School of Architecture's presence on campus more visible and has facilitated opportunities for joint-collaboration such as the Minor in Urban Studies and joint-projects with the School of Engineering.

The School promotes architecture as a professional and humanistic course of study and offers a curriculum complimented by vigorous liberal arts education. All undergraduate Architecture students must satisfy the Universitywide general education requirements, take 18 credit hours of non-architectural electives, and complete an "out of school" minor. Architecture courses for non-Architecture majors (ARC 292, 293 and 294), and architecture theory and history courses are cross-listed and available to satisfy general education requirements for other majors.

School faculty members have increased contacts with architecture faculty colleagues in the region, particularly for studio reviews. In 2009, history Professor Katherine Wheeler, established a regional meeting of architecture historians. Every month, faculty members from the University of Miami, Florida International University and Florida Atlantic University (the three accredited schools in South Florida) meet over lunch, present and comment on a paper to be published or presented at a conference. The meetings are open to graduate students and interested faculty as well.

B. Architectural Education and Students

That the students enrolled in the accredited degree program are prepared to: live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breath of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

The School provides a supportive and nurturing environment where personal and professional growth are enriched by exposure to the diverse cultural make-up of the faculty, students, and the residents of South Florida, a living context of cross-cultural collaboration and development.

The entering undergraduate student is treated as a “professional-in-the-making.” Collegial respect for cultural differences is stressed in the very first assignment, the Home Town Map. Sharing the architecture and urbanism of their divergent cultures in an exercise in cartography and representation, freshman students are introduced to an attitude of learning that continues throughout the curriculum. Leadership opportunities in Tau Sigma Delta, 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.

Undergraduate students focus on the core curriculum in semesters one through six; in semesters seven through ten, they select an out-of-school minor, professional elective courses, and elective studios, where they are exposed to varying forms of practice, national and international. Graduate students follow a similar sequence in condensed form with a four semester core leading to graduate-oriented elective studios, and culminating in the two-semester sequence of courses (ARC 699 + ARC 610) that comprises the Architectural Thesis. In summary, the program places future professionals into a context where self-worth, dignity, and cultural distinction are paramount in celebrating the beauty and purposefulness of Architecture as a civic art.

Undergraduate and graduate students are regularly exposed to projects that involve community participation, presentation and discussion with residents, developers and community leaders. In 2007, all the school studios for the fall semester were asked to direct their attention to the issue of the Miami waterfront (bay and river). In connection with Miami 21, the city plan that was being discussed at the time, various aspects of the waterfront, such as the design of a continuous waterfront promenades, urban design strategies for the mouth of the river, a monument and strategies for global warming, were addressed in studios from first year to graduate electives. A large exhibition took place at Freedom Tower in 2008 and a catalogue, now funded by a grant, will be published during the 2010-2011 academic year.

The success of these endeavors is demonstrated in the number of employment offers which flow through the Academic Services and Placement office and in the successful placement of undergraduates and graduates in local, national and international offices (London, Barcelona). The School of Architecture Career Fair draws representatives from national, regional, and local firms who interview student for internships and summer positions. This is the culmination of a much longer process which starts with class visits to local offices and continues throughout the curriculum: ARC 550 Professional Lecture Series, focuses specifically on current practitioners; ARC 452/652 Professional Practice, examines in detail the structure of professional relationships. Practitioners are part-time faculty, guest lecturers, and visiting critics, and the on-going relationship of students and alumni is fostered through a variety of events including the annual homecoming barbecue and the annual lecture and exhibition series.

Placement counseling includes discussion of resume and portfolio preparation and interview demeanor. Students meet with architects as well as representatives of landscape and interior design firms during the annual Career Fair. The Office of Academic Services and Placement also maintains a portfolio of student resumes which employers frequently consult. Additionally, visiting speakers in the classroom illustrate by example the career opportunities architects may pursue. The integration of alumni, practitioners, and faculty in cooperative teaching reinforces students’ awareness of the varied opportunities for professional development in architecture and related fields.

In response to the economic crisis and the rising unemployment rate among alumni and graduating students, in 2009 the Office of Academic Services and Placement created the Alumni Studio. Under the coordination of alumni Steve Fett and Joaquín Pérez, unemployed alumni in the region are invited to

participate in various initiatives that allow them to keep active, meet potential employers, and acquire new skills. Alumni have participated in competitions, in the Haiti charrette (2010), and in the design of a memorial garden at the MAST Academy high school, which they will be constructing this year. The Alumni Studio also has an electronic network that enables alumni to correspond about career opportunities outside our region; several recent graduates have found employment through this network.

Undergraduate and graduate students are encouraged to take part in national and international competitions. Studios regularly tackle ACSA competitions; in 2009, an upper-level studio entered the first Downtown competition in Miami, and two groups of graduate students in urban design (with some undergraduate students in the teams) won two awards at the 2010 Congress for the New Urbanism. Likewise in 2009 a group of graduate real estate and design students placed among the finalists in the ULI Hines Competition for the redevelopment of a neighborhood in Denver, CO. In 2009, the School was selected for the first time to be one of the 16 schools nation-wide invited to participate in the Lyceum Competition, a traveling fellowship award from Philadelphia. A new course emphasizing the communication skills necessary to succeed in competitions (diagramming, written presentations, graphic layout of the boards, etc.) has been established and will be taught for the first time in the fall of 2010.

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: currently Hector Burga (M. Arch. 2000) and Sibel Veziroglu (B. Arch. 2002, M.Arch. 2008) are currently writing their dissertations respectively at the University of California at Berkeley and Università della Sapienza in Rome.

C. Architectural Education and the Regulatory Environment

That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

The faculty of the School of Architecture has over the years fashioned a curriculum that equips the student with knowledge of the profession by engaging and critiquing established norms of practice. Current concerns for sustainability of the environment and community building are bringing about a rethinking of previous assumptions and the academic environment is fertile soil for this creative reevaluation. Course content and sequence is structured to guide the student through an educational experience that leads to further professional development, registration, and a professional career. ARC 306 Design VI: Comprehensive Studio, the last in the undergraduate core and ARC 504 Design IV Comprehensive Studio, the last in the graduate core sequence offers a summation of all previous core studio concerns. The Comprehensive studios in both programs include a full range of work from selection of building systems through detail technical development of a building. Graduate students on the Advanced Track must enroll in the ARC 504 Comprehensive Studio, independently from their design experience in their undergraduate curriculum.

In the required core curriculum, the interweaving of fundamental knowledge, design, communication and practice is evident in the studio topics which draw upon a companion lecture course or seminar so that projects are both research based and pragmatically realized. The semester by semester integration of seminar and lecture course with the studio topic engenders a working process which demonstrates the relationship between research and design.

The selection of reality based projects, occasionally with community clients and citizens eager for results, allows the students to test their knowledge and skill on actual problems in the built environment. The comprehensive studio demonstrates each student's ability to coordinate technical systems along with

health, safety, and welfare standards through the application of relevant zoning and building codes. The comprehensive studio also demands an understanding of the environmental and cultural context, and historic traditions of building and settlement. With each area of investigation a prior semester studio theme, the comprehensive studio calls upon the student to pull all of these issues together into a single project. The architectural practice courses introduce the student to the complexities of contracts and administration of a professional office.

Supplementing the required course work, practical experience gained through the Center for Urban and Community Design (CUCD), the Design/Build studios, and volunteer work for Habitat for Humanity expand student's comprehension of the role and responsibilities of an architect in society. Numerous team projects in design studio also underscore the value of collaboration in practice and prepare students for life in the profession.

The faculty's commitment to a critical mode of practice, internship opportunities in the greater Miami area, and the involvement of the faculty in important statewide licensure and professional programs, maintain and nurture the connection between education and registration. Many faculty members serve as informal IDP mentors for graduates. Prof. Allan Shulman, the School's IDP Coordinator, attended the IDP conference during summer 2010, and will lead an intensified IDP presence in the School. The NCARB Assistant Director for the Intern Development Program (IDP) Nick Serfass gave a school-wide seminar on IDP last year and will do the same this year. (He is also a graduate of our Master of Architecture Program). Adjunct Professor Raul Rodriguez, appointed by the governor of Florida, heads the state-wide commission on the building code. The School of Architecture is also the site for ARE courses and practice exams held regularly in Glasgow Hall. The on-going commitment of many faculty members to practice provides models for the students and gives a unique climate to the school linking architectural education and the profession.

D. Architectural Education and the Profession

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment to understand the diverse and collaborative roles assumed by architects in practical to understand the diverse and collaborative roles and responsibilities of related disciplines, to respect client expectation, to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities, and to contribute to the growth and development of the profession.

Since its founding, the faculty of the school has been immersed in the shaping of the physical and professional environment of the region. Specific courses in professional practice address this preparation directly through readings and discussion. Responsibility for the social and environmental impact of one's professional activity is 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.

Studios invoke the social, environmental, and economic responsibility of the architect through project context and the participation of community members. Courses in professional practice examine these issues more specifically and in historical context. Required and elective courses promote the School's mission to address issues of social and environmental responsibility in the context of urbanism and community. The general commitment of the faculty to building livable communities sets the ground work for ethical responsibility. Community building engages multiple disciplines outside of the profession. ARC 223, Architecture and the Environment, is an example of how a number of the 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. The graduate version of the course, integrated within an innovative concept of theory of architecture - ARC 500 Theory of Architecture and the Environment - will be taught for the first time during the fall of 2010. Student exposure to the process of construction has increased through the Design/Build studio and the BIM-based design studio taught by Professor Armando Montero.

The School's commitment to develop 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 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.

In the classroom, the faculty seeks student participation in various ways, thorough incentives for discussion, the use of electronic means such as Clicker, and a structure of teamwork. Projects assigned as team efforts, for example, 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, but occasionally the design project itself includes certain team decisions and some team design work. Charrettes in studio and in extra-curricular 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.

The criteria faculty apply to project reviews is a further opportunity to guide students in their ability to apply ethical judgment, understand the impact of their professional activities, and uphold the integrity and dignity of the profession. In 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. The clarity of professional judgment is 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 builds requires a sensitive balance between the rights of the individual and the needs of society.

Studio faculty reinforces this effort in the demeanor and tone of design reviews. Students are treated with respect for the magnitude of their effort. Concern for student's ideas and development guides the procedure of the review. Faculty are careful to make clear the criteria of evaluation and to coordinate the review to maintain a constructive environment, which focuses on the opportunities of each presentation rather than exclusive, ruthless and public delineation of deficiencies. By establishing good working relationships through the structure of course work, assignments, and reviews, ant the inclusion of professionals from related disciplines, such as engineering, landscape, and interiors in the studio, lecture courses, seminars and reviews, the school advocates a lifelong pattern of collegiality and professionalism.

The School's presence in the profession is bridged by student organizations such as the AIAS, whose coordination of the annual exhibition of the school's work at the AIA Chapter Awards banquet and most recently at the AIA National Convention brings the work of the school to the profession. Both Faculty and students were well represented this year at the AIA Convention with faculty and students hosting 12 sessions and two tours, ten faculty members giving presentations and sixteen students participating in events.

E. Architectural Education and the Public Good

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences

between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

Miami and Dade County as Laboratory

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. Where the developer was thoughtful, well educated, and well connected the result is Coral Gables, home of the University; where civic goals receded, the result is Kendall, home of the strip shopping mall and walled subdivision. Most recent is the uncoordinated densification of coastal urban areas including Miami's downtown.

Beyond the shifting cultural values which Miami-Dade exemplifies, its natural limitations make manifest the problems of finite resources: the natural boundaries of the Everglades and the Atlantic Ocean; the fresh water supply; and the cyclical vulnerability to hurricanes. The needs of those seeking to share in the benevolence of the climate, the political system, or the economy balanced against those already dwelling here, set against the panorama of a sensitive and ailing landscape creates a cinematic struggle which is enacted in the streets of Little Haiti, East Little Havana, and the cul-de-sacs of upscale golf-retirement communities, places studied and used as sites for the various design projects throughout the curriculum.

This drama is an important part of the discourse of the school in the studio and the classroom. Extensive research on the urban and suburban condition has led to several studies including the school-wide semester study of Miami's waterfront, to build support for a public promenade along the bay, and to propose urban design solutions for the connection and integration of the various neighborhoods that border it (Brickell, Edgewater, Miami River, Little Havana). Other opportunities such as the charrettes for the Miami Marine Stadium and for Haiti are part of the School's efforts provide vitality and reality in the curriculum, enabling students to encounter a multiplicity of cultures and demands both environmental and social, and immersing the budding student of architecture in society.

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, urban and rural.

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 City of Miami Beach (which has the densest building fabric of any East Coast city south of Washington DC) has also become increasingly an important part of undergraduate and graduate studies. The city is a laboratory of modern new urbanism where students can study typological issues in details, strategies of in-fill housing and other structures, historic preservation and addition to historic buildings—all issues of increased importance in the 21st century for sustainable design and urbanism.

Many of our student organizations are engaged in responding to pressing challenges facing the design world. The AIAS Freedom by Design initiative, in collaboration with the Miami-Dade County Office of ADA Coordination, has engaged in outreach efforts to assist underserved parts of our community. Freedom by Design is a service program that focuses on low-income, elderly, and disabled individuals, addressing their needs through design/build projects. Other organizations include The Emerging Green Builders, the student arm of the United States Green Building Council; and the Students for the New Urbanism (SNU) a student organization related to the Congress for the New Urbanism (CNU) dedicated to promoting awareness of the urban design movement and issues related to the built environment. The School's commitment to historic preservation within the global agenda of sustainability has increased with the 2008 establishment of the Certificate in Historic Preservation; one of the certificate elective courses

produces drawings for submission to the Historic American Building Survey (H.A.B.S.). The most recent class won an award in 2010 for the survey of a historic arcade along Flagler Street in Downtown Miami.

Miami is a microcosm of a global society and absorbs daily the shock 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. 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. The first projects in the first studio introduce the city as the forum for their discovery and discussion of ideas. Subsequent course work includes practitioners, local history and the opportunity for original and primary research.

The Center for Urban and Community Design provides another venue for participation in the life of the community, its political and social fabric. 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.

Global World of Studio Learning

While Miami is often the focus for the core-studio projects, undergraduate and graduate students are 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, and projects in cities like New York and Providence offer students the opportunity to work within a different climate and building culture, often on topographically complex sites (East-side of Providence, the High-Line in New York City). Recently, upper-level design studios have designed projects in Berlin, Nigeria, Santo Domingo and Cuba, providing students with a broad perspective of societal needs across the globe.

The Rome Program celebrated its 20th anniversary several years ago, with a school exhibition that attracted a large constituency of students, alumni and friends of the School. Now in its own quarters at the edge of the Borgo neighborhood, it has expanded in size and quality by virtue of the new and better equipped facilities, the full-Internet wiring of the studio and lecture hall, as well as the hiring of Italian faculty to provide advanced knowledge in fields such as antiquity, traditional techniques of construction, and contemporary approach to traditional architectural and urban design. This year the Rome Program is collaborating with the University of Maryland faculty and students in a project of preservation and community design in Castellamare di Stabia, south of Naples.

The yearly summer Open City Studio program brings increasing numbers of students to travel and work for five weeks in Japan (Tokyo), South Africa (Johannesburg), Sweden (Stockholm), with a recent emphasis on documenting and designing for informal settlements.

Finally, Research Affiliates in residence at the school of architecture continue to offer program enrichment through faculty and student exchange. This past year Alfredo Rivera an Art History Ph.D. candidate from Duke University participated in reviews and graduate discussions on his research on the architecture and culture of 50-60's Cuba. Hector Burga a school alumnus now doing his PhD with the University of California at Berkeley has been involved with faculty and students as he conducts research on Miami, and Dr. Jeon-Hee Ryu from the Department of Architecture, Kyonggi University, Kyonggi-Do Korea, has been involved in many studio reviews while she conducts her research at the School. In this way, Students are exposed in a variety of ways to international concerns in the profession.

c. Long Range Planning

School goals for continuing improvement are articulated in the School's Strategic Plan, part of the University's Strategic Plan compiled in 2007. Following the Provost's suggested outline, the School of

Architecture's Plan has short and longterm action goals, presented below in outline form. A separate document establishing the cost of each goal was also formulated as a fundraising list for the School. The School of Architecture Strategic Plan was revised in the spring of 2010 to reflect accomplishments and new goals emerging three years after the original Plan. Both the 2007 Strategic Plan and the 2010 Strategic Plan are in the Appendix, and the 2010 Plan is included at the end of this section.

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, the School of Architecture's culture emerges from the tenet established two decades ago, that the larger context of environment and community must always play a 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 of Architecture 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 provide 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.

The NAAB five perspectives on architectural education play an important role in the School's long range planning. While much of the Strategic Plan regards measureable improvements, and the five perspectives may not be all obvious in these goals, the perspectives nevertheless have been guiding the advancement of curriculum, pedagogy and extracurricular opportunities for the students in recent years.

- Architectural Education and the Academic Community: The architecture programs and faculty have been developing and maintaining connections with other disciplines in the University for many years, to the benefit of both students and faculty, and the Strategic Plan calls increased collaboration with other programs in the University.
- Architectural Education and Students: Curriculum adjustments have advanced beyond that called for in the Strategic Plan, with changes in the core courses of the professional programs as well as the addition of other opportunities such as the six areas of focus in design studios and elective courses, including health care design and tropical coastal design, enabling students to prepare for the short and long term professional context.
- Architectural Education and the Regulatory Environment: while the Strategic Plan does not speak directly to this topic, curriculum and faculty changes of recent years are providing an ever greater emphasis on practice and the regulatory environment, including the identification of a new IDP coordinator, Allan Shulman, with the intention of developing a new IDP plan for the School following recent changes in the national program.

- Architectural Education and the Profession: here also, an ongoing 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 developer Habitat for Humanity and others.
- Architecture Education and the Public Good: 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 environmental concerns in the core student experience, as well as in elective and extra-curricular opportunities such as the Center for Community and Urban Design (CUCD) projects and the recent AIAS engagement with Freedom by Design. The M.Arch. thesis encourages research and projects exploring current topics of sustainability, infrastructure and informal urbanism.

FIVE YEAR STRATEGIC PLAN - REVISED SPRING 2010

SCHOOL OF ARCHITECTURE MISSION STATEMENT

- Prepare students for professional engagement and lifelong learning in architecture, urbanism and related fields
- Preserve and develop knowledge for the profession, through research and practice.
- Share knowledge with the community, locally and internationally.
- Promote building and community design goals of environmental responsibility, social equity and economic sustainability.

BACKGROUND

The School of Architecture is rooted in the founding of the new community that created the University in 1926. Coral Gables emerged as a new town during the City Beautiful era of the twentieth century, a high point in the history of architecture and city making. The idealism of the founders, including the architects of the city's plan and first buildings, who were also the first faculty of the university's architecture program, continues to inspire the School's faculty and programs. The belief that architecture is a civic art, an act central to building community and always part of a larger context, is the foundation for our curriculum, for the faculty's scholarly work, and for the school's outreach to both regional and national audiences.

The study of architecture at the University of Miami has evolved from an undergraduate major to an accredited professional degree program (1967), to the establishment of the School of Architecture (1983), to the multiple programs and national reputation of today. We present a variety of topics to a range of students from high school summercampers to under-graduate and graduate professional degree seekers, to mid-career community builders.

2007 STRATEGIC PLAN

The Jorge M. Perez Architecture Center's opening five years ago has provided impetus for professional program curriculum improvements and for the establishment of new programs. These were among the School's 2007 Strategic Plan goals. Most of the 2007 goals – those not requiring major funding – have been achieved:

- established four new programs: B. Arch/MBA; BSAE/M.Arch; MRED+U (Real Estate Development and Urbanism); Certificate in Historic Preservation;
- improved undergraduate graduation rate from 59% (2007) to 73% (2009)
- improved quality of entering graduates: average GRE up 34 points since last year.
- increased financial aid for graduate students
- instituted annual semester in Rome for graduate students (undergraduate program 20 years old)
- increased faculty recognition (4 books published with national and international presses in 2009)
- improved Fabrication Lab facilities with dust collector and new machinery including laser cutter
- re-designed School website and recruiting materials

2010 STRATEGIC PLAN

The School's 2010 goals are organized as a framework for the approaching campaign, under the topics of curriculum, students, faculty and staff, facilities and other support.

Curriculum:

The recent curriculum improvement and expansion continues at a steady rate within the vision that has earned the School its international reputation. The changing context of professional practice and program accreditation serve as a guide to evolution, as does the faculty's ongoing discussions of the best way to fulfill our mission.

- **Revise professional curriculum** (B.Arch., M.Arch.) to generate a semester by semester checklist of knowledge and skills, and to reflect new accreditation criteria. (budget neutral, underway)
- **Reposition Master of Town and Suburb Design as Master of Urban Design** with revised curriculum to reflect evolving economic and development conditions in the U.S. and around the world (budget neutral, underway)
- **Review Master of Architecture in Research** to expand opportunities for cross disciplinary studies and research in architecture, urban design, real estate development and with other University departments (budget, neutral, underway)
- **Develop new certificate programs** by consolidating curriculum offerings in seven areas of faculty expertise, to assist in student recruitment and to promote faculty recognition: (budget neutral, underway)
 - historic preservation (certificate program established)
 - health care design
 - new urbanism
 - real estate development

- mid-century modern architecture
- classical architecture
- sub-tropical and tropical design
- **Develop courses to study architecture** and urban design for university students outside School of Architecture. (budget neutral, underway)
- **Explore off-site B.Arch. transfer program** in Orlando and Nassau; preliminary investigation shows significant revenue could be generated in these underserved market locations. (budget neutral, underway)
- **Explore establishment of a Ph.D. Urban Design** to extend School's research capacity and reputation; growing inquiries about advanced study and research in School's focus areas, and this year's presence of several dissertation level Ph.D. candidates from other institutions, have increased faculty interest in providing a doctoral program. (budget neutral study; program funding sources to be explored, also)

Students:

Student quality has been increasing, with the School's SAT average among the top in the University. Competing with aspirational peer schools for students requires constant improvement in programs and facilities as well as in opportunities for experience and increased financial aid opportunities.

- **Increase quantity and quality** of applicants and enrollment in M.Arch, MUD and MRED+U programs (depends on additional scholarship funding)
- **Increase recruitment of graduate students from abroad** through increased promotion of programs internationally and development of new exchange and collaboration programs (budget neutral)
- **Increase improvement** trajectory for all programs: increase test score averages (depends on additional scholarship funding)
- **Institute a fifth year** teaching assistantship for best B.Arch. students (budget neutral)
- **Increase scholarships** for upper level undergraduates and graduate students, in particular to assist in final semester (campaign goal \$1million)
- **Establish Rome scholarship** to enable more students to participate in semester program abroad (campaign goal \$500,000.00)

Faculty and Staff:

After several years of attending to curriculum improvements and additions, it is clear that the School's next strategic focus must be on faculty resources, in particular with regard to quantity and topical distribution of full-time faculty, and to teaching load as it relates to expectations for research.

- Add three new full-time faculty positions; current ratio of full to part-time faculty is inadequate particularly in undergraduate core classes. (including decrease in part-time faculty, this requires annual budget increase of \$250,000.00, to be derived from

- \$5.5 million campaign goal for faculty chairs)
- Reduce full-time teaching loads to reflect that of peer schools; for faculty producing scholarly work, a reduction from 18 credits/year to 15 (or 12 in the case of the historians) will require additional full-time faculty to maintain overall credit hours (annual budget increase to be determined, to be derived from campaign goal for faculty chairs)
- Add two distinguished part-time visiting studio faculty positions for undergraduate/graduate upper-level studios (annual budget increase to be determined, to be derived from campaign goal for faculty chairs)
- Add staff writer/publications coordinator to manage increasing need for communications, symposium assistance, recruitment material and website. (\$80,000.00 addition to School budget, \$1.5 million endowment)
- Seek dedicated funding for the Center for Urban and Community Design (CUCD) to support a staff position (\$50,000.00 annually, requires a \$1 million endowment)

Facilities and other support:

The future of the School's facilities revolves around the preservation and restoration of the historic Marion Manley buildings (Bldgs. 48 & 49), part of the University's preservation goals. Minimally renovated in 1983, these buildings require major attention to ensure their longevity and their continuing usefulness for the School's programs. Three program areas they will never be able to accommodate remain as pressing needs: unified studio space for the undergraduate and graduate core design studios; a larger fabrication lab to accommodate new hi-tech fabrication machinery; and library facilities to enable the transfer of the architecture collection from Richter, and its growth from 40,000 to 100,000 volumes.

- Complete **master plan for School facilities**, including new library and consolidated studio space for first and second year students (\$50,000.00 School plant funds)
- Design, fund and **build 12,000 SF new studio space** (\$4.5 million: \$0.5 million in hand, \$4 million campaign goal)
- Design, fund and **restore Buildings 48 and 49**, including additions for handicapped access and current building code requirements (\$10 million - \$500,000.00 grants, \$9.5 M philanthropy and University)
- Add fabrication and prototyping equipment to Fabrication Lab (\$50,000.00 – special programs revenues)
- **Convene second fall MRED+U Council** meeting in conjunction with the School of Business Administration's MBA-Real Estate Council and create University-wide Real Estate Programs Board including the Law School LLM Program in Real Property Development (School budget)
- Pursue the establishment of a **University-wide Real Estate Center** to pursue multiple fundraising objectives (jointly with School of Business Administration)
- Add software and online database subscriptions and library holdings to support courses and research for program in real estate development and urbanism, new urbanism and preservation (\$50,000.00 campaign goal)

- Seek dedicated funding to establish **annual sponsored capstone** charrette for MRED+U and MUD students (\$25,000.00 annually, requires a \$500,000 endowment)
- **Initiate Continuing Education Units (CEU's)** for travel study and computer courses (revenue generator)

d. Program Self Assessment

The School has several regular self-assessment processes in place: semester faculty evaluations, annual faculty reviews, the Strategic Plan, annual response to NAAB team Findings, the Visiting Committee, the SACS annual assessments and ten-year self-study, and student and professional focus group meetings.

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 weekly meetings of the program administrators with the dean (A-team), and through annual and sometimes semiannual faculty retreats. Faculty and administration also participate in smaller curriculum discussion groups that address specific change proposals.

This section explains all of these, and describes current self-assessment progress and future direction.

Semester Faculty 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 printed comments to the individual faculty and 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 median and 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 reappointment and tenure reviews. Additionally, the program directors review evaluations to inform teaching assignments. The Faculty Senate continues to monitor the effectiveness of the evaluation process.

Annual Faculty Review

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 all faculty are reviewed by the dean. Faculty complete an annual self-reporting form which, along with teaching evaluations, is reviewed by the dean in consultation with each faculty member. A Scholarly and Creative Activity Committee comprised of three tenured faculty,

reviews faculty research and reports to the dean. The dean then forwards her 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 examined 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. When an associate professor is to be voted on for promotion, a similar review is conducted by full professors. The candidate’s research and service record is also reviewed. Between three to five outside (extra-institutional) confidential review letters are sought by the dean for each candidate. Finally, a vigorous and open discussion is held on 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 her assessment of the candidate to the Provost and President. The Faculty Manual states that the Provost then forwards a decision regarding “recommendation for the award of tenure to the Board of Trustees or a tenure decision by the Board of Trustees, which is the final authority for the award of tenure.”

Until this year, the dean has chaired the promotion, tenure and reappointment committee for the School. This past year, the faculty search committee suggested that henceforth a three person committee manage the process, bringing the results of the faculty deliberations to the dean. The new process is under discussion with the Dean of Faculty Affairs.

Annual Strategic Plan

Based on on-going faculty meetings and School Council discussions, and on matters covered in the School’s annual retreat, the School’s administration generates a 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, which is in Appendix A. The School of Architecture Strategic Plan undergoes an annual review by the University administration as part of the University Strategic Plan that requires the approval of the Board of Trustees. The current Strategic Plan of the School of Architecture is included in the Appendix D.

Under the new administration in 2007, the School developed a new Strategic Plan in an extensive process of participation. The Plan is updated regularly, including as part of the retreat at the opening of the fall semester. The retreat includes the Faculty Council as well as all adjunct and part-time faculty, staff, and representatives of the student organizations. Recent discussions have focused on curricular issues for the development of new masters programs, teaching seminars for new faculty, programming and master plan reviews for expanding the School of Architecture, new facilities for our Rome Program, outreach efforts to Haiti, and this fall, a discussion of drawing courses. The most recent update of the Strategic Plan was produced in the spring of 2010.

Visiting Committee

The University requires each academic unit to form a Visiting Committee of distinguished visitors chaired by a University Trustee and composed of Trustees, architecture professionals, industry and civic leaders. The Visiting Committee reviews materials prepared in advance, spending a working session at the school with administrators, faculty, and students, and deliberating on recommendations delivered to the Provost and President, and reported to the Board of Trustees. The current Visiting Committee comprises industry related professionals who have assisted in providing a bridge between education and practice. Several recent Visiting Committee suggestions are in the process of development in the School, including an area of focus in tropical and sub-tropical architecture and urbanism, and the restructuring of the post-professional architecture program. The list of current Visiting Committee members is in the Appendix.

Ten Year SACS Self Study and Annual SACS Assessments

In 2008 the University of Miami received reaffirmation of accreditation for the next ten years from the Southern Association of Colleges and Schools (SACS). 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 new strategies for learning in the university. Prof. Richard John of the School of Architecture has been a member of the University's QEP Committee. Prof. Rocco Ceo was part of the original steering committee that determined the focus for the QEP. Andy Gomez, the University of Miami's Associate Provost for the Office of Accreditation and Assessment (OAA) was recently appointed a commissioner on the 72-member SACS board for his leadership in the accreditation process.

As part of the University wide SACS outcomes assessment program initiated for the last SACS accreditation cycle, School of Architecture students are tested for language, math and technology proficiencies, as freshmen and in their final semester, to measure knowledge growth. Associate Dean Denis Hector has been administering this program as well as the School's own Student Learning Outcomes Assessment program, in which several courses in both the bachelor and masters program assess student progress. For instance, in the B.Arch. program students are assessed in the first year spring studio and again in the third year spring comprehensive studio. Using the School's mission statement as Program Objectives, the Student Learning Outcomes and Assessment Measures focus on three outcomes: Practice: Architectural Design Skills Theory: Scholarship and Research Skills; Communication: Verbal, Writing and Graphic Skills. Samples of the Assessment Forms are in the Appendix.

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 undergraduate and graduate student representatives to maintain awareness of current issues. Recurring issues include inadequate printing facilities at semester's end (research into a rendering farm hopes to mitigate this problem), more interaction between students of different years (both from the 2008 focus group and meetings with faculty), and studio space needs (plans for a new open plan studio building have been prioritized in the master plan efforts currently underway.) Additionally students have expressed an interest in more hands-on experience to build, (a Design-Build studio was offered in the fall 2009 and will be offered each fall along with a regular set-design and construction course in cooperation with the School of Music. Notes from a variety of focus group meetings are included in the Appendix.

Self-Assessment Report

The philosophy of the school as outlined in the Mission Statement presents the study of architecture in the broader context of environment, society and economy, in which architecture is understood to be a public and civic act with incumbent responsibilities. The commitment to teaching architecture always within the larger context of community, allows a faculty of diverse agendas to co-exist in a complementary rather than competitive ambience.

Initial studios and courses focus on the role of architecture in culture and more particularly the inaugural moment of architecture as an act that builds civilization. Subsequent semesters sequentially focus on themes of social context (including ADA requirements), environmental context (sites and buildings), technological concerns (structures and systems), regulatory context, culminating in the comprehensive studio, in the B. Arch. second semester of third year, and in the M.Arch. second semester second year. Several years ago, the comprehensive studio was moved to the core curriculum of the B.Arch. program and three year M.Arch. program, to provide a more uniform experience (than it was assessed to have been in its former upper level elective studio format). This year, the two year M.Arch. program curriculum

was brought into line with that change when the M.Arch. core was re-defined as four semesters, thus scheduling both classes of M. Arch. students for the comprehensive studio in the fall semester.

This core program structure in both the B.Arch. and the M.Arch. supports curricular attention to NAAB's five perspectives and criteria for accreditation and a minimum standard of uniformity for the basic student experience. The faculty met in several special meetings during the fall of 2009 and spring of 2010 to review the NAAB perspectives and the new criteria relative to the overall curriculum as well as individual courses and teaching assignments. These were reviewed with regard to both the undergraduate and graduate curriculum, and are a useful benchmark for balancing curricular offerings. While the five perspectives do not align exactly with the various assessment processes described above, there are a number of examples of decisions taken and changes resulting from assessment processes.

Architectural Education and Academic Community: Faculty associations with University colleagues grew out of faculty discussions about bringing the expertise of specific disciplines, such as environmental sciences, into the classroom and studio. Alliances now exist with the University's College of Arts and Sciences, School of Business Administration, College of Engineering, the School of Marine and Atmospheric Studies, School of Medicine, and School of Music, fostering inter-disciplinary endeavors both in teaching and in research.

Joint appointments of architecture faculty members in the Miller School of Medicine established for research endeavors that already have produced publications, have extended to produce a curriculum area of focus in health care design, with curriculum offerings in both the design of health care facilities and the integration of health care facilities in communities. The decision to make health care design an area of focus with additional courses, resulted from the faculty retreat in January 2009, in which discussion of the economy and its impact on the practice, promoted the idea that our students should be graduating with portfolios that show experience in those areas of development and building that were likely to survive the downturn, such as the design of health care facilities.

Architecture Education and Students: The ethnic and cultural diversity of the faculty and students supports the potential for the school to act as a model professional community through which students engage understanding and awareness of issues that can be projected to the professional and civic realm. The familial model emphasizes connections and shared accomplishments, and begins with a collegial model for teaching. The familial model finds form in team-teaching, team projects, and an emphasis on the rewards of joint student/faculty investigation of primary materials.

A response to the University-wide goal to increase students' research experience, reiterated by the SACS accreditation assessment process, is the School faculty's engagement of students in research projects. Miami Modern Metropolis, edited by Alan Shulman involved faculty and students within and beyond the school in fieldwork, archival research and original insight, a process at the foundation of primary research and scholarship. Carmen Guerrero's research on the work of Italian architect Moretti has engaged her seminar students in research and model-building for publications and exhibits in Italy; a number of students have traveled to be present at the exhibit openings.

The school thus seeks to bridge the often perceived gulf between research and design by drawing the two kinds of learning together through both the active engagement of the studio in research and the extension of the studio model of application to seminars and lectures. Students have long collaborated with faculty in studies brought to publication. Another recent example is *Marion Manley: Miami's First Woman Architect* by Profs. Lynn and Penabad. And the publication of students' studio work for communities in Mexico and Colombia, *Monterrey and Baranquilla*, provide a short term and first-hand experience of professional engagement in public and in publication. A complete list of faculty publications can be found in Section 2 – Resources.

Architectural Education and the Regulatory Environment: In recent years, more attention has been focused on the regulatory context, from core studio programs engaging a variety of codes and design guidelines, and pre-professional engagement with the IDP program, to elective studio opportunities to

encounter client-driven projects and attendant building codes, and a course focused on USGBC LEED certification.

Student focus group meetings produced suggestions for more 'hands-on' experience. The Design-Build Studio was instituted as a direct response to this, inviting Visiting Critic Jim Adamson, to lead the studio in fall 2009. (The second studio is underway this fall 2010.) Students in last fall's Design-Build Studio experienced one particularly cogent regulatory situation. At mid-semester, with a park pavilion design and construction documents completed and ready for permitting, the original donor of the park was invited into the studio to view the project. He pointed out that his gift of the park had design guidelines requiring a traditional South Florida vernacular that the students' design would be not permitted. As a result, and because the remaining half semester would not allow enough time to redesign and permit for that location, the students had to seek a new location for a new pavilion design; they succeeded in completing the design and construction of their project by semester's end, with many unexpected lessons learned!

As a whole, the regulatory environment should receive more attention in coming years, as the economic context for the profession sets a higher standard for entry of graduating students, and as the IDP program is given increased prominence in the School. IDP Coordinator Alan Shulman returned from the IDP summer conference with new information that will require a faculty discussion of how best, and most thoroughly, to present the professional transition to students in the classroom and in the studio.

Architectural Education and the Profession: Community-based projects in the studio offer an important resource in developing the student's capacity to expand the traditional role of the architect, beyond making beautiful objects, to that of professional leading a team that carefully assesses the impact of building, its role in the organization of settlements as well as in its use of materials, and plays a significant role in the stewardship of the earth. While no particular assessment has pointed to the need for increased professional engagement outside of the classroom, student and faculty have been seeking support for participation in professional venues, and the School has been able to support this in a variety of ways.

Faculty and students participate in a variety of organizations that enable interaction with practicing professionals and encourage students to envision their future in the professions. These include the American Institute of Architects (AIA and AIAS), the Society of Registered Architects (SRA), the Association of Collegiate Schools of Architecture (ACSA), the Society of Architectural Historians (SAH), the Congress for the New Urbanism, the Institute for Classical Architecture/Classical America (ICA/CA), the Council for European Urbanism (CEU), the U.S. Green Building Council (USGBC). Students have attended the national conferences of these organizations with School support. Faculty participation in these organizations encourages a lively intellectual discourse that links the school not only with North and South America but with Europe as well. Asian alumni have helped the faculty extend these links to various parts of Asia, with travel study tours and studio projects.

The new Masters in Real Estate Development and Urbanism (MRED+U) program is an outgrowth of the School's Knight Program for Community building and its final evaluations, and the School's Visiting Committee advice. The program has expanded the School's offerings with new courses focusing on the implementation of building and urban designs that are already having an influence on the professional architecture programs. At its outset as a new program, MRED+U students received national attention in the 2009 Urban Land Institute (ULI) Gerald D. Hines Student Urban Design Competition, in which a team of students were among the four finalist teams, outpacing some 500 students in 99 teams from throughout the U.S. and Canada.

Architectural Education and the Public Good: Community outreach projects engage students, faculty, and off-campus professionals in a variety of para-professional civic experiences. The Center for Urban and Community Design (CUCD) has led countless students through encounters with individuals and communities in the practice of urban design and building design and construction. In 2008 public charrettes included the Coconut Grove Playhouse revitalization plan, a master plan for "Alturas de Manoguayabo in Santo Domingo for the Pedro Martinez Foundation, sponsored studio studies for

affordable housing in Dania Florida, and a master plan for the historic center in El Pueblito, Mexico with the Instituto Tecnológico de Monterrey in Queretaro.

Recently, the School engaged an important community issue at an unusual scale. This followed several faculty discussions about how to renew a spirit of purpose that seemed to lag after an earlier highpoint. Recalling the post- Hurricane Andrew engagement of the whole school in rebuilding plans and projects, it was suggested that a new schoolwide project of civic impact could be stimulating. In fall of 2007 all design studios, from first year to the final semester of both professional programs, focused on the design of the Miami waterfront as a way to draw public attention to the need for increased public access to the water's edge. The collaborative effort produced a series of studies for 7 miles of the bayfront walkway. An exhibition and symposium followed the fall studios, bringing the work to the public for review and comment, in an event that allowed participating students to see public reaction to an improved civic realm as well as to their work. That work was recently revisited when architects participating in the AIA National Convention organized a charrette to address the riverwalk in June of 2010. This summer, the MPO funded two faculty members to publish the work.

Future Directions

Developing a future perspective demands that the School look to its past to inform its future. Some twenty years ago, a young faculty sought to establish a unique identity for the new School. That identity evolved to what the School is known for today: establishing a foundation of knowledge for architectural practice in the profession's history, and engagement with the larger context of environment, society and economy. Early evidence of that identity emerged with the 1989 initiation of the Master of Suburb and Town Program (now the Master in Urban Design), and subsequently could be seen in the book *Between Two Towers* (1996).

Since then the School has charted a trajectory of growing academic offerings, increased research activity, and broader engagement with community in the region, across the country and abroad. Several years ago, faculty conversations about the School's identity turned to re-invention, focusing on the questions of how to continue building on the achievements of the first decades without the destructive pendulum swing that often accompanies renewal.

The School's mission statement relates to the distinctive character of the School and its faculty that includes: leadership in the New Urbanism and DOCOMOMO; the association with faculty across the University; the potential of dynamic metropolitan Miami to offer an urban laboratory for the investigation of theory and practice; the opportunity for scholarship in the documentation of the history and evolution of Floridian and Caribbean building types, towns, and landscapes (HABS and HALS) as well as the presence of local archives that encourages and supports valuable primary scholarship; a regional climate and ecology that supports the study of sustainability at every scale from region to building; and a body of faculty and students that in its diversity encourages the modeling of an ideal professional community and society.

The faculty discussion resulted in an understanding that these strengths could remain in place as the foundation for developing depth in several areas of focus that would augment and enrich the curriculum as well as provide students with beneficial experience for seeking employment during the recession. Seven topics were identified as areas of in-depth elective curriculum offerings: historic preservation (a Certificate program since last year), real estate development (the MRED+U program instituted last year), tropical and sub-tropical coastal design (a Visiting Committee suggestion, with one new course thus far), new urbanism (already represented in the courses of the MUD program), health care design, mid-century modern design, and classical and vernacular design (the last three currently having sufficient course offerings in place to become Certificate programs).

In all these topics, the faculty maintains the school's broader philosophy, which affirms the necessity for a solid understanding of the intellectual legacy of the profession and the application of that body of knowledge to practice today. The examination of traditional form and methods of building has a strong

influence on the design products of the school. The School, however, does not carry the banner for any particular architectural style, as the faculty strives to provide a forum for the investigation of the history of building and the transformation of understanding into an ability to draw upon that history in contemporary application.

The assumption on the part of the faculty is that once a student is girded with the knowledge of architecture in its fullest sense, each student will find a place in the lexicon of architecture's vast stylistic vocabulary. The final form of the language is beyond the span of an individual's professional degree program and is in fact the life project of every architect. The faculty seeks to make a fundamental contribution to that life quest by guiding students to simultaneously develop a tactile understanding of the past as well as an ability to initiate and participate in the discovery of new knowledge. The intention is to teach through a process of engaging the physical world, emerging with new knowledge, and applying that knowledge to practice.

As the faculty and the administration believes that the important steps to better respond the new accreditation criteria have been implemented and for the most part tested, the School can now embark on a new phase of its development. In response to the increased commitment of the University as a whole to research and increased national and international visibility, the School intends to widen its research capacity and agenda. In order to do so, various ideas and projects have been contemplated and will likely be the focus of the next year's faculty discussions and meetings. First, the faculty will discuss the future of the post-professional Master in Research and its potential reorganization as a full-fledged Post-Professional Master of Architecture (likely to be around a 3-semester, 45-credit structure) with specific tracks of concentration to be developed through research seminars and thesis concentration (tropical modernism, sustainable design, film and set design, etc.). This idea was promoted by the School's Visiting Committee in spring 2010 in order to promote the school's graduate program reputation and make it more marketable for potential American and foreign students (particularly Latin American ones who are currently little represented in the graduate students body as a whole) already in possession of a Professional degree in architecture.

At the same time, the newly restructured Master of Urban Design will not only continue to study and promote the principles and actions of Charter for the New Urbanism, but also develop a research agenda in sustainable and ecological urbanism as well as a focus on the urgent needs of improving infrastructure and informal urbanism in the Caribbean, Latin America and even further within the tropical zone. The arrival of new faculty member and Kenya-born John Onyango should help expand the horizons of interest and research. The first fall design studio of the Master will focus on historic preservation and redevelopment in central China.

Likewise, the faculty and the administration intend to search funding for academic work (studios, conferences) in relation to sustainable design and coastal climate change issues. In order to so, the School is considering to develop joint programs with various groups and institutions such as the Climate Change Lab at the University of Karlsruhe (with professor Alex Wall). Other plans include the on-going research agenda from the Rome Center in collaboration with La Sapienza University and the Fondazione CE.S.A.R. (an exhibition on the typology of the modern palazzina in 2011 and an ambitious exhibition and catalogue on Terragni in Roma). Moreover, the faculty is looking for grants in order to publish selected results of the yearly Open City Studio, with an emphasis on informal urbanism in Asia, South Africa, etc. Last but not least, the faculty has been considering the possibility of studying the feasibility of the School's first Ph.D. program, likely to be concentrated on Urban Design and History. It is expected that the first study will take place in 2011 in order to plan the necessary peer visits in the following years and the subsequent process of University approval.

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

a. Conditions I.1-I.5 or II.2-II.3

None

b. Conditions II.1 (Student Performance Criteria)

None

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

A. Building facilities: 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: a compound including a new building with exhibit and lecture space and several historic midcentury modern dormitories that 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.

The concerns regarding the schools facilities are being addressed on 3 fronts:

- *The first stage of preservation of the historically designated buildings (1947) has begun with the replacement of the windows in Building 48A scheduled for summer 2014.*
- *A Design/Build workshop pavilion has cleared building permitting stage; ground breaking is planned for Winter 2014, with completion planned for January 2015*
- *Schematic design is complete for a new 13,250 sq. ft. studio building. The project is 50% funded. In addition to support spaces, this building will, in contrast to the existing buildings, provide a large scale, open studio space for 72 work stations, approx. 20% of the current school design facility.*

B. Academic content and consistency: 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 sustain ability, 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.

- *The Faculty have discussed the issue of consistency in making explicit the consideration of sustainability, programming, life-cycle cost, specifications and design thinking skills in throughout the curriculum.*
- *The demonstration of the abilities in sustainability and design thinking skills are being emphasized throughout the design core sequences.*
- *The understanding of life-cycle cost and the ability to develop specifications are being emphasized in supporting lecture courses in the core curriculum*

C. Studio Culture: 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.

- *The Architecture Student Council, the elected representatives of the student body, reviews the Studio Culture Policy annually with the administrative team (Dean, Assoc Dean, Undergraduate Program Director and Graduate Program Director) of the school.*
- *The Student Council highlighted key points in a graphic they posted in every design studio.*

D. Long Range Planning: after extensive discussion with the Offices of the President and Provost, the school'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 school's operational budget. Similar concerns arose to the impact that the facilities may experience as the school complies with the long range plan.

- *New University fiscal protocols are in place to which the school is now acclimating. The new system enables closer correspondence between school development and operations which should provide a strong foundation for shared Long Range objectives.*

E. Faculty and Students diversity: 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 program's 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.

- *"The University of Miami comprises a plurality of races, ethnicities, languages, customs, and faiths. This multicultural environment reflects our location in one of the world's most dynamic and multicultural cities. It mirrors the increasingly diverse face of our nation and society. And it's an integral component of life at UM, creating a vibrant mosaic of perspectives that enriches our students' educational experience in countless ways."*
- *Diversity is an integral component of life at the University of Miami. The school faculty is over 35% minority. Most recently, the 2012-13 faculty search resulted in the hiring of a candidate who is a member of a minority group that has not been previously represented in the school.*
- *The University is focusing on need-based aid as an essential component of student finances.*

4. Changes or Planned Changes in the Program

Such as

- Faculty retirement/succession planning
Professors, Gary Greenan, Tomas Lopez-Gottardi and Thomas Spain have announced their retirements after a year of reduced teaching loads.
- Administration changes (dean, department chair, provost)
After 18 years as Dean, Elizabeth Plater Zyberk stepped down effective June 1, 2013. Associate Dean Denis Hector was named Acting Dean. In October, Provost Thomas LeBlanc appointed a search committee with the intent of naming a successor by summer 2014.
- Changes in enrollment (increases, decreases, new external pressures)
- New opportunities for collaboration
- Changes in financial resources (increases, decreases, external pressures)
- Significant changes in educational approach or philosophy (e.g., new provost = new approach)
- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)

See response to Causes of Concern A above.

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

In preparation for the 2014 Conditions for Accreditation, the school's administrative team and faculty have begun an analysis of the manner in which the professional programs' curricula respond to and fulfill the Draft conditions published in August.

Supplemental Material

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

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

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

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

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