Florida Atlantic University
College for Design and Social Inquiry
School of Architecture

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Bachelor of Architecture (159 semester credits)

Year of the Previous Visit: 2011
Current Term of Accreditation: Bachelor of Architecture (6 years)

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2016

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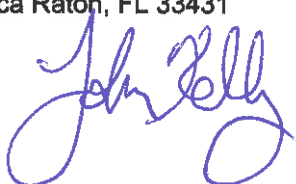
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Section 1. Program Description
I.1.1   History and Mission

<u>History of the Institution: Florida Atlantic University</u>

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

Florida Atlantic University is a member of the Southern Association of Colleges and Schools (SACS), the National Association of State Universities and Land-Grant Colleges, and the Council of Graduate Schools in the United States. SACS conducts an accreditation review of the university every ten years. Upon completion of its review in 2013, the SACS Commission on Colleges reaffirmed FAU's accreditation (report available at http://www.sacscoc.org/gendisc/30400.pdf). FAU is accredited to award Associates, Bachelors, Masters, Specialist and Doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools.

As of 2013, the university's enrollment has risen to over 30,000 students. FAU has the most diverse student body in Florida's State University System, with minority enrollment of 47% and international students from more than 180 countries.

The students are served through ten colleges: the College for Design and Social Inquiry, (home to the School of Architecture) the Dorothy F. Schmidt College of Arts and Letters, the Charles E. Schmidt College of Biomedical Science, the Christine E. Lynn College of Nursing, the Harriet L. Wilkes Honors College, the Charles E. Schmidt College of Science, the Colleges of Business, Education, and Engineering and Computer Science and the Graduate College. Together, these colleges offer more than 180 different academic degree programs.

FAU is home to one of the largest lifelong learning and continuing education programs in the nation. The Lifelong Learning Society offers additional educational programs serving approximately 20,000 members. Also, in fulfillment of the original vision of the university's founders, FAU is currently able to make full use of distance learning technology, delivering many courses online via interactive television, videotape and the Internet (https://www.fau.edu/ctl/DistanceLearning.php).

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

In 2000, the statewide Board of Regents was dissolved by action of the Legislature and replaced by a Board of Trustees at each of Florida's public universities. Then Governor Jeb Bush and the Florida Board of Governors appointed Florida Atlantic University's Board of Trustees. Under a constitutional amendment approved by voters, the newly created Florida Board of Governors appoints five of the

thirteen members of each state university's Board of Trustees, and the governor appoints another six. The remaining two members are faculty and student representatives. In 2002, Florida's voters approved creation of a statewide Florida Board of Governors to oversee the State University System. The Boards of Trustees serving individual universities remain intact.

The current and seventh President of FAU is John W. Kelly, Ph.D., appointed by the Board of Trustees on January 17, 2014. President Kelly has taken the reins of an institution that bears little resemblance to the university that opened its doors on an abandoned airfield more than 50 years ago. New buildings and maturing landscape are evidence of the coming to fruition of a bold experiment in the University planning that now allows us to focus on bringing added depth and quality to all of the university's programs and services. Under President Kelly, the current Strategic Plan of pillars and platforms provide an overall vision for the university's growth and architecture's role (we are a designated STEM Program) as part of that vision.

<u>History of the Institution: The College for Design and Social Inquiry</u>

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

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

In the fall of 2001, the college moved to its new headquarters in the 12-story Higher Education Complex (HEC) on the Downtown-Fort Lauderdale campus, shared with Broward College. (Broward College offers an Associate degree program in Architecture.) In 2013, the College headquarters moved to the Boca Raton campus, but the School of Architecture remained headquartered in Fort Lauderdale and expanded its space by occupying the 6th floor of the Higher Education Complex.

<u>History of the School of Architecture</u>

The School of Architecture at Florida Atlantic University uses the region of South Florida as an urban laboratory for the exploration of the various facets of architecture in the twenty-first century, reflecting its unique geographic, urban, and academic location. Fort Lauderdale sits on a ridge that separates the Atlantic Ocean from the Everglades and, at the same time, along the mid-line of the greater metropolitan area of South Florida. The school itself is situated in a highly urbanized neighborhood, on the 6th, 7th and 8th floors of a high-rise in downtown Fort Lauderdale. This gives our students a daily, first-hand experience of a large metropolitan area functioning in specific environmental conditions. We are a unique school of architecture located within a college with a strong focus on social inquiry. Our collaboration with other units in the college, such as the Schools of Urban and Regional Planning and Social Work, as well as units within the College of Engineering. Our location in a culturally diverse subtropical metropolis, strengthens our commitment to environmental and social responsibility.

The School of Architecture was founded in 1996 as part of the then College of Urban and Public Affairs.

Its history reflects the unique trajectory of FAU: like its mother university, the school initially also offered only upper-division education, with a majority of non-traditional (adult) students, who entered in the third and fifth years from community colleges and other universities, respectively. The school has since grown into a full-scale professional program with both lower and upper divisions at the undergraduate level.

In its initial three years, the school expanded greatly, growing from 16 to 115 students and from one to six full-time faculty. The students, many of whom came with professional experience but little academic rigor, needed to be efficiently introduced to the academic side of the discipline of architecture. Moreover, the school operated in an adapted office building, with very limited space and facilities. However, the enthusiasm of students and faculty, as well as the start-up funding from the University, balanced out the constraints. From the very start, the school had its own generously funded library, organized in collaboration with the Broward County Main Library and located one block away. In our first years, we also enjoyed fully funded lectures and visits from distinguished international guest professors. The school's AIAS Chapter organized the National Forum in Fort Lauderdale in just its third year of existence. This enthusiasm was shared between students and faculty, and supported by the intimacy of a relatively small unit, resulting in an exceptionally successful five-year accreditation in 1999, a great boost for a new program.

In the fall of 2001, following the NAAB Visiting Team's recommendations for more space, the School of Architecture moved into its new facilities. The faculty actively participated in designing the allocated two floors of the newly constructed Florida Atlantic University/Broward College Higher Education Complex in downtown Fort Lauderdale. This created properly sized and well-lit studio spaces, multiple venues for concurrent juries and group discussions, and two specialized workshops. By this time, the number of students reached 250, and their academic sophistication simultaneously greatly improved. Progress was made in the area of applied digital technology, thanks to newly installed equipment and software, and the active involvement from the faculty and a designated computer lab technician. At the same time, the school was able to offer students expanded hours in its wood workshop under supervision of its first technician. Another positive change was the increased outreach to the local community in the area of art and design through several studio and research projects.

Despite the severe budgetary cuts in this period, the school maintained a steady flow of guest lectures and exhibitions thanks to the continued involvement and activist approach of its students and faculty. In the early 2000's, the School experienced further expansion, as it sought to establish a lower division, which opened in 2004 at the main FAU campus in Boca Raton, allowing freshman and sophomore students to be exposed to the rich cultural and interdisciplinary offerings of a large university campus. While we retain the region's community colleges as our main feeder programs, our own lower division students constitute an increasing percentage of the upper division student population; their well-grounded liberal arts background consistently helps raise the general educational level at the school.

By the fall of 2004, our enrollment reached 346, which posed a challenge even for our newly expanded facilities. The faculty faced a choice: containing enrollment growth (a source of badly needed funds), or petitioning for limited access approval. We chose the latter and, with the university's approval, began the limited access system in 2007. With the active and creative participation of our academic advisors in the admissions process, and a newly outfitted studio with sixteen additional workstations in the Askew Tower across the street, we further ameliorated our overcrowded situation. As of the fall of 2008, the school has used the gallery space on the ground floor of the Askew Tower (originally known as the 2nd Street Gallery, today as the MetroLab) for exhibiting student and faculty work, with a much increased public visibility.

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

cultural gaps between the students and the school. This uniquely diverse composition of our school, however, is balanced out by our shared pedagogical and professional views, as well as an atmosphere of collegiality and collaboration, both within the school and with other units of the college. The School of Architecture is also engaged in funded research through the MetroLab Collaborative, which has initiated a multi-disciplinary research group with FAU's Schools of Urban Planning and Engineering.

In 2011, the School of Architecture underwent reaccreditation. Since that time, we have significantly expanded our physical facilities to occupy the 6th floor of the Higher Education Complex in Fort Lauderdale, in addition to the two floors above. Besides expanded studio space, the school also gained several new offices, our own conference room, a larger computer lab, and a student lounge. Our library collection has grown to over 16,000 volumes in 2016. After several years of low funding for guest lectures, the past two years have seen the rebirth of a robust lecture series with prominent national and international guests, including Monica Ponce de Leon, Larry Scarpa, Marlon Blackwell, and Martino Stierli. We have also expanded the computer labs and the range of equipment for our workshops; in addition to a CNC router, laser cutters, photography lab, and an extensive software package, we have recently added two 3D printers. In order to encourage the enrollment of the best potential students into the lower division, we have also developed a regular *Career Discovery: Architecture Summer Program* (run through our Institute for Design & Construction)*,* which allows high school students to get acquainted with the architecture program and understand the requirements for application.

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

Other activities and initiatives have also benefitted the educational experience of our student body. In 2013, the school hosted the ACSA fall conference (in collaboration with Queensland University of Technology) entitled "SubTropical Cities: Braving a New World - Design Interventions for Changing Climates." Since 2014, the school initiated an AIA Lunch and Learn program, a student-to-student mentoring program, as well as the employment of students within the school for the woodshop, photography lab, webmaster, and a student editorial board for the development of the website and other student-related publications. Undergraduate research has also increased, and beginning in fall 2016, faculty will be able to employ a part-time student research assistant. The above programs help bring a sense of "ownership" of the school and education among students that reflect the initial spirit of the program when it was founded. It greatly improves the administrative workings of a small program, while offering students and faculty increased opportunities in education and research.

The school's values are embedded within the core values presented in FAU's current mission. As a designated STEM program, the teaching, research and service contributions being accomplished in the program, coincide with the Goals and Platforms set forth in the university's strategic plan. These include Community Engagement and Economic Development; Diversity; Global Perspectives and Participation; Healthy and Environmentally Sustainable Campus; Leadership, Innnovation and Entrepreneurship; South Florida Culture; Undergraduate Research, among others.

As the past two years have been a period of reflection and consolidation of resources, the school is now poised to better benefit from further review of its pedagogical, research and service goals. The revision of the school's Mission Statement in 2014 began the process of this next phase and reflects the current direction of the program. In 2014, the faculty developed and fully endorsed a revised Mission Statement. It reflects our belief in a holistic approach to undergraduate education, while recognizing the significance of the specific (natural, human, built) time and place in which we live.

Program Mission

The mission of the School of Architecture is to advance education, research, and design solutions that enhance the quality of built environments. Core to this mission is fostering investigative and innovative design thinking in preparation for architectural practice. Students develop critical thinking skills and knowledge through exposure to historical and theoretical foundations, emerging technologies, interdisciplinary research, community engagement, and ethical responsibilities of design. Our diversity, metropolitan and geographical contexts, and placement within the College for Design and Social Inquiry, position us to address unique social, cultural, and environmental challenges.

I.1.2 Learning Culture

The FAU School of Architecture fully supported the students in creating their Studio Culture Policy. We provided encouragement and faculty support for this achievement. It is a document that is published in the Student Handbook and subscribed to by the faculty and staff. During the All-School Meeting in the fall, students are introduced to the document, where it can be found, and its purpose. The Student Handbook addresses the value of time management, general health and work-school-life balance issues among others. It is available on the School of Architecture web page:
(http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/soa-student-handbook.pdf)
Other significant components of the learning culture in the program include:

- The School's location in the College for Design and Social inquiry puts us in a collegial relationship with professions whose focus is also the wellbeing of the public. Our faculty meets together at least once each semester to review the direction of the College and its integration with the university as a whole, whose stated mission is to "foster excellence and innovation in teaching, outstanding research and creative activities". We subscribe to that mission as the items reflecting interdisciplinary research also testify.
- The MetroLAB Collaborative, the community engagement arm of our program, creates the opportunity for students to work on projects that are important to our community. These visioning exercises offer real world resistances and innovative learning and research opportunities to both our faculty and students.
- The Office of Undergraduate Research and Inquiry (OURI, http://www.fau.edu/ouri/) serves as a centralized support office for students and faculty who are engaged in undergraduate research and inquiry, and offers university-wide programs such as undergraduate research grants, the annual undergraduate research symposium, and the undergraduate research journal. Several students and faculty have been recognized with awards for their participation in these programs.
- All students have the opportunity to participate in faculty led field trips. In particular, southern Florida is an incredible urban laboratory and student projects range from sites in Miami and the Everglades to Palm Beach. All Architectural Design 6 students participate in a three-day field trip to Savannah, Georgia. The trip is partially financed by the School of Architecture and the cost to students is minimized.
- The local chapter of the AIA participates in "Lunch and Learn" sessions with our students approximately four times per semester. This program was inititated in fall, 2014.
- The protocol and policy documents available at the appropriate URL addresses in Section 3 – II.4 and in Section 4 – Supplemental Material testify to the fact that the University, College and School all subscribe to the values of optimism, respect, sharing, engagement, and innovation between and among all the members of our community. The vast array of student services that the university supplies are themselves testament to the fact that this university is a caring community. Similar documents inform faculty about the protocol and policies guiding their career development, for example the college's Promotion, Retention and Tenure document which is available online at http://cdsi.fau.edu/wp-content/uploads/application/pdf/pt-guidelines.pdf
- At the beginning of each semester, orientation meetings are held for the students and faculty at which all are advised of the focus of our learning ventures together, and the many and various facilities available and how they might be accessed by all. See list of documents and their URL addresses in Section 3 – II.4 and the hyperlink listed in Section 4 – Supplemental Material. Physical documentation will be located in the Team Room.

Studio Culture Policy
The school's chapter of the AIAS authored a Studio Culture policy in 2004. The Studio Culture Policy was most recently revised in 2016. The policy statement addresses the intellectual, ethical and professional intentions of the school. The statement also promotes productivity and efficiency, and encourages students to maintain a healthy studio environment. The school's AIAS faculty advisor meets with the AIAS monthly and advises them on all issues including the policy document. See the school's web site www.fau.edu/arch (Academic Resources tab, Student Handbook).

I.1.3 Social Equity
Our faculty reflects our commitment to diversity and multi-culturalism. Among the twelve full-time faculty, we speak ten different languages. We have many minorities represented; only one of us was born here in Broward County. We are therefore able to interact sensitively with our students, who are also of many different cultures. Altogether, our diversity is unique, and clearly demonstrates the distribution of the program's human and financial resources.

In contrast to our ethnic diversity, our gender diversity among full-time faculty, as opposed to adjunct instructors, has been long lacking, but we have recently made significant progress in that respect. After several faculty searches in the past years, we are happy to welcome a second highly qualified female faculty member, Dr. Wanda Liebermann. Her expertise will strengthen our commitment to social justice even further, because she specializes in the theories and practices of architecture in relation to the politics of disability rights and identity. Dr. Liebermann will help expand our existing orientation toward community outreach, with numerous studio programs developed by faculty members in collaboration with local agencies and communities. Recent examples in that respect include projects developed with the City of West Palm Beach for a historic African-American neighborhood and the Housing Authority of the City of Fort Lauderdale for an affordable housing complex downtown, among others. University resources for Social Equity include:

- **The Office of Equity, Inclusion and Compliance (EIC)** The Office of Equity, Inclusion and Compliance promotes a working and learning environment free from any form of unlawful discrimination or harassment. It focuses on the needs of the university community through establishing meaningful partnerships with faculty, students, staff, administrators and the public. This office supports the incorporation of inclusion and diversity in its programming as well as training initiatives. More information on its policies regarding Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives may be found on their website (http://www.fau.edu/eic/).)

- **Student Accessibility Services (SAS),** http://fau.edu/sas/ : The University provides an office for students with disabilities. It makes arrangement for reasonable accommodations to allow equal opportunities and access to learning for students with documented disabilities. The mission for this office follows: The mission of Student Accessibility Services (SAS) at Florida Atlantic University (FAU) is to support students with disabilities in their pursuit of equity and excellence in education. SAS works with FAU faculty and staff to ensure that reasonable accommodations are provided to allow this population of students an equal opportunity to learn in the classroom setting and to have access to all areas of FAU campuses. SAS fosters student self-advocacy and the development of compensatory skills that support independent learning. It is the responsibility of the student with a disability to self-report functional limitations of the disability as well as effective prior accommodations, and to provide SAS with appropriate written documentation from a licensed professional in the field concerning the specific diagnosis and expected academic limitations, and attend an intake interview with an SAS counselor. The submission of appropriate documentation is just one step in the process of registering for support services with the SAS. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter; however, accessibility services are available for students attending any of the six FAU campuses. All syllabi from the school contain official verbage that orients students toward this service.

- University's Policy on Sexual Harassment and Discrimination with the Grievance process is posted on line at https://www.fau.edu/eic/files/5.010_Anti-Discrimination_and_Anti-Harassment.pdf where it is freely accessible by all. A hard copy is available in the Team Room. All faculty are required to pass an on-line

workshop.

- Established policies regarding academic integrity are published in the University Catalog on line at https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf. All syllabi from the school contain official verbage that orients students toward this policy. The syllabi are available in the Team Room.

- Refer to the following link for Grade Review Procedures http://www.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf

I.1.4 Defining Perspectives

A. Collaboration and Leadership

The School of Architecture defines itself within an interdisciplinary college, a unique group of schools that collectively pursues research opportunities across traditional boundaries. The faculty's research breadth has played well towards the creation of collaborative projects and grants with other schools and colleges in the university, including the School of Urban Planning, the School of Social Work, the School of Criminal Justice, the College of Engineering, and the Dorothy Schmidt College of Arts and Letters. Housing, sustainable community development, Crime Prevention through Environment Design, (CPTED), and study abroad exemplify the kinds of projects and elective courses that attract students from multiple disciplines. The MetroLAB Collaborative provides opportunities for students to participate in community engagement projects that range in focus and include: mixed-use development for a historically African American neighborhood in West Palm Beach (funded by a non-profit development corporation); Civic Center Arts and Culture Planning and Design Project for the City of Pembroke Pines (funded by a grant from the National Endowment for the Arts); Walkability Analysis for Downtown Fort Lauderdale (funded by the City of Fort Lauderdale); and Botanizing the Asphalt of North Beach Village: Integrating Art and Resilient Design (funded by a grant from the National Endowment for the Arts). These projects allow students to assume a leadership role and participate in activities that have significance to our communities. They engage stakeholders and allied disciplines through design charrettes, community presentations, and collaborative/integrative design processes. In addition to the community projects cited above, the school's students engage in campus projects. In 2014-2015, President Kelly requested from the School of Architecture development of visioning studies for the Boca Campus entailing campus planning and visioning studies with focus points on a new convention and athletics facilities. In collaboration with Urban and Regional Planning the School of Architecture students also developed a study for the development of 20th Street that leads into the Boca campus. Collaboration and leadership roles are also pursued through a student-to-student mentorship program that engages fifth-year students mentoring first, second and third-year, (freshman, sophomore, junior) students in design studios. The above examples play a significant role in fostering teamwork, leadership roles, communication and a more acute awareness of human (social and political), natural and built ecologies in the public domain.

B. Design

Following the last Accreditation visit, the faculty of the school evaluated the curriculum and subsequently developed a revised course sequence to better respond to the needs of our students and the profession. This process included eliminating redundancies and adding several new courses, including two courses in representation, one research methods and writing course, and one urban design course (see flow chart). The representation courses reinforce the students' facility with analog and digital techniques; the research/writing course aims to improve their communication and critical thinking skills; and the urban design course expands their knowledge contexts.

In general terms, studio projects focus on a range of issues in a variety of contexts and scales of intervention. The design studio sequence is structured to engage specific design issues at each phase of the curriculum. Because our students enter the accredited program in their junior year and come from a variety of academic backgrounds, Junior Phase (Design 5 and 6) projects tend to be small to medium in scale and deal with design fundamentals (including environmental stewardship, climate, structure,

materiality, context and representation). The Senior Phase (Design 7 and 8) curriculum expands on the issues engaged in the junior year, with added emphasis on speculative design thinking and integration of technology in both the building design and the design process. As students move through the program, they are asked to engage projects of increased scope and complexity. The Thesis Phase (Design 9 and 10) curriculum focuses on architecture at the urban scale and integrative design. In Design 9, students typically work on a community engagement project at a large urban scale, often developing master plans for a significant area of the city, before developing a specific building project within that context. These projects are typically coordinated through the MetroLAB Collaborative. In Design 10, students focus on an integrative design project that is intended to bring together the knowledge acquired in all previous course work. The integration of objectives in core lecture courses with the design sequence and vice-versa, i.e. design and materials and methods of construction sequence, design and the structures sequence, design and the environmental technology sequence, design and the history and theory sequence, design and professional practice; remains a core goal in the pedagogical development of the program. To underscore place and time, ethically responsible climatic responses are also core to the present and future pedagogical vision of the program. Integrated into the design process, evaluative and generative approaches gauge degrees of complexity for each design level; A priori research methods often give way to speculative approaches causing positive learning experiences through the recognition of project limits; Experimentation parallels the development of technical expertise.

C.   Professional Opportunity

The School of Architecture has a diverse set of faculty members from five continents and licensed in seven different countries. (See Section – 3: I.2.1 and Table – 2, Faculty Credentials, Matrix for Licensure.) Faculty members pursue research in history, theory, advanced technologies, fine arts, building projects, and/or public service that pertain to their distinct cultural, educational, and geographical background. The research and creative activity of the faculty includes work in Florida, Georgia, South Carolina, Oregon, Texas, Venezuela, Columbia, Puerto Rico, Mexico, Great Britain, Sweden, Germany, Italy, Serbia, Uganda, Thailand, Japan, and Australia. The significance of the above contexts reflects upon the faculty's sensitivity towards student research, the education of students on both the breadth and collaborative nature of the profession, and design initiatives responsive to the human and natural conditions of a locality. It also stimulates the development of pedagogical constructs that encourage dialogue and argumentation concerning the "local-global" reality.

The faculty has lead or participated in programs linking the above educational theme to the profession and the community. Grants from the National Endowment for the Arts, the National Oceanic and Atmospheric Administration, Broward Metropolitan Planning Organization, Florida Department of Transportation, and the Broward County Cultural Division, as well as contracts for visioning studies for various local municipalities (Fort Lauderdale, Hollywood, Pembroke Pines, Lauderdale by the Sea, Delray Beach, Boca Raton) forward collaborative initiatives with a direct impact in the public domain.

The faculty involves students in co-curricular and extra-curricular activities that bring the growth and experiences from these collaborations into the pedagogical fold. Some of the above programs introduce students to leadership and communicative roles; core competencies exercised through public relation and negotiating skills with community and university administrative bodies. The school's student body also acquires the above skills and responsibilities through organizations such as the Student Advisory Council, formed by a representative from each design studio class and one faculty representative, and the student chapter of the American Institute of Architecture, (AIAS). The AIAS students are active in public service projects, all school meetings, and professional development through conference participation. In partnership with the local AIA Chapter, the school has established a "Lunch and Learn" program where local professionals meet with students and discuss their experiences in the profession, or provide workshops on specific topics. The above curricular, co-curricular, and extra-curricular activities are considered an integral part of leadership growth.

Many of our students begin working in the profession before graduation. Students are advised by faculty and encouraged to register with NCARB once they begin working. They are advised about the requirements for licensure and to register with NCARB to establish a record of their hours. The school

has a faculty IDP representative who has attended three of the past six conferences. However, because we understand that not all students will ultimately become licensed architects, students are also informed of alternate design profession paths that may be available to them. Architects, developers, and contractors offer seminars through the "Lunch and Learn" series as well as professional events sponsored by the AIA. The school's Institute for Design and Construction offers courses ranging from ARE exam preparation to construction management courses.

The dynamics of diverse situations and contexts reinforce critical thinking and communication. Students are provided diverse learning environments, including a multitude of local, state, and interstate field trips, as well as foreign and local visiting guest lecturers. The 2014 NCARB Award "Perfomative Parametric Design" helped bridge professional research in an academic setting. Students also participate in community engagement activities that are typically coordinated through the MetroLAB Collaborative. These activities allow students to experience real world resistances, and to work on visioning projects that have significance to our local municipalities. Recent projects have focused on such issues as housing, transportation, sea level rise. The diverse environments in which the students study, work, and serve prepare them for the transition to the profession; to distinguish issues specific to site, climate, and cultural context, and hence, to think and communicate at local, national and international levels.

The formation of each student relies on the school's ability to instill a profound sense of public responsibility through intellectual, ethical and professional intentions so that its graduates will continue to exercise their personal and professional growth beyond the academic setting. An opportunity to more closely track our alumni, their career choices and development now exists through the formation of a more active alumni association. This need will help us futher verify the professional paths of graduates, the partnerships they have formed and their perceived preparedness for professional practice.

D.   Stewardship of the Environment
The curriculum of our program is designed to engage stewardship of the environment at every phase. Beginning in their first semester, students are asked to directly engage climate and environment as specific design parameters, and to consider the impact of building in environmentally sensitive contexts. These issues are not relegated to a single course, but rather are addressed across the curriculum. While the first studios may address environmental stewardship more generally, advanced coursework may address the issue through studies of passive and active technologies, social implications of private and public space, urban design, or landscape/site design.
Research activities among faculty and students also focus on our responsibility to the planet. In 2013, the school hosted the ACSA fall conference (in collaboration with Queensland University of Technology) entitled "SubTropical Cities: Braving a New World - Design Interventions for Changing Climates." This conference was hosted simultaneously with the 2nd Annual Sea Level Rise Summit, hosted by the Florida Center for Environmental Studies and an exhibition in the MetroLAB entitled "Sea Level Rise and Fort Lauderdale: Hypothesizing Future Built Environments." Participants from both events were encouraged to attend activities across platforms as a means to diversify knowledge bases. Faculty members have also recently participated in the Resilient Redesign Workshop, and the 3rd Sea Level Rise Summit entitled "Connected Futures from Alaska to Florida."

Faculty members focus on research related to the sub-tropics, sea level rise, coastal development and engineered natural structures, transportation, urban development, and environmental technology. Students will benefit from direct participation in the research. This breadth of knowledge is engaged not only through academic research, but also through community-focused design studio projects, so students and stakeholders directly benefit from the work.

E.   Community and Social Responsibility
The MetroLAB Collaborative, the community engagement arm of our program, was conceptualized in January 2004 by the Department of Urban and Regional Planning (DURP) together with the School of Architecture. Originally called the Broward Community Design Collaborative, its mission is to engage faculty, students, and the community in collaborative activities that advance scholarship and improve the

well-being of the community within a metropolitan sub-tropical setting. The MetroLAB Collaborative endeavors to discover knowledge through inquiry, guided by the disciplines at the university, to address local and global challenges. It strives to explore, exchange, and apply knowledge and information for the mutual benefit, resilience, vitality, and health of our communities and the regional physical environment.

Students benefit from the activities of the MetroLAB through funded design studios, sponsored through grants and contracts awarded by local municipalities, developers, and national grant programs such as the National Endowment for the Arts (NEA) and The National Oceanic and Atmospheric Administration. These projects are typically engaged during the last year of the design studio curriculum (ARC 5328 or ARC 5352), when students address issues directly related to the community. Recent projects include an urban design framework for a historically African American neighborhood in West Palm Beach, where concerns about gentrification related to growth and development were directly addressed during a community meeting. Other examples include "Botanizing the Asphalt of North Beach Village," a project funded by the NEA, and "ADAPT: *Adaptation Design and Planning Tool for Urban Areas in the Coastal Zone*," both of which focus on sea level rise in our local community. Common to these projects is the idea that public space improvements assist in place making, and support more walkable, pedestrian, and alternative transportation friendly environments. These projects foster a sense of social responsibility in our students, and through design, allow them to address issues that have consequences beyond the design studio.

Students are also encouraged to participate in activities that benefit the community. Through the AIAS, students have participated in Freedom by Design and CanStruction. These activities enable them to address issues such as accessibility and hunger, and have a direct impact on the lives of their neighbors.

The faculty leads by example. Their civic engagement, participation on councils and committees in the community and region exemplify what we strive to instill in the students. Current participation include positions held on the following: Fort Lauderdale Downtown Council, the Fort Lauderdale Chapter of the American Institute of Architects, Broward Cultural Division Artist Selection Panel, Broward Cultural Division PAD Committee, Rotary Club of Fort Lauderdale, City of Fort Lauderdale Beach Redevelopment Advisory Board, Board of Directors, Greater Fort Lauderdale Alliance, Board of Directors, Greater Fort Chamber of Commerce, Board of Directors, Business for the Arts Broward, South Florida Music Guild, Southeast Florida Regional Compact on Climate Change, Sustainability Advisory Board for the City of Fort Lauderdale, Urban Perimeter Corridor Project, U.S. National Park Services, NAAB Visiting Team Member, ACSA Gulf Regional Director.

I.1.5 Long Range Planning

Introduction
The faculty updated the Strategic Plan for the School of Architecture in 2014-2015 in relation to the update of the University's Strategic Plan for the Race to Excellence in 2015. The School of Architecture Strategic Plan clarifies the role of the School of Architecture in supporting the University Goals and its "Pillars and Platforms." While in consideration of the above, the faculty recognized the need for a bottom-up approach in order to consolidate previous goals and work through detailed actions towards meetings those goals.

Process
The above 2015 goals, strategies and tactics are deemed necessary to the next stage of development in the program and were written in response to 1) the 2013 self-study, 2) faculty ideas in both formal settings such as faculty meetings and informal meetings with the Director of the school and 3) student involvement through the Student Advisory Council and the AIAS to meet needs in the school. Ideas were brought together, discussed among faculty and formalized into flow charts. See "School of Architecture Goals, 2015-2020." in Section 4 – Supplemental Material,
(https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing)

The Role of the Five Perspectives
The five perspectives are an integral part of the above process, (analysis and reflection) of long-range planning, and serve as part of the critical base for the development of the program. Examples of how they have been enacted are sketched above. Other research and pedagogical activities by faculty and students are listed under Section 3.1.1 and in the abridged faculty C.V. located at https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing
in Section 4 – Supplemental Material.

Data and Information Sources
The data and information sources used in the development of the above include the Design 10 (the comprehensive design studio course) Final Review Surveys and are completed by both internal faculty and external reviewers. This information is used to complete a formal assessment report to the university. Student Perception of Learning, (SPOT) evaluations are also used to assess performance. These are reviewed each semester by faculty and the Director. A sample survey form of each of the above are included in Section – 4: Supplemental Material.

Student Advisory Council
The Student Advisory Council brings to the attention of the faculty problems, discrepancies and learning issues facing students. These issues, when they arise, are discussed in the faculty meetings and actions are taken to resolve them when deemed appropriate. The council consists of one student representative for each design studio section. The council meets once monthly with the faculty advisor. Concerns are then addressed by the director and faculty.

Other Programmatic and Institutional Planning Initiatives
The MetroLAB Collaborative is vital to the fulfillment of the school's perspectives including sustainable practices as are the School's initiatives through public exhibitions of student and faculty research. The goals, strategies and tactics developed within the school form the aggregate whole that complement the **vision, values and goals** of the university and bolster many of the platforms set forth in the university's strategic plan. The complete University Mission Statement and its Vision, Values and Goals can be found https://www.fau.edu/access/mission-vision-values.phpat_http/ An abridged version of the University Mission is included in Section 4 – Supplemental Material of this report. See
https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing

Recognizing the need to continually reassess our goals against the evolution and development of institutional priorities, the elements of the 2010 School of Architecture Strategic Plan are inserted under the appropriate headings with the status indicated.

The school's current Goals and status follow below: A flow-chart with all planned Strategies and Tactics towards meeting these goals are located under the hyperlink address in Section 4 – Supplemental Material under "SoA Goals Chart, 2014-2018." Many of the previous (2010) and current (2015) goals overlap and continue to build strategies and tactics towards fully achieving a broader and in-depth vision for the development of the program. Others address a needed reassessment of facility growth including archival and research space, the library collection, and overall bettering the quality of services to our student body.

The School reviews its mission and goals on an annual basis. As mentioned above, the revision of the school's mission statement in 2014 was an outcome of identified needs and revisions to the program's curriculum and in relation to the five perspectives.

2014-2018 School of Architecture Goals
The plan is comprised of 8 Goals and 29 Strategies, each with multiple Tactics. ("SoA Goals Chart, 2014-2018" listed in Section 4 – Supplemental Material) The goals were guided by 1) an overall assessment (including a 2013 Self-Study) of the needs of the school's program and 2) the current University' Strategic Plan. The following list outlines the goals and a synthesis of the strategies/tactics that have been implemented or achieved since fall 2014.

Goal 1: Enriching Education

- (2014) "Writing Across the Curriculum" (WAC) course in Research Methods and Analysis implemented.
- (2014) Developed and implemented a Minor in Architectural Studies.
- (2014) Promoted and increased community base design initiatives through the MetroLAB Collaborative.
- (2014) Increased funding for the School's Lecture Series.
- (2015) Established woodshop agreement with the College of Arts and Letters on the Boca Campus.
- (2015) Initiated student funding and scholarships for conference and research opportunities.
- (2015) Increased professional seminars and workshops.

Goal 2. Enable the Careers of our Students & Graduates

- (2014) Established a liaison with the local chapter of the AIA; invites AIA architects to monthly "Lunch and Learn" talks for students at the school.
- (2014) AIA Fort Lauderdale established two annual student scholarship awards.
- (2015) Fostered professional opportunities through structured pipeline of advertising job opportunities.
- (2015) Promoted participation of student work in AIA awards program. Students have received awards.

In-Progress:

- Structure student-run career office within the school (to be a coordinated web portal with the FAU Career Development Center).
- Establish and promote attendance to résumé workshops.
- Structure faculty advising including "exit" strategy for students' career trajectories.
- Improve IDP / NCARB (professional registration board) through biannual student outreach, advising and conference attendance.

Goal 3. Expand Community Engagement Activities

- (2015) Implemented advertisement of public lecture series and exhibitions to alumni and professional community.

In-Progress:

- (2016) Expand community partnerships and outreach. Currently working with Broward Cultural Division, Miami AIA, and Palm Beach AIA.
- Identify other venues and promote school's role in the community, and specifically in relation to the five perspectives.

Goal 4. Promoting Cultures of Inquiry: Inspire Research, Scholarship and Creative Activities:

- (2015) Promoted the University's Distinction through Discovery, theundergraduate student research program, with a net increase of faculty participation. (Five of nine faculty participated).
- (2014-15) Develop a Master of Architecture and/or Master of Science in Architecture program. Curriculum Committee Completed Phase 1, "Feasibility" and Phase 2, "Framework" for MS Arch /MArch programs.
- (2015-16) Financed student-faculty travel opportunities to conferences and workshops. (These included the National Conference on the Beginning Design Student in Houston and the Smart Geometry Workshop in Gothenburg, Sweden).
- (2015) Technology grants awarded to faculty (Assoc. Professors Vermisso and Thitisawat); NCARB award granted to faculty (Assoc. Professors Vermisso and Thitisawat); invited outside visiting professor

Philip Beasley to lecture and conduct a workshop; the above has enhanced our ability to acquire learning tools that prepare our students with an expanded skillset.

- (2015) Structured and implemented a student-to-student mentorship program for the lower divisions and junior design level (mentored by 5th year students).
- Increased financial support for faculty exchanges and travel by 100%.
- (2015) Fostered cross-disciplinary research and collaborations: 20th Street Corridor Project.

In-Progress:

- Establish student-run work archive showcasing the best student work, and documenting the history of the school's evolution through the advances made in visual learning.

Goal 5. Strengthen student and faculty physical resources

- (2014) Completed future space planning allocations including square footage and reported potential impact of such allocations with the goal of creating a top tier school of architecture. These include allocations for a visual work archive, historical archive, expanded shop facilities, student lounge, and moving the library collection into our building.
- (2015) Dedicated space for photographic documentation of work.
- (2015) Acquired adjunct office.
- (2014) Built new cutting area in student lab.
- (2016) Increased storage units for students in Boca Campus studios.

In-Progress:

- Currently lobbying for more equity in campus life opportunities for the students located at the Fort Lauderdale campus.
- Working to obtain a long-term commitment from the FAU administration towards establishing a plan and timeline for implementation of facilities improvement in correlation with increased enrollment and in conjunction with MSArch / MArch degree proposal.

Goal 6. Increase student and faculty financial resources:

- (2015) See the Institute for Design and Construction (IDaC) summary below.
- (2014) Established George Maringer Memorial Fund.
- (2015) Restored library budget that had been reduced by 80%.

In-Progress:

- Consolidation of donors.
- Alumni outreach and development of a coordinated SoA Alumni Association.

Goal 7. Strengthen retention and matriculation outcomes:

- (2015) Implemented structured advising plan coordinated with College's advising department.
- (2014) Developed Progression and Retention Policy (ratified by faculty).
- (2015) Developed a recruitment matrix to attract higher qualified applicant pool.
- (2016) Changed ARC-MURP agreement in coordination with the Director of Urban and Regional Planning; goal of bettering student performance and in particular, timely graduation rates in architecture. This change also addressed and improved a student's ability to receive financial aid during undergraduate studies.
- (2016) Set higher threshold for FTIC applicants.
- (2016) Rebuilding of the School's web-site, (in-progress).

Goal 8. Advertise Student and Faculty Accomplishments to promote recruitment, fund raising and alumni involvement.

- (2015) Internal publications by Professor Lyn and Professor Huber funded by President Kelly.
- (2016) Set up clear protocol within the school for all web-based press releases.

Student Employment:

- (2015) Assistant to the school's secretary (federally funded work-study program).
- (2014) OSHA certified Woodshop Assistant; extends woodshop hours to students by 20 per week (60 total).
- (2015) Student Web-Master for the posting of web-based material on the web site; 10 hours per week.
- (2014) Teachers' Assistants for large lecture classes; paid positions.
- (2015) IDaC: One student employed 20 hours per week.
- (2015) Assistant to IDaC and Alumni Development: one student employed 5-10 hours per week.
- (2016) Student Editorial Board: one student volunteer from each class level and faculty advisor.
- (2016) Student (paid position) for the photography lab, to document student and faculty work.

In-Progress:

- (2016) Established student run editorial board for web site and annual publication.
- (2017) Career Development Assistant: one paid position for five hours weekly.

Recruitment Efforts
- (2015) Targeted list of high schools with STEM and other programs in the arts and sciences related to architecture covering the tri-county area with contact information at each school's counseling office. This list is shared with the FAU recruitment team.
- (2015) Meetings conducted with the FAU recruitment team and the "Links" representative for Broward College and Miami Dade College; presentations at Palm Beach State College, Broward College and Miami Dade College;

The Institute for Design and Construction (IDaC)
The Institute for Design and Construction (IDaC) was dissolved by the University Administration in the spring of 2015. It suffered significant losses in 2008 and 2009, (circa $130,000) and remained even for the subsequent five years. Upon his request, in July 2015, the Director of the School received authorization from the University to reopen IDaC, acted as Director of IDaC, and initiated a new operating structure comprised of two students. In the first twelve months, IDaC has netted approximately $60,000 in profits. Following the faculty approval, these profits will be used to further compensate student employment in the school, extend travel opportunities to students and faculty, sponsor professional workshops, appoint faculty research assistants, and fund school publications.

Recent Faculty Searches
- The school successfully completed the hire of Jeff Huber who began in the fall of 2014.
- The school successfully completed the hire of Dr. Wanda Liebermann who will begin at FAU in December of 2016.
- In the spring of 2016, the school successfully completed the hire of Luke Jenkins, (Master in Humanitarian Design) to head our woodshop and technology labs. He also teaches courses in furniture design and related topics.

Curriculum
- Development of Master of Architecture/Master of Science in Architecture. During 2015, we continued to research models that could best fit academic inspirations, the profession's evolution, environmental needs and our current faculty' strengths in order to write a feasible proposal for a Master/MS of

Architecture program.

Current (2014-2016) Unfulfilled Strategies & Tactics or Actions

- A long-term facility improvement plan with determined deadlines with the University' Administration.
- Address the School's library collection, the public library's services and availability to the students and faculty.
- Strengthening of faculty advising, including job 'exit strategies' and portfolio reviews of graduating student body.

Past 2010 School of Architecture Goals:

1. (2010.1.a.) Develop a student-to-student mentoring program. (Initiated in Fall 2015)
2. (2010.1.b.) Establish an annual seminar for faculty in AA programs to review lower division curricula and learning objectives, and to demonstrate the quality of the FAU program to area community colleges. (Summer 2012, and unfulfilled to date).
3. (2010.1.c.) Develop tracking systems for recruitment and retention of the best students in our lower division, upper division, and master's programs. (Fall 2015)
4. (2010.1.d.) Create a permanent summer career camp for high school students interested in architecture or allied fields. (Summer 2012)
5. (2010.1.e.) Improve our ranking to attract more high-ability students. (Unfulfilled)
6. Develop a travel program for community high school students. (Unfulfilled)
7. Increase sponsored funding for student travel. (Partially fulfilled, Fall 2015)

- (2010.2.a) Develop academic concentrations in the following areas to expand the breadth and depth of academic programs in: Design for Healthcare, Design for Healthy Environments, Parametric/Biometric Design for Subtropical Sustainability, Design Science and Engineering Ethics (Fall 2012. Courses adopted as of AY 2010-2011 include: ARC 6598 Sustainability and Tropical Architecture, ARC 6691 Design for Human Health, and ARC 6187 Advanced Media Applications for Architectural Design).
- (2010.2.b.) Continue and strengthen Continuing Education programs offered to the professional community through the Institute for Design & Construction (IDAC). (Ongoing)
- (2010.2.c.) Expand the integration of our specialized in-house training (Ecotect, Computational Fluid Dynamics, CNC router, laser cutter, and other digital media) within the design process, so the students become specialists themselves, thereby raising the bar in design expectations. (Ongoing)
- (2010.2.d.) Expand IDP program by establishing a formal tracking network with area architectural firms.
- (2010.2.e.) Align academic goals to adequately address the future needs of the profession, through the development of local knowledge for smarter design solutions to global problems. (Ongoing)
- Implement new degree program for upper division pre-professional students. (Unfulfilled)
- (2010.3.a.) Foster and implement design inquiry in disciplines and areas outside architecture and urban planning. (Ongoing: Established recommended elective list outside of discipline.)
- (2010.3.b.) Engage in local and international efforts to improve teaching and research in architecture and design. (Ongoing. MOU with Dessau Institute of Architecture at the Anhalt University of Applied Sciences for faculty and student exchange and collaboration with the QUT for jointly hosting the 3rd International Subtropical Cities Conference and develop an international Cooperative Research Program to address energy efficiency research, GHG reduction, and climate change research in the areas of design, planning, and public policy. Exchange program with Chulalongkorn University.
- (2010.3.c.) Expand research in the area of pedagogy in order to contribute to the development of the creative thinking skills. (Fall 2011)
- (2010.3.d.) Build research capacity in the areas of developing the social and physical metrics of sustainable design. (Ongoing. Funded research underway for study of the assessment of design criteria for outdoor comfort in a subtropical environment.)
- (2010.3.e.) Achieve international recognition for the quality of our program and the outcomes of our exchanges and collaborations with other institutions. (Fall 2011, 2013 - 2015: international conferences and faculty research achievements)
- (2010.3.f.) Build an awareness of architecture as a social and political endeavor, in conjunction with the broader context of the college by strengthening the study of architecture in urban settings, including the broader regional environment. (Fall 2015)

- (2010.3.g.) Expand the opportunities for funded collaborative design and action research and build research collaborations with other faculty across disciplines, particularly with Planning, Social Work, Public Administration, Criminal Justice, and Civil and Environmental Engineering. (Fall 2011)
- (2010.3.h.) Double the size of the University's architectural library. (Fall 2020)
- (2010.3.i.) Implement the Master of Science degree program. (In-progress)
- (2010.3.j.) Host a national, or international conference tied to developing ongoing research collaborations. (Spring 2011, Fall 2013)
- (2010.4.a.) Expand the School of Architecture's Advisory Council (comprised of local, regional and national representatives and practitioners) to guide program development and identify future needs of the profession. (Unfulfilled)
- (2010.4.b.) Improve communication to internal and external audiences about the school's community outreach activities. (Ongoing)
- (2010.4.c.) Continue to support the Broward Community Design Collaborative (now called the MetroLAB Collaborative) design and interdisciplinary research initiatives that satisfy community needs. (Ongoing)
- (2010.5.a.) Continue to expand and improve the digital and environmental computational resources at the School of Architecture. (Ongoing)
- (2010.5.b.) Improve design studio outcomes through the integration of specialized in-house training for computational tools within the design process. (Ongoing)
- (2010.5.c.) Improve our national profile in the areas of digital technology and resources to attract graduate level students and researchers. (Fall 2015)
- (2010.6.a.) Provide additional design studio space for lower division and graduate programs. (Fall 2011)
- (2010.6.b.) Provide space for a materials lab, digital design and computer lab, student study room, and storage. (Partially fulfilled, 2014)
- (2010.6.c.) Provide students with more opportunities to interact with urban density and historical context and assist the facilities department to increase connectivity to the physical, social and cultural context of the downtown campus. (Fall 2012)
- (2010.6.d.) Expand facilities to support a praxis-oriented approach for improved outreach and design build opportunities within the community. (Fall 2016)
- (2010.6.e.) Seek to improve transportation options between campuses for students and faculty and improved access to cross and inter-disciplinary research, testing, and library facilities on the Boca Raton campus. (Fall 2012)
- (2010.7.a.) Define and build a clear and broadly recognized profile for the school. (Fall 2020)
- (2010.7.b.) Enhance communications to showcase the accomplishments of the School in South Florida and in the Caribbean and Latin American region. (Fall 2020)
- (2010.7.c.) Increase the availability of exchange programs and collaboration with other institutions nationally and abroad. (Fall 2020)
- (2010.7.d.) Work with university communications to raise awareness of the work and achievements of the School of Architecture within our local community. (Fall 2012 and ongoing)
- (2010.7.e.) Encourage better networking and collaboration with other local universities through local symposia, lectures, and social events aimed at attracting students and faculty. (Fall 2015)
- (2010.7.f.) Develop an effective digital media tool to communicate events and achievements at the School of Architecture. (Fall 2012)

I.1.6 Assessment

I.1.6.A. Program Self-Assessment

Assessment Process
The Curriculum Committee leads the program's self-assessment process. The process by which the faculty evaluates the program's mission, identifies and plans program objectives for student learning is three-fold, and tiered to inform the evolution of the program at a) the individual course level, b) at each

phase level, and c) at the curriculum level as a whole. This three-fold process utilizes the following internal mechanisms: 1. A Faculty-wide review of all studio work is completed at the end of each academic year. Faculty discuss weaknesses, strengths and opportunities to enhance coursework based on the review and in relation to the course objectives, (including SPC's), methods of delivery and outcomes. 2. Phase coordinators for each level work with faculty teams to review and revise learning compacts for courses offered in each level. 3. The faculty identifies deficiencies, strengths and opportunities in the existing curriculum and also highlights those portions of curriculum that act as reinforcement to other courses within the curriculum. (Hence, the overlap in SPC allocations is driven by the need to reinforce ability and understanding across the curriculum.) New and existing course objectives are then proposed and discussed in faculty meetings.

Outside critics and jurors are invited to review and assess students at all levels, and in particular, during the Design 10 or comprehensive design studio both at midterm reviews and at the end of the semester. An Assessment Plan made up of the Academic Learning Compacts and Student Learning Outcomes is submitted annually to the University. The data is also reviewed by faculty in order to better evaluate strengths and deficiencies in the program.

As mentioned above, the faculty convenes for extended meetings at least once per year to discuss and critique the curriculum and course results to determine where adjustments may be needed. There are presentations by faculty of studio pedagogy and design work from each of the five levels. Future curricular agendas are also set at this time in coordination with program goals for the following academic year.

See Section 4: Supplemental Material,
(https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing) for the curriculum development chart for the studio design course criteria.

Regular faculty meetings and a curriculum-wide review of our design studio sequence all resulted in the curriculum matrix submitted with this document. Precise input was sought with regard to the perspectives and refinement of the Long Range Plan. The faculty is requested to take an active part in providing input to this assessment by specifically answering the questions about our strengths, opportunities and challenges. All of the faculty are given the opportunity to edit the copy and make suggestions and changes at that time.

In 2013, the University also requested a self-assessment, an external review of all programs. The School of Architecture's Self-Study report at this interim period helped to redefined perspectives identify strengths and deficiencies, and included candid criticisms and ideas towards bettering the program.

The above Long-Range Plan (see "Goals") demonstrates that the School of Architecture integrates its Strategic Plan closely to the goals of the University's Strategic Plan, and that we are progressing in the fulfillment of our own mission. The current and past goals, and the achieved strategies and tactics, partially address the curricular progress and deficiencies in relation to the program's mission.

I.1.6.B. Curricular Assessment and Development
Following the last NAAB Accreditation visit to the FAU School of Architecture, the faculty reviewed the VTR. Subsequently, the school made revisions to the curriculum. We have since added one Writing Across the Curriculum course (ARC 3091 - Research Methods and Analysis), two courses in representation (ARC 3133 and ARC 2185C), and one urban design course (ARC 6305). All existing courses were evaluated in terms of how they supported the design studio sequence, and some courses were moved to better address the needs of our studio-based curriculum. We streamlined the Professional Practice sequence, and suspended the graduate level Project Research Methods course to gain the credits needed to add the new courses.

Research methods, written communication, and graphic communication (both analog and digital) are now

engaged earlier in the curriculum to give the students a stronger foundation from which they might achieve their learning objectives. Other specific curricular changes include more focus on urban design in relation to architecture at the Junior Phase (through initiatives such as the yearly Savannah trip and studio) and at the Thesis Phase (through community engagement projects that focus on urban design issues in our local context).

This process was led by the Curriculum Committee, which typically consists of each phase coordinator (Lower Division, Junior, Senior, and Thesis Phases) and the Director of the school. Through a series of meetings with the faculty at large, the school developed the current curriculum flow chart. The faculty convenes for extended meetings at least once per year to discuss and critique the curriculum and course results to determine where adjustments may be needed. There are presentations by faculty of studio pedagogy and design work from each of the five levels. As stated above, (see Process) outside jurors are also invited for the Design 10 as well as other studio levels. For Design 10 assessment, outside jurors and faculty complete an assessment chart for each student. Future curricular agendas are also set at this time in coordination with program goals for the following academic year.

Student Perception of Teaching

The Student Perception of Teaching (SPOT) data have not been discussed in any public forum. Because of the SPOT structure, they impact curricular assessment only in an indirect manner. Overall averages and comparisons with University-wide averages are shared among faculty on an annual basis when faculty conduct their self-evaluations. SPOT deficiencies and solutions are discussed privately between the Director of the school and individual faculty members annually. Peer faculty observations are conducted for tenure-track faculty once per year. These peer reviews focus primarily on delivery and communication of course content. However, they also increase faculty understanding of course content across diverse areas of expertise among peers. Hence, this process can impact curricular assessment and development, as well as the overall pedagogical focus of the program. A facsimile of the Student Perception of Teaching chart is attached. See Section – 4, Supplemental Material. (https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing)

School of Architecture
Curricular Assessment Process

Curriculum Committee

New Program and Proposed Curricular Changes

Curricular Assessment and Development

Faculty Approval

Individual Course Review

Phase Review (Jr/Sr/Thesis)

Full Faculty Program Review

College Curriculum Committee

Academic Learning Compacts (Outside Assessment)

Faculty Approval

University Curriculum Committee

Provost or University Senate

President

Board of Trustees

Challenges, Strengths and Opportunities Faced by the Program while Continuously Improving Learning Opportunities

The progress in resolving the causes of concern identified at the time of the last visit have been addressed in Section 2 of this report. In addition to those concerns, the faculty recognizes the need for development of a broad perspective within the structure of the school, college and university. Some of the challenges, strengths and opportunities are broadly based issues of pedagogy and the philosophical positioning of the program, to more specific issues dealing with the day to day activities and resources of the s chool that can affect quality of research, teaching and service. The faculty recognizes the importance of discussion and argument as they move forward to address the pedagogical issues of the school.

Challenges

- The idiosyncrasy of each faculty member's value and the encouragement of a certain "latitude" in which experimentation can grow, should help advance speculative frameworks of thought. The work of design is becoming more "open-ended" and it is our responsibility to respond to this shift.

- We recognize the threat of succumbing to the pressures of the market and politics to lose the intellectual curiosity and breadth by reducing the program to a technical service for the profession. We need to better build the technical expertise of our undergraduates, but always within the speculative framework of design and research. (Particular to the State of Florida, is a state funding model with performance metrics. School's in the State of Florida are challenged to meet rentention and rate of graduation metrics, among others.)

- Selection/engagement/guidance/utilization of part-time faculty – too large a group of people – too large an impact to the program to ignore – too familiar an issue to not bring to the table.☐ More formal mentoring of part-time faculty can impact program outcomes.

- Encouraging students to approach their education in a holistic manner has also been a challenge for faculty and advisors. While much of our student body embrace elective studies across the arts, humanities and sciences, many choose electives that neither appear on the recommended list of electives nor contribute to a balanced and well-rounded education. Within the program, architecture electives are offered across the areas of history and theory, computation and digital technology, emerging form, color and space, furniture design, historic preservation and sub-tropical sustainability. Each area of elective offering reinforces the program's mission and is reflected in the school's perspectives.

- We must seek creative ways to build the school's services as there is a lack of some physical resources, primarily space allocation for materials and research equipment, storage for a student work archive and an increase in area for the woodshop and fabrication labs.

Strengths

- The College for Design and Social Inquiry is an incubator for interdisciplinary research efforts which also are intended for the public's benefit in a very practical manner, thus fulfilling the university's own mission.

- The diversity of the faculty and student body in an urban location enables rich cross-cultural interactions for learning. There is faculty consensus that we need to better capitalize on this uniqueness of FAU's School of Architecture as a tangible urban outpost teaching establishment. The combination of various areas of expertise can complement each other well, and the

faculty's international perspective that does not restrict application of scholarship to the South Florida region, is another asset. The faculty also recognizes the importance of engaging and integrating curricular and non-curricular activities in local art and design, both on a grass-roots level (artists groups, professional workshops), and at an institutional level. Institutional examples of where the school is active include the Cultural Division of Broward County, Art Serve, and volunteer work on local committees such as Public Art and Design. Through the MetroLAB Collaborative, outreach and community engagement efforts can accelerate in the near future. An advisory board of community members and stakeholders could be established with the aim of helping the program identify community needs and potential project proposals.

Opportunities

- The architectural work done by faculty and students could focus more broadly on urban inquiry in a world becoming more and more urbanized. There is also consensus that the program should maintain the limited enrollment due to current space allocations and the technological support that is critical to student progress and exposure to state of the art facilities. The student body benefits immensely from increased interaction with the faculty, an opportunity to build depth into the student learning experience. Issues dealing with climate change and energy efficiency have become more widely recognized by faculty as central to an ethical core. This area can be better integrated into the design sequence.

- While the 2010 accreditation was successful, faculty also recognize that improvement in both ability and understanding of student outcomes can be made through the cross-pollination of NAAB criteria throughout the curriculum. In connection to an overall critical attitude that the faculty stresses, it is recognized that both technical preparation of our students must improve and simultaneously there is a need as a faculty to develop more innovative pedagogical agendas within the curriculum.

- At the administrative level, the school expended much effort to improve student culture by establishing more student work opportunities within the school. In the past two years, the student have greatly contributed to the more efficient operation of the program.

- There is a need for better support in the advertisement and public exposure of the program in the region. This implies strategic planning, professional graphic design and promotion.

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met
I.2.2 Administrative Structure and Governance

Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are not appropriate (or inadequate) for the program

Visiting Team Report [2011]: Governance participation at the faculty level appears to be adequate as noted elsewhere. However the student council appears to have been inactive for the past semester, and met infrequently the previous semester. Students that the team spoke with generally were not aware of its existence or the process for selection of student representatives, and do not participate in university-wide committees.

Of greater concern to the team, while the personal relationships between students and individual faculty members suggested approachability if a student were motivated to discuss a problem, the team believes that there is not a general understanding that equitable processes are in place to resolve issues or

grievances in a formal setting.

Program Activities in Response [2011] None

Program Activities in Response – Year of APR [2016]:

Each semester, the School holds an All School Meeting (faculty and students must attend) at which:

faculty are introduced, and each indicates research interests; the student body leaders are introduced; the University's Organizational Chart is displayed and explained; a Campus Security personnel address students; campus safety issues are reviewed; physical resources are reviewed; University and Program Strategic Plans and Missions are reiterated, and grievance policies are reviewed.

Since this is considerable information to absorb, students are referred to more in-depth coverage found in the online University Catalog, Student Handbook, Studio Culture policy, and school webpage.

The Director describes the purpose of the elected Student Advisory Board. This group meets with a faculty representative several times each semester. The faculty representative then brings concerns that he/she is unable to resolve to the faculty meeting. At that meeting, faculty members propose solutions and the program for implementation.

Two student leaders of the AIAS and a Student Advisory Board representative are periodically invited to the faculty meetings to present issues of student involvement.

Senior-level students are now being employed as Teacher Assistants, as part of the Mentoring Program, as well as in other job positions in the school. These students act as an informal pipeline of communication between students and the school's administration. See School Administrative Structure, Section I.2.5.

The Student Handbook, available on the web, outlines the formal organization of the school. Among other helpful topics, the handbook provides students information on:

- the variety of Student Support Facilities available and their respective locations
- the Writing Lab, which is online,
- the Office for Undergraduate Research and its opportunities
- FAU Student Accessibility Services office,
- the Career Development Center
- the library resources and visual database
- Computer Lab and technical Staff
- security personnel and contact methods
- parking facilities

Program Response to Conditions Not Met

A.1. Communication Skills: Ability to read, write, speak and listen effectively.

   [X] Not Met

2011 Team Assessment: The team found that low-pass examples of writing in history and theory classes as well as other essay responses were completely inadequate, and that even high-pass writing examples had significant syntax and spelling errors that were not corrected by faculty. The overwhelming majority of graphic boards also had spelling, usage, and grammatical errors.

Reading comprehension as demonstrated through critical essays had similar issues, and presentation skills as demonstrated through video evidence and observed presentations were inconsistent and

generally weak.

The team is sympathetic to circumstances of a poor public education system and a high proportion of both students and faculty for whom English is a second language. However the team feels that the NAAB criterion should not be relaxed for these circumstances and in fact, these circumstances are cause for an even more focused attention by the school on communication skills.

The team wishes to acknowledge that the admission process requires a writing sample; English and writing skills are part of the university curriculum; and writing assistance is available on the Boca Raton campus. However due to systemic communications issues noted in Causes of Concern as well as the remoteness of the architecture program from the main campus, the team felt these measures were inadequate to address writing skills within the upper level curriculum.

Program Activities in Response [2011]

The School admits the students need to improve their communication skills. Several of the faculty are taking, or have taken, the Writing Across the Curriculum workshop the University offers so that we may make a concerted effort to remediate this deficiency. The university also provides a writing tutor service that is available on both the Boca and Davie campuses. For our downtown students, help is also available online at the Writing Center, http://www.fau.edu/ucew/contact/contact.php

Program Activities in Response] – Year of APR [2016]

The faculty recognizes this problem and has developed a class for the incoming third-year level students. ARC 3091, *Research Methods and Analysis*, is intended to develop research ability, refine critical thinking skills, and improve writing and oral communication. This is a "Writing Across the Curriculum" (WAC) course, and has specific weekly writing assignments that make up the course deliverables. It is being taught for the third year in fall 2016. An assessment of its limits will be implemented in spring 2017.

In studio courses, more focus has been given to instruction in public speaking during project presentations. The most significant results appear to be among the thesis level students as they are also required to do public presentations. The University Writing Center no longer maintains an office as reported in the 2013 Interim Report. A public speaking course for this campus as reported in the 2013 Interim Report was offered one time. It has not been fully implemented into the elective course rotation.

II.4.5 ARE Pass Rates
[X] Not Met

Program Response to Conditions Not Met
2011 Team Assessment: See Causes of Concern statement which follows.

Program Response for Causes of Concern reported in the VTR 2011
A. ARE Reporting – Prometric

Condition II.4.5 ARE Pass Rates is not met due solely to circumstances beyond the control of the program. Prometric, the testing consultant for NCARB, neglected to list FAU as a response option for students taking the ARE. The team confirmed that statistics are unavailable on NCARB's website. The team understands that this is remedied, and that statistics from this point forward will be available.

Program Activities in Response – Year of APR [2016]

The School's webpage posts the ARE Pass Rates for the past five years (through 2015) and provides a link to NCARB's website on the same. See http://cdsi.fau.edu/soa/current-students/links-of-interest/

Program Response for Causes of Concern reported in the VTR 2011
B. Library Access

Access to the adjacent library has been severely curtailed by construction activities that are expected to endure through mid-2012. Operational hours are limited; the library is open until 6 pm on Monday, Thursday and Friday, and until 8 pm on Tuesday and Wednesday, and completely closed on weekends.

Because of the precarious level of funding at the state level, the team was unable to ascertain whether the hour situation would be permanent, or whether evening and weekend hours would resume after completion of renovations.

Because of the nature of the program that serves a high number of evening students and part-time students who work full-time or part-time, the limited hours make access inconvenient if not impossible for a great number of students.

The team would like to emphasize the fundamental importance of access to the unique FAU collection of architectural books and periodicals within the Broward County branch. These resources as well as the services of the specialized reference librarians are not duplicated by other university or public libraries.

The limited hours are a serious and critical issue and require immediate attention. The team does not believe the administration at the upper levels has been aware of, or comprehends the severity of the problem, or its importance to the program's continuing accreditation.

Program Activities in Response [2011]

To address the Visiting Team's concern Associate Provost Anthony Abbate, Assistant Vice President Phyllis Bebko, Dean Rosalyn Carter and I met with the Librarian for Broward County Robert Cannon and the Director of the Main Library for Broward County Cynthia Shulman on October 17, 2011.

We noted for the group that the NAAB Conditions for Accreditation 2009 1.2.5 Information Resources on page 16 states "… that all students, faculty and staff have *convenient access* to literature, information, visual, and digital resources that support professional education in the field of architecture." (Italics mine) and that the legal contract between Broward County and Florida Atlantic University for the fiscal year 2010-2011 revealed under Scope of Services 1.5 the following:

"BCPLS (Broward County Public Library System) shall provide the same general library services and hours of operation for FAU students, faculty and staff that is provides to its regular clientele except that, ***in its sole discretion***, it may also provide other academic library services and hours needed by FAU." (Italics mine)

At the meeting Mr. Cannon explained that the library was damaged during Hurricane Wilma and that a FEMA grant had been obtained to install hurricane proof windows and doors at all openings. It is due to this undertaking that the library closes on Friday at 5.00pm and reopens at 10am on Mondays giving the construction crew the entire weekend to work unimpeded by interruptions from the public.

While it is recognized that these improvements will indeed enhance the safety and security of the library collection, including the architecture collection, it does hamper the access for the students, faculty and staff.
.
Unfortunately a recent memo from Mr Cannon dated October 21st reveals that due to existing arrangements for community groups to use the library on Wednesday evenings into the future he cannot change that day for Thursday.   So, we are left with access only on Tuesday and Wednesday evenings until 8pm until the library repair is complete.

This concern about operating hours was also addressed by Dean Miller of the Wimberley Library on the Boca Campus requesting information in response to the pending SACS 2012 visit. He was told by the Library Director Bob Cannon on June 30, 2011 that "Once the window project is completed in the late spring of 2012 (all windows will be replaced by the latest hurricane standards via a FEMA grant) we intend to restore all Main hours (four evenings, Saturday and Sunday)."

Program Activities in Response – Year of APR [2016]

With construction completed, Broward County Main Library hours have increased whereby the library is now available to our students as follows:

Mon. Thurs. Fri.	10.00am until 5.00pm
Tues. and Wed.	12:00pm until 8.00pm
Saturday	10.00am until 6.00pm
Sunday closed	

The total number of hours that the library remains open to faculty and students is now 48 hours weekly. This is a great improvement from the 32 hours from 2011 to 2014. It remains grossly inferior, however, to the 114.5 hours open to students at FAU's Wimberly Library on the Boca Campus.

Program Response for Causes of Concern reported in the VTR 2011
C. Communication

A serious and pervasive series of failures of communication appears to be negatively affecting the student experience and detracts from the effectiveness of significant investments in resources. Several of these are minor points within criteria that the team found to have been met, although in aggregate the impact is significant.

Specifically:

- Students do not appear knowledgeable about general education requirements or opportunities in the upper division, and are not aware of the need to satisfy NAAB general education credit requirements.
- Students are unaware of the programs' strategic plan and mission.
- Students appear unaware of significant library resources including visual databases and research assistance, and documentation indicated they do not avail themselves of these.
- Writing assistance workshops are available on the Boca Raton campus but students appear unaware of their existence.
- No description or notice is given to incoming students prior to matriculation about the advantage of purchasing high performance personal computers to counter the lack of enough shared computers and software licenses available for every student to perform required studio work.
- Students are generally unaware of the existence of a formal student council or the methods by which a non-personal grievance may be filed (e.g. a curriculum, administrative, or facilities   related issue).
- Students are aware but not knowledgeable of specific research initiatives by faculty which is a   wasted opportunity for enrichment.

- Awareness of collaborative opportunities within the college is high yet implementation is frustrated by a lack of organized coordination efforts.
- The website is not reflective of the school's identity, and is a missed opportunity as a means for internal communication.

Program Activities in Response [2011]

The 2013 Interim Report (pp.26-30) addresses each of the above issues individually and includes updates.

Program Activities in Response – Year of APR [2016]

Please refer to the response to 1.2.2 above regarding Governance. Many of the aforementioned issues are addressed each semester at the All School Meeting, which is held during the studio meeting time so that we insure that all registered students are in attendance. That is the opportunity for questions to be addressed and the web links to the various issues seen via the Power Point lecture.

Additionally, the students complete all their General Education requirements before they attend the FAU School of Architecture. They receive a recommended list of electives at each advising time that is quite varied and extensive. See Section 4 – Supplemental Material.

The School of Architecture has a recently developed its web page, which is intended to convey all contemporary opportunities and news items about the school in a manner that will appeal to young viewers. Please refer to www.fau.edu/architecture.

The School's Coordinator for Computer Applications has recommended hardware and software minimum purchases for the guidance of incoming students. The information is available on the Department's website.

A "Flight Plan" is issued to all students entering FAU at the freshman level. The college's Academic Advising Department meets with each student each semester to discuss and track progression towards graduation, registration for courses, and elective options. In addition, the school's Director meets with the school's Academic Advisor periodically to discuss elective options in the arts and humanities, and places emphasis on courses with communication focuses, among others. The upper division "Flow Chart" illustrated in this section is distributed to all students annually and is available from the school's Academic Adviser. It is also viewable on the school's website.

Program Response To Changes In Conditions
A relatively brief period has passed in order to adopt and implement new criteria developed in the Conditions for Accreditation. With this in mind, the changes have been addressed, or actions have been taken in order to fulfill the requirements. The changes also came about at the same time as there occurred a change in administrative structure at the university, college, and school levels. This coincidence slowed the adaptation process. Fortunately, the program has embodied the values of the conditions that were almost completely met in 2011, and consequently, adaptation has been a disciplined but fairly straightforward transition. Below, only a few examples are highlighted, as most of the proof is presented in the body of this narrative report and the work that will be presented in the Team Room.

The changes in conditions in Section 1 of this document have been addressed through a rewriting of the perspectives and paying special attention to the University's Strategic Plan. That said, with the change in the university's administration in 2014, we have chosen to address the most significant issues of the plan in relation to the specific long-term needs of the program. Part of the program needs address a "bottom-up" approach to bettering the learning and research outcomes of the program. Further assessment needs to be completed in relation to the University Strategic Plan in the coming year to better align the

goals and objectives of the School of Architecture with the pillars and platforms of the university.

History and Mission:
The school rewrote its Mission Statement in 2014. Examples of interdisciplinary research and projects at the college and university levels have been included in this report. These have also helped shape the perspectives at this time, including some examples of the learning experiences incorporated into the program over the last two years.

Five Perspectives:
We have initiated volunteer and employment opportunities within the school for our students. Service and engagement within a community work hand-in-hand, as does professional development. Undergraduate research, working as research assistants with professors, and conference travel are other vehicles being utilized to increase student awareness about the core values embodied in the perspectives. To this end, the program has made significant progress to hand responsibility for many aspects of the school over to our students. See the school's administrative chart for the program in Section II.2.5. See also the perspectives and the examples cited.

Changes in SPC criteria:
In Fall 2015, the school adopted the revised SPC criteria in response to NAAB changes. The School's faculty created a new SPC chart, and it updated the syllabi and objectives for related courses because of those changes.

As stated above, other aspects of the changes in conditions are addressed in the body of this report and the Team Room.

Section 3 – Compliance with the Conditions for Accreditation

I.2.1 Human Resources & Human Resource Development

Faculty & Staff
Faculty and staff in the College for Design and Social Inquiry are responsible for remaining current in their knowledge of academic policies and procedures. The Dean's office maintains an open door policy towards answering all faculty concerns and directing faculty to the appropriate human and digital resources in order to answer questions and concerns. The URLs to policies and documents are listed below and/or located in Section 3 – II.4.4-II.4.9, Public Information. These include documents such as the College for Design and Social Inquiry Criteria for Promotion, Retention and Tenure, the university's staff position descriptions and evaluations, and policies regarding diversity initiatives and Equal Employment Opportunity/Affirmative Action.

The Office of Equity, Inclusion and Compliance
The Office of Equity, Inclusion and Compliance promotes a working and learning environment free from any form of unlawful discrimination or harassment. It focuses on the needs of the university community through establishing meaningful partnerships with faculty, students, staff, administrators, and the public. It supports the incorporation of inclusion and diversity in its programming, as well as training initiatives. For specific policies regarding ADA Coordination, Affirmative Action, Equity Status, Anti-Discrimination and Anti-Harrassment, Scholarships, Student Grievances, and Title IX, please visit this office's site at http://www.fau.edu/eic/.

Promotion, Retention and Tenure Policy
The college's *Promotion and Tenure Criteria* document contains the criteria for determining rank, reappointment, tenure, and promotion, and is available on the college website under the "For Faculty" tab (direct link is http://cdsi.fau.edu/wp-content/uploads/application/pdf/pt-guidelines.pdf). The Team Room contains a hard copy.

Professional Licensure in the Academic Setting
Licensed faculty must keep up to date with the profession by earning CEU's and attending professional meetings. Professor Abbate, Professor Hardy, and Assistant Professor Huber do so. Professor Hardy is the past President of the local Chapter of the AIA and a past AIA State Director. Assistant Professor Jeff Huber is currently Treasurer for the AIA Fort Lauderdale Chapter. Through the Institute for Design and Construction (IDaC), the Florida Atlantic University School of Architecture provides opportunities for faculty and local professionals to acquire continuing education credits in fulfillment of state and national licensure requirements. IDaC is a registered provider with the American Institute of Architects Continuing Education Systems. CEU's acquired through an AIA CES provider also meet State of Florida CEU requirements for licensed architects in Florida. CEU's are acquired through attendance at lectures or through CEU-designated classes provided by the IDaC.

Equal Employment Opportunity
The School of Architecture complies with the University's policy regarding human resource development. The University's regulation on Equal Employment Opportunity – Affirmative Action together with the Equity Status Report, updated in July of 2009, and the school's latest faculty position advertisement published in the ACSA News in October 2015. See the hyperlink in Section 4 – Supplemental Material.

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

School of Architecture Faculty
The faculty of the FAU School of Architecture currently numbers twelve:

- Two Professors: Deirdre Hardy and Anthony Abbate

- Eight Associate Professors: Jean M. Caldieron, Philippe d'Anjou, Henning Haupt, Vladimir Kulić, Francis Lyn, John Sandell, Mate Thitisawat, and Emmanouil Vermisso

- Two Assistant Professors: Jeff Huber and Wanda Liebermann (Wanda begins teaching in January 2017)

The above full-time persons are ably assisted by approximately nine adjuncts who teach at various levels throughout the program. All adjuncts are either architects, engineers, or have appropriate architectural education qualifications. For further information regarding faculty qualifications, please refer to the curriculum vitae that follow, and the matrix that describes the qualifications of faculty teaching required courses for the last two years and the courses taught.

Faculty Resumes
See the hyperlink in Section – 4: Supplemental Material

Faculty Teaching Matrix
The following matrix identifies the courses taught by full-time faculty and by adjunct instructors since fall 2015, and includes specific credentials, experience, and research.

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Table – 1.I.2.1: Matrix for Faculty Credentials Reflecting Each Course Taught Since Fall 2014

Fall 2014

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 – Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Abbate, Anthony	Fellow of the ASCA Construction Materials and Technology Institute (1999), Practicing Architect, multi-scalar passive bioclimatic design strategies.																					X	
Anstis, James	46 years practice; 25 years forensic analysis of building construction, codes, and architect standards of practice; 20 years teaching seminars on building codes & AIA contracts.																X						
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI membership		X									X											
Baker, Nicholas	M. Arch Bern University of Applied Sciences, CH; 14 years experience in design and architectural practices. Published in several residence design journals.				X																		
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture. TEACHING EXPERIENCE: Structures: 7 years; Design : 12 years; Design 6: 4 years						X		X														
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with											X								X			

Name	Qualifications	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	experience in multi-scalar projects.																		
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.										X								
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus	X		X															
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numorous national, regional design awards and grants.																X		X
Kaufman, Gregory	M. Arch, SUNY, Buffalo; Registered architect in New York and Florida; 24 years of experience in architectural practice.										X								
Kosinsky, Peter	M.Arch Yale; 40 years experience in professional practice; completed multiple project types and scales.			X															
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.									X					X				
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.	X													X				
Morales, Steven	M. Arch University College of London, Barlett; Praticing architect for 7 years.													X					
Rogers, David	Florida Licensed Engineer, Masters Degree in Civil Engineering, 20+ years experience as Structural Engineer											X							
Thitisawat, Mate	B.Arch; M.S:.Building technology									X				X					

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
	Ph.D. Candidate: Building technology; Design computing Research: Smart façade; Comfort; BIM; Daylighting; Airflow																						
Van de Riet, Keith	Ph.D. Architectural Sciences, Rensselaer University; Urban Ecosystems; 10 years professional experience.					X													X				
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organism as design strategy; biological analogy in architecture.											X											

Spring 2015

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Abbate, Anthony	Fellow of the ASCA Construction Materials and Technology Institute (1999), Practicing Architect, multi-scalar passive bioclimatic design strategies.					X																	
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI membership								X			X											
Bassiely-Parker, Amanda	Master in Urban and Regional Planning; B Arch C.C.A.; 6 years professional experience in urban design and planning.									X													

Name	Credentials																				
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture. TEACHING EXPERIENCE: Structures: 7 years; Design : 12 years; Design 6: 4 years					X		X													
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.											X								X	
Glavovic Nothard, Margi	M. Arch. Sci-Arc; 14 years of regional design practice; numerous awards and recognition for design works.																			X	
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus			X																	
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numorous national, regional design awards and grants.															X		X			
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.							X													
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.															X					
Morales, Steven	M. Arch University College of London, Barlett; Praticing architect for 7 years.															X					
Sandell, John	M. Arch Cranbrook Academy; Licensed in EU. Has taught theory and design for 20 years with publications addressing design pedagogy, and has built works which have received design awards.											X									
Thitisawat, Mate	B.Arch; M.S:.Building technology Ph.D. Candidate: Building					X						X									

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
	technology; Design computing Research: Smart façade; Comfort; BIM; Day lighting; Airflow																						
Van de Riet, Keith	Ph.D. Architectural Sciences, Rensselaer University; Urban Ecosystems; 10 years professional experience.			X					X														
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.			X											X								
Yeslow, Seth	Seventeen years experience planning and designing building structures in urban environments, including Berlin, London, South Florida. Knowledge in zoning, land development, site and contextual issues. NCARB Cerified.																					X	

Summer 2015

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture. TEACHING EXPERIENCE: Structures: 7 years; Design : 12 years; Design 6: 4 years																		X				
Di Stefano, Scot	Master of Architecture-University of Florida; 18 years professional experience; featured in	X																					

numerous art/design exhibits.

Faculty Member	Summary of Expertise, Recent Research, or Experience																							
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numerous national, regional design awards and grants.																							X
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.																							
Thitisawat, Matea	**B.Arch; M.S:.**Building technology **Ph.D. Candidate:** Building technology **;** Design computing **Research:** Smart façade; Comfort; BIM; Daylighting; Airflow											X					X							

Fall 2015

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c - Intro. Digital Modeling	ARC 3320 – Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Anstis, James	46 years practice; 25 years forensic analysis of building construction, codes, and architect standards of practice; 20 years teaching seminars on building codes & AIA contracts.																				X		
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI									X	X												

Name	Credentials																							
	membership																								
Barbosa, Ricardo	Florida Licensed Engineer, Ph.D. in Civil Engineering; Thesis: Discrete Element Models for Granular Materials and Rock Masses; Numeorus honors, publications, awards and patents for concrete design; 25+ years experience as Civil and Structural Engineer															X								
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects.																		X					
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.	X									X													
Di Stefano, Scot	Master of Architecture-University of Florida; 18 years professional experience; featured in numerous art/design exhibits.				X																			
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus				X														X					
Haupt, Henning	M.Arch/ B.Env.Design; Designer/developer team member: reorganization/ reconstruction of cities in Puerto Rico; Team member- "Strategy Corridor Study" Oakland Park Boulevard, w/ FDOT		X																X					
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numorous national, regional design awards and grants.																		X			X		
Kaul, Mikael	30 years international practice. Licensed in Florida, Texas and Sweden (E.U.); Mega-project experience. Expertise in Development, Design and Construction. Research in design methodology and																		X					

Name	Qualifications	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	teaching methods. 30 years teaching; Published projects.																								
Kosinsky, Peter	M.Arch Yale; 40 years experience in professional practice; completed multiple project types and scales.			X				X																	
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.																								
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.	X																			X				
Rivera, Fredo	Ph.D. Art History, Duke University; Dissertation on Revolutionizing Modernities; numerous grants, research awards, curatorial work and publications.						X							X											
Sirinthan, Sri	M.S. in Structural Engineering, Vanderbilt University; professional licenses in Florida, Georgia, New York; 25 years as a practicing structural engineer.				X																				
Thitisawat, Mate	B.Arch; M.S:.Building technology Ph.D. Candidate: Building technology; Design computing Research: Smart façade; Comfort; BIM; Daylighting; Airflow			X				X			X														
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.								X																

Spring 2016

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c - Intro. Digital Modeling	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Abbate, Anthony	Fellow of the ASCA Construction Materials and Technology Institute (1999), Practicing Architect, multi-scalar passive bioclimatic design strategies.					X																	
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI membership											X											
Bassiely-Parker, Amanda	Master in Urban and Regional Planning; B Arch C.C.A.; 6 years professional experience in urban design and planning.									X													
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects.															X							
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.														X					X			
Di Stefano, Scot	Master of Architecture-University of Florida; 23 years professional experience; featured in numerous art/design exhibits.								X														
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered								X														

Name	Qualifications													
	Architect, 20 years experience; extensive travel; strong interest in regional responsive design with sub-tropical and sustainable focus													
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numorous national, regional design awards and grants.											X	X	
Kaul, Mikael	30 years international practice. Licensed in Florida, Texas and Sweden (E.U.); Mega-project experience. Expertise in Development, Design and Construction. Research in design methodology and teaching methods. 30 years teaching; Published projects.											X		
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.					X				X				
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.											X		
Qureshi, Ali	M.Arch MIT; 7 years teaching experience graduate and undergraduate; Most recently employed by Perkins and Will; Area of research: digital design and fabrication.	X												
Ramos, Olivia	M. Rel Estate Devl and Urbanism, University of Miami; M Arch. Columbia;											X		
Sandell, John	M. Arch Cranbrook Academy; Licensed in EU. Has taught theory and design for 20 years with publications addressing design pedagogy, and has built works which have received design awards.								X					
Thitisawat, Mate	**B.Arch; M.S:.**Building technology **Ph.D. Candidate:** Building technology; Design computing **Research:** Smart façade; Comfort; BIM; Day lighting; Airflow			X	X									

Faculty Member	Summary of Expertise, Recent Research, or Experience		X																X						
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.		X																X						
Yeslow, Seth	Seventeen years experience planning and designing building structures in urban environments, including Berlin, London, South Florida. Knowledge in zoning, land development, site and contextual issues. NCARB Cerified.																							X	

Summer 2016

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 - Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects.																		X				
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numerous national, regional design awards and grants.																						X
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.										X												

Faculty Member	Summary																					
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.	X																				
Sandell, John	M. Arch Cranbrook Academy; Licensed in EU. Has taught theory and design for 20 years with publications addressing design pedagogy, and has built works which have received design awards.	X																				
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.																		X			

Fall 2016

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 – Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 28 years practice; Teaching design & graphics 16 years; AIA, NCARB, DCA, ASAI membership									X		X											
Barbosa, Ricardo	Florida Licensed Engineer, Ph.D. in Civil Engineering; Thesis: Discrete Element Models for Granular Materials and Rock Masses; Numeorus honors, publications, awards and patents for concrete design; 25+ years experience as Civil													X									

Name	Credentials																					
	and Structural Engineer																					
Bassiely-Parker, Amanda	Master in Urban and Regional Planning; B Arch C.C.A.; 6 years professional experience in urban design and planning.						X															
Caldieron, Jean	PH.D. in Architectural Structures, Master in Architecture. TEACHING EXPERIENCE: Structures: 7 years; Design : 12 years; Design 6: 4 years		X		X																	
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.	X						X														
Di Stefano, Scot	Master of Architecture-University of Florida; 18 years professional experience; featured in numerous art/design exhibits.		X																			
Hayes, Andrew	M.S. Arch. Virginia Tech, 2016. A Florida registered architect since 1998, NCARB registered. Has taught as an adjunct professor for various institutions since 1994. Past president, Florida AIA. Specializes in urban and community design.														X				X			
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numerous national, regional design awards and grants.																X			X		
Kaul, Mikael	30 years international practice. Licensed in Florida, Texas and Sweden (E.U.); Mega-project experience. Expertise in Development, Design and Construction. Research in design methodology and teaching methods. 30 years teaching; Published projects.	X																					
Kosinsky, Peter	M.Arch Yale; 40 years experience in professional practice; completed multiple project types and scales.																					
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.																					
Lyn, Francis	M. Arch Princeton; Numerous																					

Name	Credentials																						
	grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.																						
Patel, Dharmesh	M. Arch UCLA; Chair, Palm Beach State College 2009-2016; Distinguished Faculty Award;													X									
Rios, Lizette	M Arch. U.C. Berkeley; Work specializations in beginning design, drawing and making. Completed NCARB IDP.	X																					
Sandell, John	M. Arch Cranbrook Academy; Licensed in EU. Has taught theory and design for 20 years with publications addressing design pedagogy, and has built works which have received design awards.																						
Thitisawat, Mate	**B.Arch; M.S:.**Building technology **Ph.D. Candidate:** Building technology; Design computing **Research:** Smart façade; Comfort; BIM; Day lighting; Airflow			X							X												
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as design strategy; biological analogy in architecture.							X													X		

Spring 2017

Faculty Member	Summary of Expertise, Recent Research, or Experience	ARC 3091 – Research Methods	ARC 3130 – Arch. Representation	ARC 3185c – Intro. Digital Modeling	ARC 3320 – Arch. Design 5	ARC 3463 – Materials/Methods 2	ARC 3503 – Arch. Structures 2	ARC 3610 – Env. Technology 1	ARC 3321 – Arch. Design 6	ARC 3374 – Site Planning /Eng.	ARC 3710 – Pre-Mod. Arch. Hist/Thry	ARC 4326 – Arch. Design 7	ARC 4620 – Env. Technology 2	ARC 4504 – Arch. Structures 3	ARC 4219 – Arch. Theory 2	ARC 4327 – Arch. Design 8	ARC 4270 – Professional Practice A	ARC 4712 – Mod. Arch. Hist / Thry	ARC 4322 – Vertical Studio	ARC 5328 – Adv. Arch. Design 1	ARC 5271 – Professional Practice B	ARC 5352 – Comprehensive Design	ARC 6305 – Intro to Urban Design
Abbate, Anthony	Fellow of the ASCA Construction Materials and Technology Institute (1999), Practicing Architect, multi-scalar passive bioclimatic design strategies.					X																	
Archer, James	BArch, March; Bioclimatic & passive design specialty; Architectural illustrator; Licensed, 23 years practice; Teaching design & graphics 12 years; AIA, NCARB, DCA, ASAI membership											X											
Bassiely-Parker, Amanda	Master in Urban and Regional Planning; B Arch C.C.A.; 6 years professional experience in urban design and planning.									X													
Camargo, Diego	Master in Advanced Architecture and Urbanism, 9 years of professional practice with experience in multi-scalar projects.															X							
d'Anjou, Philippe	M. Arch in Design/theory; Ph.D. studies in Theory; 6 semesters studio/theory -UA; 10 semesters studio/5 semesters theory – NDSU; 9 semesters studio/6 semesters theory –FAU.														X					X			
Di Stefano, Scot	Master of Architecture-University of Florida; 23 years professional experience; featured in numerous art/design exhibits.								X														
Hardy, Deirdre	B.A. Humanities; MArch; Scholarship in humanities/ architecture; Registered Architect, 20 years experience; extensive travel; strong interest								X														

Name	Qualifications	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	in regional responsive design with sub-tropical and sustainable focus																	
Huber, Jeffrey	M. Arch University of Florida; NCARB Registrartion Florida, Arkansas; 15 years professional experience; specialization in urban design and resiliency; numorous national, regional design awards and grants.																X	
Kaul, Mikael	30 years international practice. Licensed in Florida, Texas and Sweden (E.U.); Mega-project experience. Expertise in Development, Design and Construction. Research in design methodology and teaching methods. 30 years teaching; Published projects.																X	
Kulic, Vladimir	Ph.D. Architectural History, UT Austin; MS Arch, Belgrade; Focus area in post-war easten Europe; Fellow, American Academy in Berlin.								X					X				
Lyn, Francis	M. Arch Princeton; Numerous grants and awards for community design; Director of the MetroLAB Collaborative; research focuses in architectural representation and the work of Erik Gunnar Asplund.																X	
Qureshi, Ali	M.Arch MIT; 7 years teaching experience graduate and undergraduate; Most recently employed by Perkins and Will; Area of research: digital design and fabrication		X															
Sandell, John	M. Arch Cranbrook Academy; Licensed in EU. Has taught theory and design for 20 years with publications addressing design pedagogy, and has built works which have received design awards.											X						
Thitisawat, Mate	**B.Arch; M.S:.**Building technology **Ph.D. Candidate:** Building technology **;** Design computing **Research:** Smart façade; Comfort; BIM; Day lighting; Airflow						X	X										
Vermisso, Emmanouil	Diploma of Architecture (University of Westminster) MArch II (Syracuse University). Research: digital theory/fabrication; organicism as		X									X						

	design strategy; biological analogy in architecture.																									
Yeslow, Seth	Seventeen years experience planning and designing building structures in urban environments, including Berlin, London, South Florida. Knowledge in zoning, land development, site and contextual issues. NCARB Cerified.																								**X**	

Faculty Resumes (2014-2016)
Resumes for the following faculty are available in alphabetical order. See the hyperlink in Section 4 – Supplemental Material,
(https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing)

- Professor Anthony Abbate
- Adjunct Instructor Abraham Allucio
- Adjunct Instructor James Anstis
- Adjunct Instructor James Archer
- Adjunct Instructor Randall Atlas
- Adjunct Instructor Nicholas Baker III
- Adjunct Instructor Ricardo Barbosa
- Associate Professor Jean-Martin Caldieron
- Adjunct Instructor Diego Camargo
- Associate Professor Phillippe d'Anjou
- Adjunct Instructor Scot Di Stefano
- Adjunct Instructor Margi Nothard Glavovic
- Adjunct Instructor Leo Hansen
- Professor Deirdre Hardy
- Associate Professor Henning Haupt
- Assistant Professor Jeff Huber
- Adjunct Instructor Gregory Kauffman
- Visiting Instructor Mikael Kaul
- Adjunct Instructor Peter Kosinsky
- Associate Professor Vladimir Kulic
- Assistant Professor Wanda Lieberman
- Associate Professor Francis Lyn
- Adjunct Instructor Steven Morales
- Adjunct Instructor Amanda Parker
- Adjunct Instructor Olivia Ramos
- Adjunct Instructor Lizette Rios
- Adjunct Instructor David Rogers
- Associate Professor John Sandell
- Adjunct Instructor Sri Sritharan
- Associate Professor Mate Thitisawat
- Assistant Professor Keith Van de Riet
- Associate Professor Emmanouil Vermisso
- Adjunct Instructor Seth Yeslow

Table – 2.I.2.1: Matrix of Professional Licensure (Faculty maintaining licenses since last visit)

FACULTY MEMBER	TITLE	JURISDICTION OF LICENSURE
ABBATE, ANTHONY	Professor	Florida, New York, NCARB Certified
ANSTIS, JAMES	Adjunct Professor	Florida and NCARB Certified
ARCHER, JAMES	Adjunct Professor	Florida
ATLAS, RANDY	Adjunct Professor	Florida, Louisiana, NCARB Certified
BARBOSA, RICARDO	Adjunct Professor	PH.D. PE
CALDIERON, JEAN-MARTIN	Associate Professor	PH.D. Venezuela
CAMARGO, DIEGO	Adjunct Professor	Florida

FACULTY MEMBER	TITLE	JURISDICTION OF LICENSURE
CATZONE, CECILIA	Adjunct Professor	Venezuela (inactive)
CHAINTREUIL, ANN	Adjunct Professor	Florida, New York
DANNWOLF, KURT	Adjunct Professor	Florida
DE STEFANO, SCOT	Adjunct Professor	Florida, NCARB Certified
DUPONT, LOUIS	Adjunct Professor	Florida (Interior Design)
FICHUK, PAUL	Adjunct Professor	Massachusetts
GRAVE DE PERALTA, ROGER	Adjunct Professor	Florida
HANSEN, LEO	Adjunct Professor	Florida
HARDY, DEIRDRE	Professor	Florida
HAUPT, HENNING	Associate Professor	PH.D. Germany (EU)
HUBER, JEFF	Assistant Professor	Florida, Arkansas, NCARB Certified
KAHAN, DANIEL	Adjunct Professor	Florida and NCARB Certified
KAUL, MIKAEL	Visiting Professor	Florida, Great Britain, Sweden
KOSINSKY, PETER	Adjunct Professor	Florida, Connecticut, NCARB Ceritifed
LIEBERMAN, WANDA	Assistant Professor	California
MORALES, STEVEN	Adjunct Professor	Florida
MUNUSWAMY, SIVAKUMAR	Adjunct Professor	PH.D, PE
O'DONNELL, EDWARD	Adjunct Professor	Florida
RAMOS, OLIVIA	Adjunct Professor	Florida
ROGERS, DAVID	Adjunct Professor	Florida (PE)
SANDELL, JOHN	Associate Professor	Italy, (EU)
SIRINTHAN, SRI	Adjunct Professor	PE
THITISAWAT, MATE	Associate Professor	Thailand
TOWNSEND, LEONARD	Adjunct Professor	Florida
VERMISSO, EMMANOUIL	Associate Professor	Greece (EU)
WERNECKE, WALTER	Adjunct Professor	Florida, Washington, DC
WIEBE, CAROLINA	Adjunct Professor	Florida
YESLOW, SETH	Adjunct Professor	Florida, NCARB Certified

Summary
Number of Licensed Architects (Jurisdictions within US only):   24
Number of Licensed Architects (Jurisdictions outside of US):   7
Other Professionals (RLA, PE, GC, ID):   3

Faculty Physical and Financial Resources for Professional Development
The program has a Coordinator of Computer Applications who keeps the hardware systems, both PC and Apple, and appropriate software coordinated and up-to-date. Faculty may request additional software according to their research needs. The computer systems are integrated with the facilities in the Wood Workshop. The Coordinator for Academic Services (Woodshop Technician) has a Master's degree in Humanitarian Design, and is able to participate in the pedagogical process beyond providing mere technical support.

Since the last accreditation, the school has acquired (through university technology grants and other funding) equipment that also support faculty research. The equipment includes three small format 3D printers, 3D goggles, a CNC Router, and a 3D scanner for field work. The above complements the

computer lab available to faculty. See also the list of available journals, indexes, and databases from FAU Libraries at https://www.**fau**.edu/**library**/.

Faculty Workloads
Each member of the faculty teaches two courses per semester, (7 to 9 credits total), typically one design course and one lecture course. Each faculty member is expected to post and keep four hours of office time per week so that students may seek tutoring and advice during that time. Students are also offered the option of making appointments to meet with faculty at the convenience of each.

In certain instances, particularly in preparation for the tenure application, faculty receive release time from teaching for research and publication. The typical release is from teaching one course for one semester, while maintaining their full salary for said time period.

Sabbaticals are granted to increase the faculty member's value to the university through enhanced opportunities for professional renewal, planned travel, study or formal education, research, writing, or other experience of professional value. Full-time, tenured Associate Professors and Professors who have completed at least six years of full-time service are eligible for sabbaticals. An employee who is compensated through a contract or grant may receive a sabbatical only if the terms of the contract or grant through which such an employee may be compensated allows for such sabbaticals, and the employee meets all other eligibility requirements. While on sabbatical, the employee's salary shall be at half-pay for two (2) semesters (one academic year) or full-pay for one semester. The employee must return to the university for at least one academic year following participation in the program (https://www.fau.edu/provost/faculty/sabbaticals.php). Associate Professor Jean M. Caldieron was on sabbatical during the 2015/16 academic year. On occasion, a leave of absence may be granted under special circumstances to advance research. For example, Associate Professor Vladimir Kulic took leave in the fall semester of 2015 after winning a research fellowship to the American Academy in Berlin. Associate Professor Henning Haupt was granted a leave of absence in the spring semester of 2016 to accept a Residency at the Anderson Ranch Art Center in Colorado. Although not common, these kind of releases allow for increased development opportunities and for faculty to bring additional experience back to the program.

The school encourages attendance and presentation of research papers at conferences, and the school's budget allows for a travel stipend for each active participant. Full-time faculty members who have been accepted to participate in regional, national, or international conferences or workshops may request financial support to defer some of the costs for participation in said conference or workshop. Typically, the Director of the School of Architecture will provide funds up to $1,000.00 USD per academic year to cover the conference or workshop registration, travel, housing and meals per diem costs. In 2015, additional funding of up to $1,500 was granted to faculty. In fall 2016, base funding for travel will increase to $2,000. The increase is due to net profits from the Institute for Design and Construction. Costs that exceed $2,000 USD will be assumed by the faculty member. However, additional funding may be requested and is considered on a case-by-case basis. Decisions to allow additional funding are made by the Director of the school and the Dean of the college. The extent to which faculty use funding for travel varies from academic year to year. The following lists faculty participation at regional, national, and international professional conferences since the last accreditation.

Conferences Attended by Faculty (2011-2016)
ACSA Administrators Conference, "Gaps & Overlaps," Illinois Institute of Technology, Chicago, Illinois, November 3-5, 2016.

2016 ACSA/ASPPH Fall Conference, "Building for Health and Well-Being: Structures, Cities, Systems," University of Hawaii at Manoa, Honolulu, Hawaii, September 22-24, 2016.

AIA Florida 2016 Annual Convention and Trade Show, Palm Beach, FL, July 21-24, 2016.

2016 ACSA International Conference, "Cross-Americas: Probing Disglobal Networks," Santiago, Chile, June 29-July 1, 2016.

AIA Convention 2016, Philadelphia, PA, May 19-21, 2016

Center for Environmental Studies at Florida Atlantic University 3rd Sea-Level Rise Summit: "Connected Futures from Alaska to Florida," Fort Lauderdale, FL, May 3-5, 2016.

Society of Architectural Historians 2016 Annual International Conference, "New Local/Global Infrastructures," Pasadena-Los Angeles, CA, April 6-10, 2016.

ACSA 104th Annual Meeting, "Shaping New Knowledges," University of Washington, Seattle, WA, March 17-19, 2016.

7th Annual Southeast Florida Regional Climate Leadership Summit, Key West, FL, December 1-3, 2015.

GeoMundus Conference 2015, Universidade Nova de Lisboa, Lisbon, Portugal, November 20-21, 2015.

2015 ACSA Administrators Conference: "Uncharted Territories," Universidad de Puerto Rico, San Juan, Puerto Rico, November 12-14, 2015.

International workshop "Area Studies in the 21st Century: Eastern Europe without Borders," School of Slavonic and East European Studies, University College, London, November 10, 2015.

International symposium "Socialist Monuments and Modernism," Zagreb, November 7, 2015.

International conference "Western Temptations in Cold War Times," Museum of Architecture and Design, Ljubljana, November 5, 2015.

10th Conference on Advanced Building Skins, Energy Forum, Bern, Switzerland, November, 3-4, 2015.

International symposium "Accommodations: Positive Strategies for Documenting, Conserving and Re-inhabiting "Outmoded" Spaces (Poland and East Central Europe)", East Central European Center, Columbia University, October 24, 2015.

31st International Conference on Passive and Low Energy Architecture (PLEA), "Architecture in (R)evolution," Bologna, Italy, September 9-11, 2015.

AIA Florida 2015 Annual Convention and Trade Show, Boca Raton, FL, July 30-August 2, 2015.

2015 Society of Architectural Historians 68th Annual Conference, Chicago, April 15-19, 2015.

ACSA 103rd Annual Meeting, "The Expanding Periphery and the Migrating Center," Toronto, Ontario, Canada, March 19-21, 2015.

2015 National Conference on the Beginning Design Student, University of Houston, Houston, TX, February 26-28, 2015.

46th National Convention of the Association for Slavic, East European, and Eurasian Studies, San Antonio, November 21, 2014.

ACSA 2014 Administrator Conference, "Expanse: Architecture Education in an Expanded Field," University of Pennsylvania, Philadelphia, PA, November 6-8, 2014.

International conference *Second World Urbanity: Circulation, Translation, Transition,* Estonian Academy

of Arts, Tallinn, Estonia, October 10, 2014.

6th Annual Southeast Florida Regional Climate Leadership Summit, "Regions Connect – Global Effect," Miami, FL, October 1-2, 2014.

Academy of Neuroscience for Architecture 2nd International Conference, Salk Institute, La Jolla, CA, September 18-20, 2014.

4th International Urbanism Conference "Smart Cities," Cartagena, Colombia, August 13-15, 2014.

2014 AIA Florida Convention, Miami, FL, July 17-20, 2014.

Symposium *East West Central 01: Rehumanizing Architecture*, ETH Zürich, Switzerland, May 16-17, 2014.

ACSA 102nd Annual Meeting, "Globalizing Architecture: Flows and Disruptions," Florida International University, Miami Beach, FL, April 10-12, 2014.

67th Annual Conference of the Society of Architectural Historians, Austin, Texas, April 10, 2014.

Mobile Technology Consortium Spring 2014 Conference, Boca Raton, FL, April 4, 2014.

International conference "Mobilities of Design: Transnational Transfers in Asian Architecture and Urban Planning*, 1960-Present*," ETH Zürich Future Cities Laboratory, Singapore, November 20-21, 2013.

Sustainable Intelligent Manufacturing International Conference, Lisbon, Portugal, 2013.
ACSA 2013 Administrators Conference, "All Over the Place," Rhode Island School of Design, Providence, RI, November 14-16, 2013.

ACSA 2013 Fall Conference, "Design Interventions for Changing Climates," (Included Subtropical Cities 2013 Conference, "Coastal Currents"), Florida Atlantic University, Fort Lauderdale, FL, October 17-19, 2013.

Florida Center for Environmental Studies Sea Level Rise Summit 2013, "Impacts on Built Environment," Florida Atlantic University, Fort Lauderdale, FL, October 16-17, 2013.

International conference "Modernity, Socialism, and the Visual Arts," Akademie der Künste, Berlin, October 10, 2013.

AIA Committee on Design Fall Conference, "Origins of Modernism," Berlin, Germany, September 22-27, 2013.

AIA Florida 2013 Annual Convention and Trade Show, Palm Beach, FL, August 8-10, 2013.

24th Annual General Assembly (AGA) and Conference, "Sustainable Cities: Foundations and our Urban Future," European Foundation Centre AISBL, Copenhagen, Denmark, May 30-June 1, 2013.

Annual Interdisciplinary Conference *"*Illusions Killed by Life: Afterlives of (Soviet) Constructivism*,"* Princeton University, May 11, 2013.

National Conference on the Beginning Design Student, Temple University, Philadelphia, PA, April 11-13, 2013.

66th Annual Conference of the Society of Architectural Historians, Buffalo, April 10-14, 2013.

Architectural Research Centers Consortium Conference: "The Visibility of Research," Charlotte, North Carolina, March 27-30, 2013.

Association of Collegiate Schools of Architecture 101st Annual Meeting, "Edvard Ravnikar's Liquid Modernism: Architectural Identity in a Network of Shifting References," San Francisco, March 21-24, 2013.

East-West Dialogues Symposium: "Modernism(s) or Modern Architectures in Florida," University of Miami, Coral Gables, FL, November 16-17, 2012.

ACSA 2012 Administrators Conference, "Research, Practice, Place," University of Texas at Austin, Austin, TX, November 1-3, 2012.

ACADIA 2012: "Synthetic Digital Ecologies," San Francisco, CA, October 18-21, 2012.

Academy of Neuroscience for Architecture Conference, Salk Institute, La Jolla, CA, September 21-22, 2012.

AIA Florida Convention and Trade Show, Palm Beach, FL, July 19-22, 2012.

ISVS–6 Sixth International Seminar on Vernacular Settlements, Famagusta, Cyprus, April 19-21, 2012.

Interdisciplinary workshop "Authority and Legitimation," Shelby Cullom Davis Center for Historical Studies, Princeton University, April 14, 2012.

National Conference on the Beginning Design Student, Pennsylvania State University, PA, March 29-31, 2012.

ACSA 100th Annual Meeting, "Digital Aptitudes," Massachusetts Institute of Technology, Boston, MA, March 1-4, 2012.

Teaching with Technology Showcase, Florida Atlantic University, Davie, FL, February 17, 2012.
43rd National Convention of the Association for Slavic, East European, and Eurasian Studies, Washington, D.C., November 19, 2011.

University of Cambridge, England, "Conference on Conservation of Architecture, Urban Areas, Nature & Landscape: Towards a Sustainable Survival of Cultural Landscape," The Center for the Study of Architecture in the Arab Region, Amman, Jordan, fall 2011.

AIA Florida 2011 Convention and Trade Show, Naples, Florida, July 28-30, 2011

27th International Conference on Passive and Low Energy Architecture, Louvain-la-Neuve, Belgium, July 13-15, 2011.

ACSA 2011 Teachers Seminar, "Performative Practices: Architecture and Engineering in the Twenty-first Century," New York, NY, June 16-18, 2011.

3rd International Conference, Subtropical Cities 2011 – "Subtropical Urbanism: Beyond Climate Change," Florida Atlantic University, Fort Lauderdale, Florida, March 8-11, 2011.

ACSA 99th Annual Meeting, "Where do you Stand?" Montreal, Quebec, Canada, March 3-6, 2011.
Center for Research in the Arts, Social Sciences and the Humanities (CRASSH), "Informality: Re-viewing Latin American Cities," University of Cambridge Department of Architecture, February 17-19, 2011.
Tangible, Embedded and Embodied Interaction (TEEI) Conference 2011, Funchal, Madeira, Portugal,

January 23-26, 2011.

International Council for Research and Innovation in Building and Construction Conference "Local Wisdom in Global Era," Department of Architecture, Duta Wakana University, Yogyakarta, Indonesia, January 21-22, 2011.

Urban Landmark Conference: Rethinking Emerging Land Markets in Rapidly Growing Southern African Cities, Johannesburg, South Africa, spring 2011.

Table – 3.I.2.1: Faculty Research, Scholarship, and Creative Productivity
Architecture faculty have achieved accomplishments in design, academic research, and leadership roles in the community and professional organizations. The following is a snapshot of those achievements since the last accreditation.
Period Encompassing Spring 2011 through Spring 2016

Category of Productivity	Total
Books	1
Book chapters	14
Edited books	4
Book reviews	9
Applied research reports	24
Refereed journal articles	22
Other peer-reviewed journal articles	8
Conference presentations	58
Conference proceedings	36
Symposia	8
Invited lectures	59
Exhibitions	54
National design awards	8
Regional design awards	7
Local design awards	6
International design competition awards	2
Association of Collegiate Schools of Architecture faculty awards	5
Funded awards and grants	40
Fellowships	7

Exhibitions of Student and Faculty Work

The student body is encouraged to attend local art and architecture exhibitions, including the exhibition of faculty work through university, public, and private venues in southern Florida. The following is a list of public exhibitions in which faculty members have been involved in curatorial efforts or exhibited their work since the last accreditation (2011-2016):

Professor Anthony Abbate

Home for Subtropical Living. Faculty Exhibition. Fall 2013

Associate Professor Jean Caldieron

American Center for Mongolian Studies, UlaanBaatar, Mongolia.
Ulaanbaatar informal Ger districts Research. Fall 2013

"El barrio de La Dolorita, Nuevas Perspectivas. Presented at the Museum of Petare, 2012 (Caracas, Venezuela)

Assistant Professor Jeffrey Huber

"Fayetteville 2030: Food City Scenario," ACSA Collaborative Practice Awards, Annual Meeting of the Association of Collegiate Schools of Architecture, 2016.

2015 *New Faculty Exhibit*, Schmidt Gallery at FAU, March-August 2015.

Curator of 2015 *Gateways of FAU and Boca Raton*, Ritter Gallery at FAU, June-August, 2015.

"The Trailhead Complex at the Maumelle Nature Center" and "The Creative Corridor: A Main Street Revitalization for Little Rock," AIA Florida Design Awards Presentations, 2015; AIA Florida Annual Convention in Boca Raton, Florida, 2015.

"Four Housing Narratives to Anchor an Arts District," ACSA Housing Design Education Awards, 2015; Annual Meeting of the Association of Collegiate Schools of Architecture, 2015.

"Fayetteville 2030: Food City Scenario," 2014 CNU Charter Awards, Annual Meeting of the Congress for the New Urbanism, Buffalo, NY, 2014.

"Building Neighborhoods that Build Social and Economic Prosperity: Manual for a Complete Neighborhood," The Second International Tripartite Conference on Sustainable Urbanization as Response to Urban Poverty Eradication, United Nations Habitat: Kigali, Rwanda, 2013.

"The Creative Corridor: A Main Street Revitalization for Little Rock," World Architecture Festival 2013, Singapore, 2013.

"The Creative Corridor: A Main Street Revitalization for Little Rock," 2013 CNU Charter Awards; Annual Meeting of the Congress for the New Urbanism, Salt Lake City, UT, 2013.

"Building Neighborhoods that Build Social and Economic Prosperity: Manual for a Complete Neighborhood," 2013 CNU Charter Awards; Annual Meeting of the Congress for the New Urbanism, Salt Lake City, UT, 2013.

 "Fayetteville 2030: Transit City Scenario," 2012 CNU Charter Awards; Annual Meeting of the Congress for the New Urbanism, West Palm Beach, Florida, 2013.

"Fayetteville 2030: Transit City Scenario," 5th Annual World Architecture Festival 2012, Singapore, 2012.

Associate Professor John Sandell

Curator of "Projecting Retreat and Rebuilding: Sea Level Rise and Climate Smart Design for Southern Florida's Future Built Environments." Exhibition in conjunction with the 2nd Sea-Level Rise Summit and

the ACSA Southeast Regional Conference, Subtropical Cities, Fort Lauderdale, Florida, October 14-16, 2013.

Valtellina Series, Biennial Faculty Exhibition, Schmidt Center Gallery, Florida Atlantic University, curated by William Faulds, Boca Raton, Florida, September – November, 2013.

Flat Horizons, Gesture IV, Biennial Faculty Exhibition, Schmidt Center Gallery, Florida Atlantic University, curated by William Faulds, Boca Raton, Florida, September – November, 2011.

Associate Professor Henning Haupt

Solo exhibit: Henning Haupt: Farbe und Raum, solo Exhibit Wenzel Hablik Museum, Itzehoe /Hamburg, Germany, 2016.

Tattoo Show, Design Sublime, Miami, Florida, 2016.

Chance Redux, Bailey Contemporary Arts, Pompano, Florida, 2016.

ERR KIK 6, Kino International, Performative Painting, Kino International, Berlin, Germany, 2015.

Faculty Art Biennial Exhibition, Schmidt Gallery, FAU Boca Raton, Florida, 2015.

Taking the Measure of Chance and Outcomes: the Crit Club's First Group Exhibit, FAT Village, Fort Lauderdale, Florida, 2015.

The Artists of Art Salon: a Collective Dialogue, The Armory Center, West Palm Beach, Florida, 2015.

Solo exhibit: Decipher - Henning Haupt paintings, solo show, BACA Contemporary Arts, Pompano Beach, Florida, 2015.

Naked, Arts United in cooperation with University of Miami, UM Gallery, Wynwood, Miami, Florida, 2015.

DBA, artist entrepreneur art exhibition - retrospective, ArtServe, Fort Lauderdale, FL, 2015.

Solo exhibit: Farbe, Line, Raum - 02, solo show, Galerie 11, Itzehoe - Hamburg, Germany, 2015.

KIK 5, Kino International, site-specific Installation, Kino International, Berlin, Germany, 2015.

Color-Space Construction Installation, NCBDS at UH, Advanced Spatial Design Research Group, Houston, TX, 2015.

Space wall, wall painting at This is a Canvas, BC /FAU street art exhibition, Fort Lauderdale, FL, 2015.

Where the Boys Are, three-man show, Forré Fine Art, Fort Lauderdale, FL, 2015.

Abracadabra, Art and Culture Center of Hollywood, FL, 2015.

Annual Interest 2015 + Supersaturated, Young at Art Museum, Davie, FL, 2015.

Wunderbar Exhibit, Deering Estate at Cutler, Miami, FL, 2014.

63rd Annual All Florida Juried Competition and Exhibition, Boca Raton Museum of Art, Boca Raton, FL, 2014.

Solo exhibit: Farbe, Line und Raum, Gallery 11, Hamburg, Germany, 2014.

The GALLERY - by Bernice Steinbaum, Miami, FL, 2014.

Ellen Charapko Gallery, Fort Lauderdale, FL, 2014.

Solo exhibit: Drawing Line - Making Space, Coral Springs Museum of Art, supported in part by Broward County CIP/NEA grant, Coral Springs, FL, 2014.

Annual Interest 2014 + Supersaturated, Young at Art Museum, Davie, FL, 2014.

Henning Haupt - paintings, solo show, The Guild 545, Fort Lauderdale, FL, 2014.

Abracadabra, Art and Culture Center of Hollywood, FL, 2014.

Art Explosion, Arts United, 2014.

Who am I to you? - South Florida Cultural Consortium Exhibit 2013, Museum of Art, Fort Lauderdale, FL, 2013.

The Unmade Room, Projects North, FATVillage, Fort Lauderdale, FL, 2013.

Faculty Art Biennial Exhibition, Schmidt Gallery, FAU, Boca Raton, FL, 2013.

Solo exhibit: The Return of the Magenta, painting, drawings and installation, The Projects, supported in part by Broward County CIP/NEA grant, Fort Lauderdale, FL, 2012.

Art Bravo + Big Art Serve, Fort Lauderdale, FL, 2012.

Doing Business As ... Artist Entrepreneurs, DBA show, Broward County Library, Fort Lauderdale, FL, 2012.

Art Space, Art Basel, Miami, FL, 2011, Wynwood, Miami, FL, 2012.

Studio Artist in Residence: Art Walk 2012: Invitation and web design; Island City Art Walk, 2012; Nocturnes, 2012.

Art Bravo, Art Serve, Fort Lauderdale, "Best of Painting," judged and juried by Irvin Lipmann, Director, Museum of Art-Fort Lauderdale, Fort Lauderdale, FL, 2011.

Biennial Faculty Exhibition, Schmidt Gallery, FAU, Boca Raton, FL, 2011.

Abracadabra, Art and Culture Center of Hollywood, Hollywood, FL, 2011.

Art Fallout, Girls Club, Fort Lauderdale, FL, 2011.

The SMART Ride Art Exhibit, Second Avenue Studio, Fort Lauderdale, FL, 2011.

January 2011 "MAKING SPACE" Lower Division Student Work, FAU
Curator: Assist. Prof. Henning Haupt, Adjunct Prof. Christian
Feneck

TaterTown Community in Broward County and exhibition of the final projects at the community Cultural Center, Fort Lauderdale, FL, 2011.

Associate Professor Mate Thitisawat

Hammock Veil Installation (March 9 - April 3, 2015), MetroLAB, Fort Lauderdale, FL.

Reshape 15 | Wearable Technology Competition Winners, Maker Faire (October 16–18, 2015); http://www.makerfairerome.eu/en/what-is-maker-faire/; on display until June 2016 in Disseny Hub, Barcelona.

Associate Professor Vladimir Kulić

"Bogdan Bogdanović: New School and Summer School," exhibit in *Radical Pedagogies,* curated by Beatriz Colomina and Evangelos Kotsioris with Ignacio González Gálan and Anna-Maria Meister, 7th Warsaw Under Construction Festival, Warsaw, October 12 - November 10, 2015.

"The Pavilion of Yugoslavia at EXPO 58" and "Synthurbanism," exhibits in *Lifting the Curtain: Central European Architectural Networks,* curated by Piotr Bujas, Sarmen Beglarian, Igor Kovačević, Iris Meder, Maroje Mrduljaš, and Samu Szemerey, on display in Angewandte Innovation Lab, Vienna (4/9-5/5, 2015), Museum of Yugoslav History, Belgrade (5/12-6/12, 2015), Museum of Contemporary Art, Zagreb (8/11-9/13, 2015), and Museum of Applied Arts, Budapest (10/31-12/6, 2015).

Unfinished Modernizations—Between Utopia and Pragmatism, curated with Maroje Mrduljaš; shown at: Maribor Art Gallery, Maribor, Slovenia. Art Gallery Maribor, Maribor (Slovenia), February 1 – April 22, 2012; Museum of the History of Yugoslavia, Belgrade (Serbia), May 19 – July 20, 2012; National

Museum, Zadar (Croatia), September 3-30, 2012; Museum of Architecture and Design, Ljubljana (Slovenia), December 3, 2012—March 31, 2013; Montenegro Gallery of Art, Cetinje (Montenegro), April 12-May 5, 2013; Architecture Days, Sarajevo (Bosnia-Herzegovina), May 16-31, 2013; Skopje City Museum, Skopje (Macedonia), June 10-30, 2013; Tirana Design Week, Tirana (Albania), September 16-30, 2013; Gliptoteka HAZU, Zagreb (Croatia), January 24-February 9, 2014; University Library, Split (Croatia), April 1-18, 2014.

In Search of YU: Photographs by Wolfgang Thaler, curated with Maroje Mrduljaš. Galerija VN, Zagreb (Croatia), October 1-10, 2010; Artget Gallery, Belgrade, May 5-20, 2011; Dom mladih, Split (Croatia), October 3-10, 2011; *ArchitekturzentrumWien*, Vienna (Austria), October 25 – November 12, 2012; Museo Revoltella, Trieste (Italy), November 23-December 6, 2012.

Associate Professor Emmanoiul Vermisso

Exhibition curator: Beesley, P, Thitisawat, M and Vermisso, E: 2015, "Hammock Veil: The Architecture of (inv)visible thresholds", 2nd Avenue Studio, Fort Lauderdale, FL, March 7-19, 2015.

Biennial Faculty Exhibition, Schmidt Center Gallery, Florida Atlantic University, curated by William Faulds, Boca Raton, Florida, September – November, 2015.

Exhibition participants: Vermisso, E, Pieris, P, Pieri, S and Diaz, P: 2013, "Bio-Active Roofs", 7th Panhellenic Exhibition of Architecture: "The VOID", Patras, Greece, June 17-July 7, 2013. (curator: Achaia Prefecture Architects Association)

Exhibition participant: "Self-Organizing Landscapes", FAU Biennial Faculty Exhibition, Boca Raton, FL, September 21-December 7, 2013. (curator: Rod Faulds)

Exhibition participant: "Vessel of Consilience", FAU Biennial Faculty Exhibition installation, Boca Raton, FL, September 17 -November 12. (curator: Rod Faulds)

Student Support Services and Resources

All-School Meetings
Each semester, all-school meetings assist in the communication of announcements, information about the program, and events. They give faculty and students the opportunity to make announcements to the student body in an atmosphere that promotes understanding about the diversity of the student body and faculty, the general objectives of the program, and the spirit of the school. The all-school meeting is also used as an orientation session to familiarize students with the Student Handbook, (available at http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/soa-student-handbook.pdf), the Studio Culture Policy that is written by the AIAS, the Student Advisory Council, and student governance within the school. During these meetings, the school announces student volunteer positions and student employment opportunities within the school as well as scholarships.

Exhibitions of Student Work in Gallery
On campus, exhibitions of student work occurs at the end of each semester, and in particular, an exhibition of our graduating students' work. In addition, other student exhibitions are promoted at the MetroLab, a gallery space located in the Askew Tower. The gallery has been an important venue for displaying work from all levels of design. It has also been a venue for displaying faculty research and faculty research in collaboration with undergraduate student research.

Library Orientation Services
The university employs a part-time library services specialist who is available for students and faculty of the Fort Lauderdale-Downtown Campus for the development of the library's resources and to provide student library orientations. Incoming upper division students entering Architectural Design 5 and Design 6 courses attend these orientations. A faculty representative facilitates the purchase of new books for the library's architectural books collection and coordinates periodic meetings with the library services specialist.

Individual Faculty Assigned to Student Advising
Our academic mission focuses on the multiple dimensions of academic advising: exploration of course selection, professional and academic goal setting, and life goals. Students are encouraged to participate in academic-related programs such as the Student Chapter of the American Institute of Architects and Study Abroad opportunities. This section describes the advisory role that faculty hold in the School of Architecture.

The School of Architecture faculty's most significant contribution to advising is best exemplified by their daily contact with the student body in the design studios, in classrooms, and on campus. The school's academic setting encourages respect, tolerance, and trust. Students and professors work in a collegial atmosphere and communicate candidly: professionals guiding young professionals in education by example.

Building on the studio's example as a collaborative environment, faculty members are encouraged to engage students regarding their academic and professional development. For example, students can be counseled on how to obtain job interviews and learn interviewing strategies, encouraged to begin the Intern Development Program, (IDP), and prepared and supported in pursuing professional licensing and Leadership in Energy and Environmental Design (LEED) certification. The student perceives the counseling experience as a learning experience that teaches responsibility, critical thinking, and decisionmaking.

Currently, each faculty member is assigned 1/12th of the student body as advisees. Students are encouraged to see faculty during scheduled office hours, or make an appointment regarding specific areas of faculty expertise.

Listening, patience, and professionalism create an atmosphere of understanding and trust, and mark the demeanor of the faculty when advising. This decorum communicates to the student our interest in their well-being. When trust is established during the first encounter in the classroom, studio, or faculty office, then the encounter and "follow-up" in any context will serve the health and well-being of the student and the academic culture of the university as a whole.

Student Advisory Council
Building dialogue between students and faculty is one of the primary objectives of the School of Architecture. A faculty liaison is appointed to the Student Advisory Council, a faculty member who collaborates with student representatives on issues concerning studio culture, school policy, and school services. Every semester, each of the twelve upper division design studios elects a student representative to the council. The council represents the student body and proposes improvements to the school environment and policy changes. The faculty liaison helps the council craft such proposals to present to the school's faculty. The council has helped the school publicize elective courses, and improve printing and reproduction services in the design studio. The council has also contributed to the development of a studio culture document to be incorporated into the bylaws of the school's program. The discussion generated by this and other initiatives has helped faculty members become more sensitive to student issues and student perception of the school environment. It has helped prepare students to be more socially responsible members of their community. Collectively proposing issues with faculty promotes dialogue and transparency. Most importantly, students and teachers retain the perception of a "collective awareness" of the school's advancement and evolution.

Studio Culture Policy Statement and Student Handbook (a student-faculty resource)
The Studio Culture Policy and the Student Handbook are located at http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/soa-student-handbook.pdf

Visiting Eminent Scholars
In 2013, Ken Yeang was named DeGrove Eminent Scholar and worked with thesis phase students. The Eminent Scholar position is shared with the School of Urban and Regional Planning and the School of

Public Administration both part of the College for Design and Social Inquiry. This opportunity to interact with a world-renowned architect and scholar provided significant academic and professional benefits to our students. At least five of our students who participated in his studios have gone on to work for Mr. Yeang. The faculty hopes to obtain permission to appoint another eminent scholar in the near future.

Curriculum Related Community Development Projects and Joint Collaborations
Locally, students in ARC 5328 and ARC 5352 have participated in research with Associate Professor Francis Lyn, Associate Professor Sandell and Assistant Professor Jeffrey Huber. Through the MetroLAB Collaborative, they have had the opportunity to work on projects of significance to the region. Projects have included funded visioning studies for the Cities of Hollywood, Fort Lauderdale, and Pembroke Pines. This coming fall, students will work on projects funded by the Town of Lauderdale-by-the Sea and Florida Sea Grant. Their interaction with neighborhood committees, stakeholders, municipal staff, and local elected officials adds another dimension to their education.

This section sketches a list of curricular projects that facilitate student contact with local community groups and governmental entities. They include a broad range of initiatives with the goal of enriched academic experiences that demonstrate faculty initiatives designed to meet course criteria within extraordinary learning environments.

Spring 2011	Hallandale-Hollywood Mobility and Land Use Study; Prof. Abbate
Fall 2012	Transportation Summit - City of Fort Lauderdale Transportation and Mobility.
Fall 2013	ACSA/Subtropical Cities Conference – Conference Co-Chair with A. Abbate, F. Lyn and R. Kennedy.
Fall 2013	Transportation Summit - City of Fort Lauderdale Transportation and Mobility.
Spring 2013	Urban Agriculture; Broward County Allied Artist Asst. Prof. Haupt: collaboration with artist Laurie Lundquist, the Broward County Cultural Division, architecture and engineering firm HDR, the Broward County Aviation Department, and various other consultants and specialists to design and implement a large scale permanent public art installation at the Fort Lauderdale/Hollywood International Airport.
Spring 2013	Transportation Station Visioning for City of Fort Lauderdale
Spring 2014	NEA Grant Proposal-Pembroke Pines Civic Center Arts and Culture Planning and Design Project
Spring 2014	City of Hollywood –Visioning Exercise for SR7-441
Fall 2014	City of Fort Lauderdale Walkability Analysis-Visioning Study
Fall 2015	HOTBOX Artist Residency Program and NW Neighborhood Implementation Framework (Phase1)
Fall 2015	Botanizing the Asphalt of the North Beach Village (NEA Grant w/ City of Fort Laud. -Jeff Huber, PI)
Spring 2016	HOTBOX Artist Residency Program and NW Neighborhood Implementation Framework (Phase 2)

Fall 2016   Lauderdale-By-The-Sea Civic Center Visioning Project

Fall 2016   Botanizing the Asphalt of the North Beach Village (Florida Sea Grant -Jeff
                  Huber, PI)

Other Projects and Joint Collaborations
Caldieron, J., Exhibition of student projects for "La Perla". Alcaldia de San Juan, La Fortaleza, San Juan,
Puerto Rico, 2011.
Caldieron, J., Entre Ruinas: Recuperación de las ruinas de Antigua, Guatemala. Within the ruins,
recuperation of the ruins of Antigua, Guatemala. Summer, 2011.

Haupt, H. The Tunnel, Architectural Color-Space Painting with Dain Giannattasio, City Parking Garage
/Entrance to FAU Fort Lauderdale Campus, February 2014. Invited by City Manager of Transportation
Diana Alacron, Fort Lauderdale, Juried by the City Commissionors, City of Fort Lauderdale;

Kulić, V., collaboration with Martino Stierli, Museum of Modern Art, New York: Architecture of Socialist
Yugoslavia, 2016-2018

Vermisso, E., Design Consultant for BRPH Architects on Responsive Façade Design (with Prof.
              Thitisawat, M.) Fall, 2013.

Vermisso, E. Body Design/Prototyping advisor for FAU Owls Racing Team: Formula SAE Michigan
              (by invitation from Dr. Masory, O., Professor of Mechanical Engineering)

Elective Course & Special Projects
Spring, 2014   Puerto Rican casitas in NYC Thumb Gardens, New York

Spring, 2014   Ph.D. Thesis advisor: Miller, Joel Eric, Nomadic and domestic: dwelling on the edge of
                 Ulaanbaatar, Thesis, University of California. LA

Fall 2013   *Composite Architectures*Fabrication of Carbon Fiber-Reinforced Architectural
                 Components, by J. Norsworthy (funded by a 2,000USD Broward Undergraduate
                 Research Grant/ First prize for oral presentation in the 2014 FAU Research Symposium)

Spring, 2013,   Net Zero architecture competition (Assoc. Prof. Mate Thitisawat)

Fall 2012   *Kinetic Architectural Prototypes*Using Smart Materials in Responsive Façade design,
                 by R. Brewer, Richard and S. Sipahi(funded by a 3,500USD Broward Undergraduate
                 Research Grant)

Spring 2012   *Parametric Design of a Solar Responsive Building Component* Climate-responsive
                 facades, by M. Feldsberg (funded by a 3,500USD Broward Undergraduate Research
                 Grant)

Spring 2012   *Special Topics in Digital Fabrication*Parametric Shape studies for an open-wheel race-
                 car for Formula SAE, by R. Brewer, S. Sipahi, Sitki and A. Vargas

Spring 2012   *The Fibrous Structure Machine* Bio-mimetic/kinetic concepts for the design of a
                 fabricator for shape studies, by M. Rega

Fall 2011   *Technology Display case* Furniture Design through Digital Fabrication techniques, by
M. Gonzalez-Maya and L. Dritenbas(by invitation from Dr. P.Bebko and Dr. A. Fernandez
and sponsored by FAU Broward Campuses)

Student Workshops and Design-Build Projects
Other examples of curricular resources include urban and architectural design workshops. The
workshops are conducted by students and professors in the school, as well as by visiting professionals
and educators. These initiatives have touched a broad spectrum of curricular subjects, including the study
of sub-tropical urban patterns, community design, ecology and sustainability, structures, analogical
drawing, digital drawing, digital fabrication, furniture, and design-build projects. The following lists such
initiatives from 2011 – 2016.

Spring 2015   Workshop and Exhibit on responsive design with Philip Beesley: "Hammock Veil: The
Architecture of (inv)visible thresholds", 2nd Avenue Studio, Fort Lauderdale, FL, March 7-
19, 2015

Spring 2012   Competition Design of a built Shelter

Fall 2011   Structural Design of Shells

Extracurricular Student Activities and Community Development Projects
Spring 2015   Masonry Architecture Student Competition.
National Concrete Masonry Association (NCMA) Foundation.

2011-2014   Collaboration with La Perla Informal Settlement and the Government of San Juan
Puerto Rico , Improvement of La Perla, San Juan

Spring 2013   Masonry Architecture Student Competition.
National Concrete Masonry Association (NCMA) Foundation.

Spring 2012   Masonry Architecture Student Competition.
Project: Exhibition Space for Fort Lauderdale,
National Concrete Masonry Association (NCMA) Foundation.

Spring 2011   Masonry Architecture Student Competition.
Project: Homeless shelter in Fort Lauderdale. *(First Prize - National Competition
Winners)* National Concrete Masonry Association (NCMA) Foundation.

Pedagogy: teaching architecture instruction and preparation has led to a collaborative presentation
with Dr. Petra Liebl-Osborne Munich at the University of Miami Graduate Thesis Prep seminar, 2013.

Pedagogy: teaching architecture instruction and preparation has led to an invitation from Prof.
David Rifkind at Florida International University to provide a seminar presentation for his G raduate
Teaching Assistants, Nov 4, 2013.

Thesis preparation reviews at University of Miami, 2012, 2013.

Design reviews and presentations at Florida International University, 2012, 2013, 2014, 2015, 2016.

Dean of Particlehaus and data mining and creative academy in Miami, FL, 2013.

Drawing in Space, Artist Talk, Coral Springs Museum of Art, (Supported in part by Broward County
CIP/NEA grant), 2014.

Lecture to students of Coral Springs, NEA Art Works Grant -- Creative Artist Advancement Program (CAAP), May / June 2013.

Four workshops on Public Space and Public Art to grant seekers.

Artist talk and lecture, The Return of the Magenta, painting, drawings, and installation at The Projects, Fort Lauderdale, FL (supported in part by Broward County CIP /NEA grant), 2013.

Presentation of the installation to the National Association of Public Art and Design, at the Public Art and Design Annual Conference, Fort Lauderdale, FL, 2012.

Artist talk, Who am I to you? – South Florida Cultural Consortium Award exhibit, Museum of Art - Fort Lauderdale, Fort Lauderdale, FL, 2013.

FAU School of Architecture representation (3x) at the annual "portfolio day" at DASH, (Design and Architecture Senior High School), Miami, FL, 2009--2013.

FAU School of Architecture representation at various Campus Days, Boca Raton Campus.

Spring 2011, Hallandale--Hollywood Mobility and Land Use Study (Prof. Abbate)

Academic Field Trips
The School of Architecture faculty strongly believes in getting our students out into the field to re-experience domestic environments from new perspectives, experience foreign environments often for the first time, and learn to contrast and compare, analyze and synthesize, question and imagine the practical and cultural necessities of the world that they will share throughout their careers.

Learning opportunities for students range from study abroad in Europe and Asia (the school awards a few scholarships to assist with travel costs), to local field trips in the south Florida region. Currently, all Design 6 students (second semester of the accredited program) travel to Savannah, Georgia, during the spring semester. This travel component of the studio was implemented to immerse students in a historically significant urban environment. This activity also helps to build a stronger studio culture among our students, who are typically coming from a variety of backgrounds. All projects for the D6 semester are based in Savannah. The school covers the cost of transportation for students and all expenses for the accompanying faculty.

Other student travel/learning opportunities have included recent funding for attendance of two students at a digital media workshop in Gothenburg, Sweden, and assistance for AIAS member attendance at AIAS South Quad and Forum. The students financed by the school to attend these workshops are expected to give a presentation of their findings to the school and participate in the student-to-student mentoring program.

All students have the opportunity to study abroad during the summer. Supported by the Oscar Vagi Traveling Fellowship, students have recently traveled to Europe and Asia. The following list highlights only academic field trips (some connected with studio design projects or design competitions) over the past six years. The list does not include Summer Study Abroad programs.

<u>International</u>
Summer 2015	San Juan, Puerto Rico	13 students/	San Juan, Puerto Rico
Spring 2014	San Juan, Puerto Rico	14 students/	San Juan, Puerto Rico
Summer 2013	San Juan, Puerto Rico	3 students /T.A's /1 Photographer	
Fall 2012	San Juan, Puerto Rico	4 students /T.A's (Grant ARCC)	
Fall 2012	San Juan, Puerto Rico	11 students	

Summer 2012   San Juan, Puerto Rico   10 students
Fall 2011   San Juan, Puerto Rico   9 students
Spring 2011   San Juan, Puerto Rico   17 students
Summer 2011   Germany Summer Abroad   15 students (Grant DAAD)

National
Spring 2014 – 2016 Savannah, Georgia   All Design 6 students
Fall 2015   Pittsburg, PA   10 students
Fall 2015   Chicago, ILL.   14 students
Fall 2014   Architectural Theory 1, Modern Architectural History and Theory: The Wolfsonian, 1111 Lincoln Road, Miami Beach
Fall 2014   Chicago, ILL.   14 students
Fall 2013   Architectural Theory 1: The Wolfsonian, 1111 Lincoln Road, Miami Beach
Fall 2013   Chicago, ILL.   14 students
Spring 2012   Modern Architectural History and Theory: Frost Museum of Art, FIU, Miami
Spring 2012   Boston/Connecticut   5 students
Fall 2012   Orlando Conference   5 students (Grant NCMA)
Fall 2012   Chicago, ILL.   14 students
Fall 2012   Charleston, SC   6 students
Summer 2011   Los Angeles - San Diego, CA   11 students
Fall 2011   New York City, NY   12 students

Student Research / Collaboration with Internal Partners to Promote Faculty and Student Research, Scholarship, and Creative Activity
Students are encouraged to choose a mentor among our diverse faculty. Many pursue Directed Independent Study courses for elective credits. Other students participate in student or professional design competitions at local, national, and international levels. The university's Quality Enhancement Plan (QEP) *Distinction through Discovery* program promotes sponsored research for undergraduates.

From the website: Florida Atlantic University sought reaffirmation of accreditation from the Southern Association of Colleges and Schools: Commission on Colleges (SACSCOC) in 2013. The reaffirmation process included a component that was designed to enhance student learning and further the mission of the university. FAU's Quality Enhancement Plan (QEP) *Distinction through Discovery* aims to improve student learning by expanding a culture of undergraduate research and inquiry across all disciplines at the university.

FAU's definition of research focuses on inquiry. FAU faculty and students recognize inquiry to be a process and/or a product which centers on asking questions or solving problems, and which encompasses intellectual traits that transcend subject matter divisions. Examples of such processes common to the disciplines included questioning existing ideas, identifying approaches to unstructured problems, thinking creatively, exploring new ideas, and examining the processes by which knowledge is discovered.

FAU's Distinction through Discovery Goals

- Establish an undergraduate curriculum which provides students the intellectual skills necessary to successfully engage in undergraduate research and inquiry.
- Expand student co-curricular opportunities for undergraduate research and inquiry.
- Increase support and recognition for faculty and students who engage in undergraduate research and inquiry.
- Enrich and strengthen an institutional climate that supports undergraduate research and inquiry. FAU received zero recommendations from the onsite SACSCOC visitation team in February 2013. Such a report is achieved by very few colleges and universities undergoing similar reviews.

The following list highlights these and other directed independent study initiatives (2011-2016).

Solar Radiation Study for Downtown Fort Lauderdale: Implications on Vegetation and Improvement of Urban Spaces
Student: Henry Marroquin
Faculty advisor: Assoc. Prof. Mate Thitisawat
Venue: 1st Annual Broward Student Research Symposium, 2011
Award: Undergraduate winner

Sustainable Restaurant
Student: Mark Gefman
Faculty advisor: Assist. Prof. Caldieron

Ritter Gallery Remodeling
Students: Mathius Irribarren, Alexander Celestina, 2011
Faculty advisor: Asst. Prof. Haupt

Human Figure, Color and Space
Student: Annie Lanciano, 2012
Faculty advisor: Asst. Prof. Haupt

The Design of Kinetic Devices for the Fabrication
of Complex Shapes Using Biological Precedents
Student: Mike Rega, 2012
Faculty advisor: Asst. Prof. Vermisso

Benhart Teaching and Curricular Issues
Students: Brandon Conley, Emanuel Ferro, Kyle Benhart, 2013
Faculty advisor: Prof. Kaul

Coral Springs Museum of Art Remodeling
Students: Tina Stadler, Katerina Lennig, Fall 2013
Faculty advisor: Asst. Prof. Haupt, Asst. Prof. Van de Reit

Student: Angelica Brodeur
Faculty advisor: Vladimir Kulic

Performative Parametric Design of Radiation-Responsive Components
Student: Mauricio Feldsberg and Manuel Ferrer
Faculty advisors: Mate Thitisawat and Emmanouil Vermisso
Award: Broward Undergraduate Research Award, Fall 2012

Performative Parametric Design of Radiation-Responsive Screens
Student: Mauricio Feldsberg
Faculty advisors: Mate Thitisawat and Emmanouil Vermisso
Venue: 2nd Annual Broward Student Research Symposium, 2012

Kinetic Architectural Prototypes
Student: Richard Brewer and Sitki Sipahi
Faculty advisors: Emmanouil Vermisso and Mate Thitisawat
Award: Spring 2013 Broward Undergraduate Research Award

Fabrication of Responsive Facade Systems
Student: Richard Brewer and Sitki Sipahi
Faculty advisors: Emmanouil Vermisso and Mate Thitisawat
Venue: 3rd Annual Broward Student Research Symposium, 2013

Sea Level Rise and Fort Lauderdale
Students: Iulia Fomina and Daniel Bernal, 2012
Faculty advisor: Assoc. Prof. Sandell

Sea Level Rise and Fort Lauderdale Exhibition,
Students: Natasha Dagmer, Paula Rojas, Rita Sosa, 2013
Faculty advisor: Assoc. Prof. Sandell
Venue: MetroLAB

An Irregular Discretization Process for Climate-Responsive Facades, Proceedings of Sustainable Intelligent Manufacturing,
Vermisso, E., Thitisawat, M., and Feldsberg, M., 2013
International Conference, Lisbon, Portugal.

Performative Parametric Design of Radiation-Responsive Screens
Marroquin, H., Thitisawat, M., and Vermisso, E., 2013
Proceedings of Architectural Research Center Consortium
2013 Architectural Research Conference, March 27-30, 2013, Charlotte, North Carolina.

Net Zero Design Competition
Student: Blanca Martinez, Jose Beltran, 2013
Faculty advisor: Assoc. Prof. Thitisawat

Downtown Debates, exhibition
Student: Emelia Fischer
Faculty advisor: Dr. Vladimir Kulić
Venue: MetroLab, July 2014

Student: Emelia Fischer
Broward Civic Architecture
Faculty advisor: Dr. Vladimir Kulić
Awards: Broward Undergraduate Student Award, Broward Undergraduate Student Symposium, 1st place, FAU Undergraduate Student Symposium, 3rd place, 2014

Learning Architecture: A Feedback Network
Student: Fadia Jawhari
Faculty advisor: John Sandell
Summer 2015

Carotid Thermo-Regulator
Student: Heather Akers and Boutros Bounahra
Faculty advisor: Mate Thitisawat and Emmanouil Vermisso
Venue: Reshape 15 Wearable Technology Competition, 2015
Award: 3rd prize

The Architecture of Constructed Paintings
Student: Stephen Santana
Faculty advisor: Henning Haupt
Venues: Art Biennial Exhibition, Schmidt Gallery, FAU Boca Raton, Fall, 2015; Henning Haupt: Farbe und Raum, a solo exhibit at the Wenzel Hablik Museum, Itzehoe/Hamburg, Germany, 2016
FAU Undergraduate Research Grant 2015

Color Space Constructions
Student: Pieter Conradie
Faculty advisor: Henning Haupt
Venue: ACSA Annual Conference, University of Houston, 2015
FAU Undergraduate Research Grant 2015

Color and Space
Student: Rita Sosa
Faculty advisor: Henning Haupt
Venue: FAU Fort Lauderdale HEC building
FAU Undergraduate Research Grant 2014

Painting Color and Space
Student: Dain Giannattasio
Faculty advisor: Henning Haupt
Venue: The Tunnel at the City Parking Garage, Fort Lauderdale
FAU Undergraduate Research Grant 2013, Project funding from the City of Fort Lauderdale

Building Broward: A Centennial Exhibition – Research Project
Students: Catheryn Espino and Chris Sartori
Faculty advisor: Dr. Vladimir Kulić
Award: Broward Undergraduate Student Award 2015

Hydromarine Technology
Student: Jonathan Llampay
Faculty advisor: Deirdre Hardy
Award: Undergraduate Student Award 2015

FAU Undergraduate Research Grant 2015, Mentored student: Pieter Conradie,
DIS /research project: Color Space Constructions
(Including Installation at University of Houston)
Awarded: $2.000,- + $1.000,-

Building Broward: An Exhibition Celebrating the History of the County's Architecture
Students: Catheryn Espino, Chris Sartori, Emelia Fischer, Christie Garcia, Heather Akers, Chris Emile, Jammy Chong
Faculty advisors: Dr. Vladimir Kulić and Dr. Fredo Rivera
Venues: MetroLab, Broward Government Center East, Broward Main Library, Broward Government Center East, Bailey Contemporary Arts (Pompano Beach), January - June 2016

FAU Undergraduate Research Grant 2015, Mentored student: Stephen Santana
DIS /research project: The Architecture of Constructed Paintings
(Including works at the Faculty Art Biennial Exhibition, Schmidt Gallery, FAU Boca Raton, Fall of 2015 and the installation specifically developed and designed for the exhibition Henning Haupt: Farbe und Raum, a solo exhibit at the Wenzel Hablik Museum, Itzehoe/Hamburg, Germany, 2016)
Awarded: $500.

American Institute of Architects Student Chapter

The AIAS Fort Lauderdale (FTL) Chapter is a nonprofit 501(c)(3) organization run by the students at Florida Atlantic University and Broward College who invest extracurricular time in being more engaged in the world of architecture and society at large. Our members participate in various student activities where they can learn more about their specific areas of interest. AIAS members have access and opportunity to competitions and networking events. As part of a national organization, we get the opportunity to participate in regional "quad" conferences held twice a year (South Quad #1).

Goals:

1. To enhance AIAS members' experience in the School of Architecture.
2. To make the transition into the design profession easier.
3. Establish a stronger relationship between members throughout the school.
4. Establish a relationship between AIAS members and professionals.
5. Establish a relationship between AIAS members and the faculty.

AIAS-Sponsored Initiatives:
Fall 2011

- T-Shirt Design Contest
- Leo A. Daly Firm Crawl
- Portfolio Workshop
- AIAS FBD Fundraiser, raffle ticket fundraiser, plus outside donations from AIA
- AIAS & ASCE mixers – engineering and architecture students
- Bake sale fundraiser

Spring 2012

- Revit Workshop
- Archicad Workshop
- Zyscovich, Oppenheim, and Arquitectonica Firm Crawl
- EDSA Firm Crawl
- Mid-term BBQ in College Plaza
- Dinner & Meet Your Professor
- Green Week
- Projector Tutorial
- Project Wet
- Organic Bake Sale
- Site Visit at Young @ Art Museum

Fall 2012

- Mastering Arch. Viz in Adobe Photoshop Workshop by RED Studios
- Fort Lauderdale Artwalk Event
- Mock-up Interview Event
- South Florida Day of the Dead Volunteer

Spring 2013

- T-Shirt Design Contest
- Attendants in AUTONATION Rotary New River Raft Race with Student-Built Boats
- Attendants in 17th Annual Plywood Regatta

Spring 2014

- Public Crit of Student Work
- Rhino Workshop
- Grasshopper Workshop
- Adobe Suite Workshop
- Max Strang Firm Crawl

Spring 2015

- Photography and Portfolio Workshop for School of Architecture Lower Division Students
- Broward College AIAS Social Event

Fall 2015

- Beginning of the Year Member Party
- T-Shirt Design Contest
- Student Pumpkin Carving Event
- AIAS Beach BBQ Sand Castle Competition/Charrette
- FAU and Palm Beach State College Social Event

Spring 2016

- Instagram Contest
- Raymond Jungles, Rene Gonzalez, and Shulman + Associates Firm Crawl
- Revit Workshop
- Napkin Sketch Contest
- Building/Architect Trivia Contest

Student Honor Societies, Student Grants, and Student Awards
The following lists student honors and awards offered through the university and School of Architecture.
In the spring of 2013, FAU joined Tau Sigma Delta Honor Society in Architecture and Allied Art by
establishing the Theta Alpha Chapter. Associate Professor Vladimir Kulìc is the Chapter's advisor.

Student Scholarships and Honor Societies (Florida Atlantic University)
- Athletic Scholarships
- Freshman/Transfer/International Scholarships
- General Scholarships
- Pepsi Cola Scholarships
- Prestige Scholarships
- State of Florida Scholarships
- Community Foundation Scholarship Programs

Student Honors and Awards (School of Architecture)
Part I. AIA Henry Adams Medal
Part II. Alpha Rho Chi Award for Service
Part III. Oscar Vagi Traveling Fellowships (awarded annually for study abroad)
Part IV. Meisner Scholarship
Part V. Luis and Jean May Wolff Scholarship
Part VI. Song Scholarship
Part VII. Tau Sigma Delta Honor Society in Architecture and Allied Art
Part VIII. ASAB Travel Award for attendance of AIAS South Quad

Recent Graduate School Admissions of our Alumni
Currently, a small percentage of our undergraduates pursue graduate studies. Below is a list of students who have been accepted to a graduate program and the institution they attended, (2010-2015).

- Student: Tabitha Ponte   Institution: Illinois Institute of Technology, 2010
- Student: Sergio Curro-Caccho   Institution: Illinois Institute of Technology, 2010
- Student: Jonathon Styles   Institution: London Metropolitan University, 2010
- Student: Catalina Cabarello   Institution: Georgia Institute of Technology, 2010
- Student: Eric Chancellor   Institution: University of Sheffield, 2011
- Student: Nathan Hoofnagle   Institution: Columbia University, 2011
- Student: David Cobiella   Institution: University of Dessau, 2011
- Student: Natalia Ramirez   Institution: University of Arizona, 2011
- Student: Polly Dougherty   Institution: Boston Architectural College, 2013
- Student: Carlos Mena   Institution: Technical University of Munich, 2013
- Student: Patrick Konziola   Institution: Yale University, 2015

Study Abroad Program
The International Study Abroad Program highlights the importance we place on multicultural experiences and how these experiences shape a student's mind through a heightened awareness of heritage, diversity, and the societal differences that emerge from experiencing a foreign culture. The following programs have been executed over the past five years. They include foreign experiences that range in duration from one full academic semester, six weeks abroad, three weeks abroad, as well as one-week foreign study workshops. The different programs are designed to accommodate students' diverse financial situations on three continents. Each program is administered or led by a faculty member who has resided extensively in the host country and/or whose area of research is based in the host country.

- Summer 2010-2016, Anhalt University of Applied Sciences, Germany, student and faculty exchange program, (FAU School of Architecture administrator - Assoc. Prof. Henning Haupt).

- Summer 2011, 2013, 2015: Italy: Architecture and Urbanism; Venice (FAU School of Architecture administrator, and also group leader and instructor in Italy - Assoc. Prof. John Sandell).

- Summer 2011-2015, Thailand Study Abroad (FAU School of Architecture administrator - Assoc. Prof. Mate Thitisawat).

School of Architecture Faculty Lecture Series 2013-2016
The above curricular resources are reinforced with all school lectures given by visiting professors and practitioners, many of whom are directly involved in school projects or student workshops offered dependently or independently from design studio and other curricular activity. Our faculty lecture about their own research, as well, giving students direct access and insight to what we do and how we think in conjunction with our teaching. In the past three years, the School of Architecture at Florida Atlantic University greatly increased the number and quality of outside speakers, establishing a robust lecture series that exposes our students to cutting edge research in many different fields of architecture. In the past two years, we have experimented with thematic series: the theme for the fall 2015 semester was Architecture in Latin America, and the theme for the spring 2016 semester was Design Thinkers. The following lists our visiting lecturers (2011-2016), and highlights those professionals who have conducted workshops for our students.

Spring 2011
March 24: Greg Castillo, UC-Berkeley
        "Cold War on the Home Front"
April 7: Robert Gonzalez, Texas Tech
        "Designing Pan-America"

Fall 2011
September 29: David Croteau, Boston
  "Modernism in Architecture Outside of the Traditional West"
October 20: Katherine Wheeler, University of Miami
  "A Profession or an Art? Architectural Practice, Education, and the Writing of History in 19th-Century Britain"

Spring 2012
March 1, 2012: Gray Reed, Florida International University
  "The City is the Theater of Urban Life"

Fall 2012
August 28, 2012: Maria Saraiva, University of Porto and Aveiro, Portugal, and Mohammed Boubezari, Instituto Superior Tecnico, Lisbon, Portugal
August 30, 2012: Dana P. Little, Treasure Coast Regional Planning Council, Indian River, St. Lucie, Martin, Palm Beach
November 1: Philip Robbie, BRPH
  "Many Minds One Vision"

Spring 2013
January 24: Robert Demel, Beuth Hochschule, Berlin
  "max house_design for change"
February 12: Romolo Martemucci, Pantheon Institute, Rome
  "Archeology Meaning Architecture: Tracings that Design"
March 14: Margi Nothard, Glavovic Studio, Fort Lauderdale
  "Recent Works"
March 28: Petra Liebl-Osborne, artist and educator, Munich/Miami
  "Exhibiting Architecture"
April 9: Mikael Kaul, Miami
  "Sit Down, Let Me Tell You Something: Galloping Tales in Pecha Kaul Style"

Fall 2013
- January 24: Robert Demel, Beuth Hochschule, Berlin "max house_design for change"
- February 12: Romolo Martemucci, Pantheon Institute, Rome "Archeology Meaning Architecture: Tracings that Design"
- March 14: Margi Nothard, Glavovic Studio, Fort Lauderdale, recent projects
- March 28: Petra Liebl-Osborne, artist and educator, Munich/Miami "Exhibiting Architecture"
- April 9: Mikael Kaul, Miami, "Sit Down, Let Me Tell You Something: Galloping Tales in Pecha Kaul Style"

Spring 2014
- January 30: Eric Keune, Design Director, SOM Chicago, "On High Rise Buildings"
- March 18: Hillary Lewis, "Philip Johnson: You Cannot NOT Know History"

Fall 2014
- October 7: John Englander, oceanographer and writer, Boca Raton, "High Tide on Main Street"
- October 9: Max Strang, Architect, Miami, "On Rise"
- October 29: Bess Krietemeyer, Syracuse University, "Towards Bioresponsiveness in Architectural Design"
- November 10: Fernando Abruna Charneco, Architect, Movie screening: "The Absent House"

Spring 2015

- January 29: Monica Penick, University of Wisconsin-Madison, and Timothy Parker, Norwich University, "Sanctioning Modernism," round-table moderated by David Rifkind, FIU
- February 9: Marlon Blackwell, University of Arkansas, "Transmutations"
- February 19: Philip Beasley, University of Waterloo, "Living Architecture"
- March 19: Colin Polsky, Florida Center for Environmental Studies, FAU, "Architecture as a Potential Sustainability Science Frontier"
- April 7: Irene Fatsea, University of Athens, "The Athenian Academy of Theophil Hansen: Building Spatial Poetics in Late Classicism"

Fall 2015: Architecture in Latin America
September 8: Fernando Lara, University of Texas at Austin, "The Other of the Other: Modern Architecture in Latin America"
October 6: Rene Gonzalez, Architect, Miami, recent projects
- October 13: Erica Morawski, Smith College, "Havana's Hotels: Nation, Tourism, and the Architecture of Accommodation"
- November 1: Monica Ponce de Leon, Princeton University, "A Matter of Discipline"
- November 19: Fredo Rivera, Visiting Assistant Professor, FAU, "Exhibiting Architecture and Revolution: Pabellon Cuba and the 1963 World Congress of Architecture"

Spring 2016: Design Thinkers
- February 16: Larry Scarpa, Brooks+Scarpa, recent projects
- March 1: Allan Shulman, Shulman and Associates, Miami, recent projects
- March 22: Melissa and Jacob Brillhart, Brillhart Architecture, Miami, recent projects
- March 28: Greg Papay, Lake | Flato, San Antonio, recent projects

School of Architecture "Lunch and Learn" Series
The School of Architecture sponsors these sessions three to four times per semester. AIA professionals are asked to form their own topics and speak with students in an informal and often enriched atmosphere. Examples of topics presented by members include some of the following:

1. Ethics and architectural practice
2. Career choices in the first years of internship
3. Recognizing one's strengths and finding one's niche in the profession
4. Cross-disciplinary practice
5. The coordination among multiple entities during project development and construction
6. Career changes
7. The cultural conditions of a place and its effect on the built environment
8. The economic conditions of a place and its effect on the built environment
9. Changing the public perception on the role of an architect
10. How to land that first job
11. Small, medium, large: which firm is right for me?
12. The expanding role of the architect in the public domain

School of Architecture Advising
There is one full-time Academic Advising professional assigned to the School of Architecture. The Academic Advisor plays a pivotal role in three key processes of the School: *application, matriculation, and enrollment management*. This Advisor has the responsibility of guiding prospective and matriculated students from the stage of program consideration to admission through graduation.

The Advisor seeks to create a one-to-one relationship with each student in order to facilitate effective progression through the upper-division Bachelor of Architecture curriculum and the completion of any remaining General Education or Intellectual Foundation Program requirements. Effective management of curriculum progression occurs through a variety of advising mechanisms, beginning with the creation of

an advising file. The advising file consists of the School of Architecture Program Sheet, initiated for the first advising conference, and updated both physically and electronically after every subsequent conference. This Program Sheet records previous, current, and planned courses by semester, with individual grades earned and advisor comments, e.g., discussion notes. Students are given access to their Program Sheets, while the comments page is kept on file for the advisor's reference. Other mechanism include course tracking, registration approvals and registration, as well as any documents, such as petitions and/or waivers of SoA or university policy, that pertain to the student's matriculation.

Students have the right to submit a petition to waive a School of Architecture policy. These petitions range from waiving a prerequisite to approving course substitutions. The process requires students to submit a SoA Petition form along with a personal statement of explanation and supporting documentation to the Academic Advisor. The Advisor subsequently submits it to the SoA faculty Petition/Curriculum Committee. Once a decision has been made, it is communicated to the Advisor, who passes the information along to the student. The decision is recorded in the student's file. Students may also petition any university regulation, following a process that is handled by the college or appropriate university office.

Advising conferences are mandatory during the academic semester. These conferences help ensure the integrity of academic progression and school policy regarding, for example, the number of design studio courses taken. Students may not register for core or studio courses prior to attending an advising session; a hold is placed on the student's file until such a meeting occurs. Students may register online for any coursework. The school faculty has developed a separate list of recommended electives from various departments in the university for *Pre-Architecture* and *BARCH* students.

During registration for the final semester, students who intend to graduate submit their "*Application for Degree*" form to the advisor. The advisor performs a degree audit and notifies the student of his or her graduation status and any deficiencies. Upon completion of this semester, the advisor performs the graduation certification, reviewing term grades for degree completion. Successful degree completion concludes the student's advising file.

Faculty Advising and Exit Interviews
Faculty currently advises students on academic matters. Faculty also review student protfolios prior to students seeking employment when requested. Advising on career trajectories and professional job seeking strategies needs to be systematized within the program through formalized exit interviews with each student and a more rigorous portfolio review program.

Professional Development
Access to NAAB Conditions and Procedures: both the School of Architecture website and the Student Handbook have provided the corresponding link to these NAAB documents to make them available to all students, parents, faculty, and interested persons. The School of Architecture website includes a link for NAAB, NCARB, AIA, ACSA, AIAS, the 2014 NAAB Conditions for Accreditation, and the NAAB Procedures for Accreditation 2015.

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

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

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

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

The Career Development Center and the School of Architecture Faculty
The Career Development Center (CDC) holds biannual meetings for the university's college representatives during which new counseling programs, student events, and services are presented to a faculty advisory board made up of representatives from each college. The role of the faculty advisory board representative for the Career Development Center involves the dissemination of information advertising the services, seminars, and programs available to students. The School of Architecture builds on the CDC initiatives in two separate ways: working with lower division students and working with upper division students.

Each spring, a faculty representative and /or Academic Advising meet with freshman and sophomore students in order to introduce them to the programs and activities offered at the Center (and at the Center for Learning and Student Success, CLASS), and emphasize the importance of learning about career choices, establishing goals, and projecting a path towards meeting those goals. The School of Architecture's aim is to instill in the younger students a sense of responsibility towards their academic progress.

With the upper division students, the Academic Advisor meets with each student, each semester and encourages students to evaluate their academic experience and project (in a timely manner) their future goals. Building on the knowledge and services offered by the CDC, a faculty representative speaks with student groups about the diversity of architectural offices, work opportunities, and various strategies for seeking job interviews. This program has not been consistently pursued in a structured manner. The school also encourages students to consider graudate studies. Many students have entered into prestigious graduate programs, or earned academic and travel scholarships. All of the above have helped the school develop an understanding about the collective ways in which it can educate students of architecture through a synthesis of university and school advising mechanisms. The interaction across university, college, and school domains helps us mold a much more comprehensive faculty advising apparatus.

Center for Learning and Student Success (CLASS)
(information herein has been adapted from the university's website: http://www.fau.edu/CLASS/)

The purpose of the Center for Learning and Student Success (CLASS) is to promote academic and personal achievement by engaging students, forming partnerships, and creating programs and services to foster student success and the retention of undergraduate students. This is done by:

- coordinating retention activities between academic and student affairs divisions;
- supporting and monitoring students' academic progress;
- coordinating with academic advisement units;
- providing collaborative learning opportunities;

- providing referrals to campus resources and support services;
- instilling a sense of the FAU community in our students and
- coordinating programs that foster the academic success of FAU students.

Programs such as student learning communities, supplemental instruction, and tutoring programs are all provided through this office. In addition, Student Accessibility Services coordinates student-to-student support organized within individual classroom settings. Other university and college resources include the following:

- Career Development Center (Career counseling, assistance in choosing a major, resume writing, and internships)
- Counseling Center (free personal counseling for issues such as time management, stress management, etc.)
- Dean of Students (open to any student needing assistance in matters of general welfare, counseling, and/or FAU information.)
- Multicultural Affairs (mentoring, book loan program, Student Advocacy Program, success counseling, multicultural programming, etc.)
- Financial Aid (assists students in meeting educational costs)
- Freshman Academic Advising Services (academic advising for freshmen with less than 30 credits or undecided majors with 60 credits or less)
- Academic Advising Services for the College for Design and Social Inquiry (academic advising for students majoring in the college who have a minimum of 30 credits)

Intern Development Program, (IDP)
The Intern Development Program is promoted through the faculty's Career Development Representative. The faculty representative introduces students at least once per year to the IDP program, including an overview about the licensing structure, general information regarding minimum program credit hours in order to qualify for NCARB registration, student responsibility to track and register hours through professional and service opportunities (and the effects of the six-month rule), and a sense of urgency towards accessing the NCARB web site and fully reviewing all requirements towards licensure in the IDP Guidelines. A portion of our student body already works in professional offices. The majority of these students are registered with NCARB. Qualified students who have not worked in a professional setting normally are not registered with NCARB. The main reason they do not register before finding employment is the cost of the program.

School of Architecture Internship and Job Placement Program
Currently, all job solicitations that arrive to the school are systematically forwarded to our student body and copied to the Career Development Center, where students can access past and current job announcements, including internships. The school will begin to develop a more formal "jobgate" web portal within the school and in coordination with the Career Development Center so that students can access more directly past and present work opportunities. Currently, we have no formal internship program in place. We have begun the initial stages of structuring an internship program. The internship initiative and jobgate are considered the first steps towards acquiring part-time direct assistance to work opportunities for our students.

AIAS
Among other activities, the AIAS sponsors mock-up interview activities, portfolio workshops and reviews for the student body. Recent AIAS activities are listed in this report.

Professional Mentoring
A formalized professional mentoring program has not been initiated to date. Such a program has been discussed with the local chapters of the AIA. Currently, the AIA does participate in approximately four "Lunch and Learn" sessions at the school per semester. This program is conveniently scheduled just prior to studio in the school's jury space which is centrally located.

Architect Licensing Advisor
Director and Associate Professor John Sandell acted as the Architect Licensing Advisor (formerly the IDP Coordinator) from 2011 to spring 2016. Professor Deirdre Hardy will assume this role in spring, 2016. NCARB and the Intern Development Program is discussed once per year in the Professional Practice classes at the fifth-year level. Students are urged to familiarize themselves with the NCARB web site in order to understand the structure and process towards professional licensure. In 2013 and 2014, the national IDP representative, Mr. Nick Serfass, from NCARB visited the school, and student attendance at that lecture was robust.

I.2.2 Physical Resources

The physical home of the FAU School of Architecture upper division is in the Higher Education Complex (HEC) at the Fort Lauderdale-Downtown Campus, 111 E. Las Olas Boulevard, Fort Lauderdale, FL. FAU and Broward College share space in this building. The FAU School of Architecture occupies the 6th, 7th and 8th floors, and shares classrooms with Broward College on the 9th floor, as well as a small exhibit area in the HEC lobby. Broward College also allocates limited classroom space to the School of Architecture across the street in the Reuben O'Donovan Askew Tower (Askew Tower), also a high-rise building, located at 220 SE 2nd Avenue. The ground floor of the Askew Tower accommodates the School's MetroLAB space used for exhibitions, speakers, receptions, seminars, project reviews and other public events. Our library facilities are located in the Broward County Main Library, one block north of the campus.

The 6th floor is a recent (2013) extension of the school's facilities, which allowed the addition of an administration suite, two design studios, faculty conference space, student lounge, and a photography lab. This floor always has housed a supervised computer lab run by FAU's Broward Technology Services (BTS). For more detailed information, please refer to the plans of the Higher Education Complex and Askew Tower that accompany this section.

Studios
The architecture studios are well lit, open, and contiguous. Each semester students enrolled in the architectural design sequence in the upper division are allotted a 30" x 60" desk, a stool, and a 30" x 18" taboret to compose a 5' x 5' space. At the end of the semester, students must fully clean out their area, as well as their surrounding areas, and any projects or materials they may have on any of the studio floors.

Students have access to the studio 24 hours/day, 7 days/week. There is guarded access to the building during the night and on weekends; but once inside the building any person may access the 6th, 7th, and 8th floor studios. Faculty offices surround jury spaces on the 7th and 8th floors.

Computing Resources
The department responsible for managing technology at FAU is Information Resource Management (IRM). The mission of IRM is to plan for and provide high quality information technology resources in support of research and teaching across all campuses, and to facilitate the efficient execution of administrative and public service functions of the university.

In addition to providing FAU vital general computing and telecommunications services, IRM serves as a consultant and coordinator for more specific information technology activities and projects carried on by

the various colleges, departments, administrative offices, and research groups. Each unit is assisted in accomplishing its own goals, and at the same time IRM ensures that overall institutional goals are being met.

The school maintains a full-time position for support of its technology resources. Matt Canavan is the Coordinator for Computer Applications. The Coordinator oversees the computer hardware and software of the school, and he supports students and faculty to use these as efficiently as possible. Mr. Canavan is present on the Fort Lauderdale campus 32 hours per week. He serves the college on the Boca Raton campus for eight hours per week.

Joseph Sher, employed by FAU's Broward Technology Services, a subdivision of IRM, maintains the computer laboratory on the 6th floor (Room HE 611). This facility is open to students 40 hours per week, with extended hours during midterms and finals. The lab has 26 work stations (five MACS and 21 PCs), two plotters, two laser printers, and three scanners, one being large format. The large-format scanner and one of the two plotters belong to the School of Architecture.

In addition to the above, the school makes available in the upper division Student Lounge (Room HE 607, across from the Computer Lab) eight Dell Precision computers, one plotter, and two scanners. The Student Lounge is open to students 24/7.

Table – 1.I.2.2 The Software Suite and Other Recommendations for Students

AutoDesk Building Design Suite Ultimate
AutoDesk Entertainment Creation Suite Ultimate
SketchUp 2016
Google Earth Pro
Corel Draw x 8
Rhino 6
Flamingo
Penguin
Bongo
Rhino Cam 2017
Adobe CC
Scan and Solve
ArchiCad 19
Office 2013
ArcGis - ArcMap, Arc Scene, Arc Globe
Acrobat Pro DC
2016 Hardware Recommendations for Student Computers
Intel Processor - i7 or Xeon Quad Core or greater preferred
16 GB RAM or greater 32 GB Preferred
Video card with minimum 2 GB memory
One Terabyte Hard drive or greater, SSD drive preferred

| 24-inch or greater display, Dual display preferred |
| Windows 10 64 Bit - Professional preferred |
| Antivirus - Microsoft Security Essentials, Avast, McAfee |
| *Sample Computer - Dell Precision 7810* |

This list of the software suites in the above facilities is also available on the School of Architecture website. See http://cdsi.fau.edu/soa/current-students/facilities/computing/

The school maintains recent versions of all the software used in department courses. All computers are dual boot and can run both Mac OS X and Windows 10, and a full complement of design, layout, 3D and architectural software. As much as possible, compatible versions are maintained between the university open labs, faculty computers, and the department-specific computers.

While students are not required to own a computer at this time, many students do choose to buy a computer during their degree program. Students who utilize their own computer can connect to the FAU wired and wireless network, print to school printers and plotters, and connect to the school's file server.

The school provides large-format plotters, covering ink and paper from student lab fees for studio courses. The school makes several scanners, digital LCD projectors, and cameras available for student, faculty, and course use. The school has also acquired a 3D scanner for the survey of sites for use by students and faculty.

Fabrication facilities: FAB-LAB
The fabrication facilities in the School of Architecture include a well-equipped woodshop, as well as a technologically advanced Fabrication Lab with rapid prototyping tools. These comprise the FAB-LAB in the School of Architecture. Luke Jenkins is the FAB-LAB Coordinator. The fabrication lab is open 24/7. The woodshop is open 50 to 60 hours per week.

These facilities are arrayed on two levels: a shop with two Universal laser cutters and tools for wood-working is located on the 7th floor, and a second shop and fabrication space housing a 3-axis CNC-router and a number of 3D printers (one CubeX and two Formlabs) on the 8th floor. Further expansion of the rapid prototyping capabilities is currently under way with the addition of at least two more 3D printers of the latest technology. These tools help students with both technical and perceptual development in architectural design.

These tools are used directly by the students and monitored by the FAB-LAB Coordinator. Students interested in utilizing the shop must sign up for a safety instruction workshop with Mr. Jenkins and pass the corresponding exam. The safety instruction workshop constitutes a very useful introduction to tools and shop procedures, and it is an introduction to the help available at the woodshop.

Broward County Main Library
The Broward County Main Library, at 100 South Andrews Avenue, is part of the FAU library system and is available to all of FAU's students on Monday, Thursday, Friday, and Saturday from 10:00 a.m. – 6:00 p.m., and on Tuesday and Wednesday from 12:00 p.m. – 8:00 p.m. The library, designed by the renowned firm of Marcel Breuer and Associates, has an extensive collection of design and architecture books and periodicals, and it offers free wireless Internet, as well as multiple computers for public use. A 300-seat auditorium for meetings and lectures is on the ground floor. The School of Architecture utilizes the auditorium for public lectures.

Library Collections
The architecture collection is housed in the Main Library, a building of 222,000 net usable square feet. All materials are housed in the library, with no remote storage. The book collection is on the 4th floor. Books

held on reserve by faculty and periodicals, both for student use, are on the 5th floor. Appropriate environmental controls exist for the storage of all library materials. This central library is the primary source of information resources for academic programs based at Florida Atlantic University's Ft. Lauderdale-Downtown Campus, including the School of Architecture. See Section I.2.4 Information Resources for detailed information about the Library Facility and the Collection.

Faculty Offices and Other Facilities
All full-time faculty have private or semi-private office space located in the HEC building. These are identified in the 7th and 8th floors of the HEC Building plans. The administrative suite located on the 6th floor of the HEC Building provides adjunct faculty with one office, and an adjacent conference room open to all faculty members for private conferences and other scholastic activities. Faculty with course loads on the Boca Campus are provided with an office adjacent to the architecture studios. All other facilties for teaching, scholarship, service are shared with students.

Identification of Existing Significant Issues
Although significant improvements have been made to the operation of air-conditioning on weekends and holidays, the air conditioning for the HEC Building is systemically shut down from midnight to 7:00 am. Monday thru Saturday and from Saturday, midnight to Sunday noon. The lack of air circulation can have an impact on storage of drawings, models, books and on occasion, create discomfort for faculty and students. Currently, the director of the school has requested a fact-finding meeting with the building's facility engineer in order to understand if a solution can be found with a minimum or no impact on energy consumption.

Future Facility Needs
Currently, there are no proposed changes to the school's facilities. However, the faculty considers the improvement of the school's physical resources in relation to pedagogical objectives. The following outlines future facility needs. Almost all of the needs listed below require an increase in square footage.

The feasibility of all or part of the list in relation to future growth of the program needs further study. The establishment of a plan and time-line in relation to growth for achieving part or all of the objectives listed in the table below have been partially addressed as the University's administrative team is currently studying the feasibility of an expanded campus.

Table – 2.I.2.2 Future Physical Resources

School of Architecture: Future Physical Resources				
Dedicated Use:	**Quantity**	**Function**	**Description**	**New HR**
Student	1	Architectural Design Studio	1,200 sq. ft. / future undergrad growth	No
Student	1	Architectural Design Studio	1,200 sq. ft./future grad school studio	No
Student/Faculty	1	Visual Resource Archive	1200 sq. ft.	Yes: Students
Student/Faculty	1	Historical Resource Collection	600 sq. ft.	Yes: Students
Student/Faculty	1	Materials & Building Technology Lab	600 sq. ft. - Materials Library & C.S.I.	Yes: Students
Student/Faculty		Increase current Woodshop	500 sq. ft. increase for safety and to accommodate CNC Router in acoustically isolated zone.	No

Student/Faculty	1	Dust-Free Room: 3D Printing & Dust-Free Room: Laser Cutters	100 sq. ft. Room is available: it needs direct external ventilation added.	No
Student/Faculty	1	CNC Router Dedicated Space	500 sq. ft. Needs to be acoustically isolated. Currently in 8th floor model shop.	No
Student/Faculty	1	Sustainable Design Testing and Monitoring Lab	No new sq. footage req. - Conversion and integration with 8th floor model shop.	No
Student	1	Student Lounge	600 sq. ft. - Current student lounge equipped with computers, white board, tables, etc., and used as Study Room.	No
Student/Faculty	1	School's Library	2,000 sq. ft.	Yes
Administrative	1	Archival Room	85 sq. ft.	No

The Fort Lauderdale Campus: Current Space Allocations
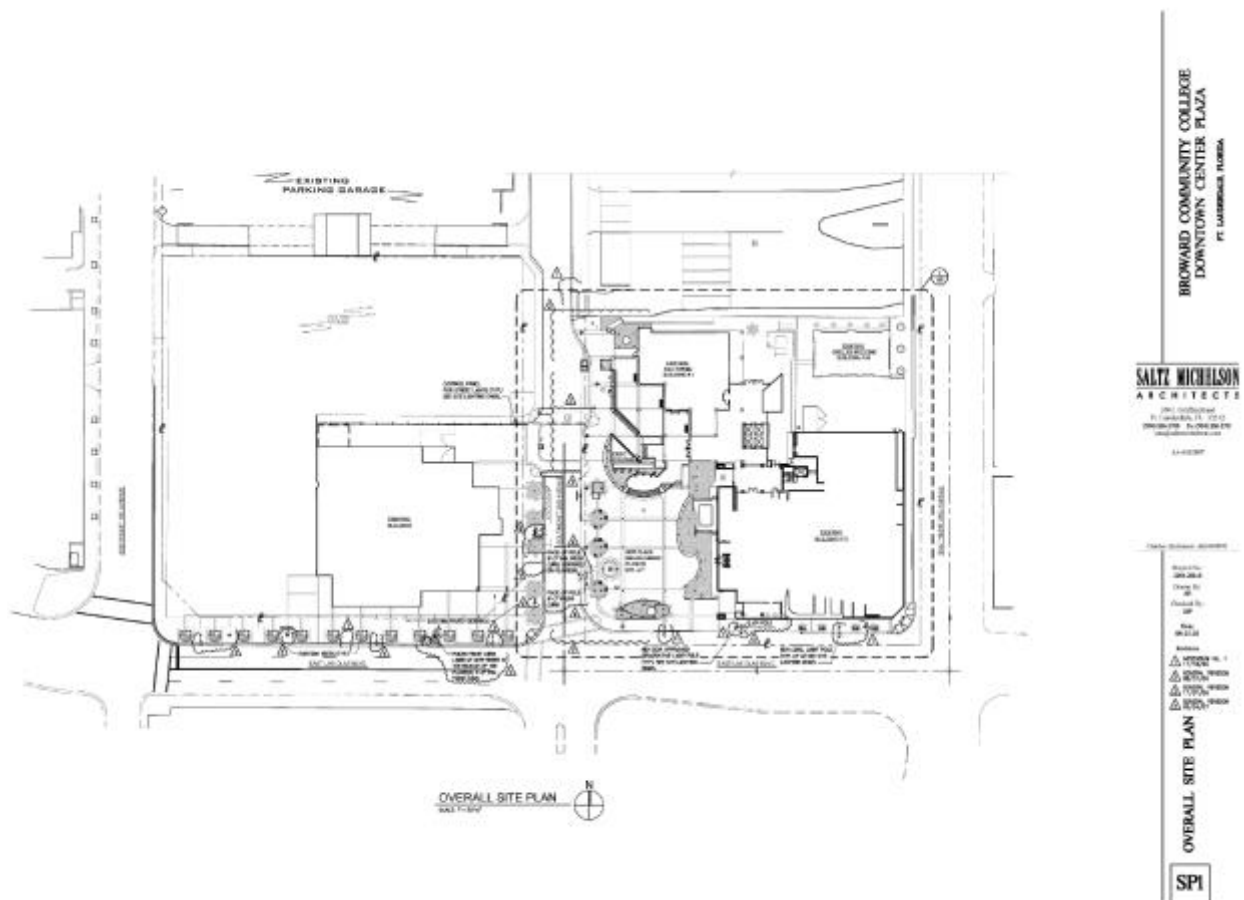
Figure – 1.I.2.2: Site Plan of the Downtown Campus
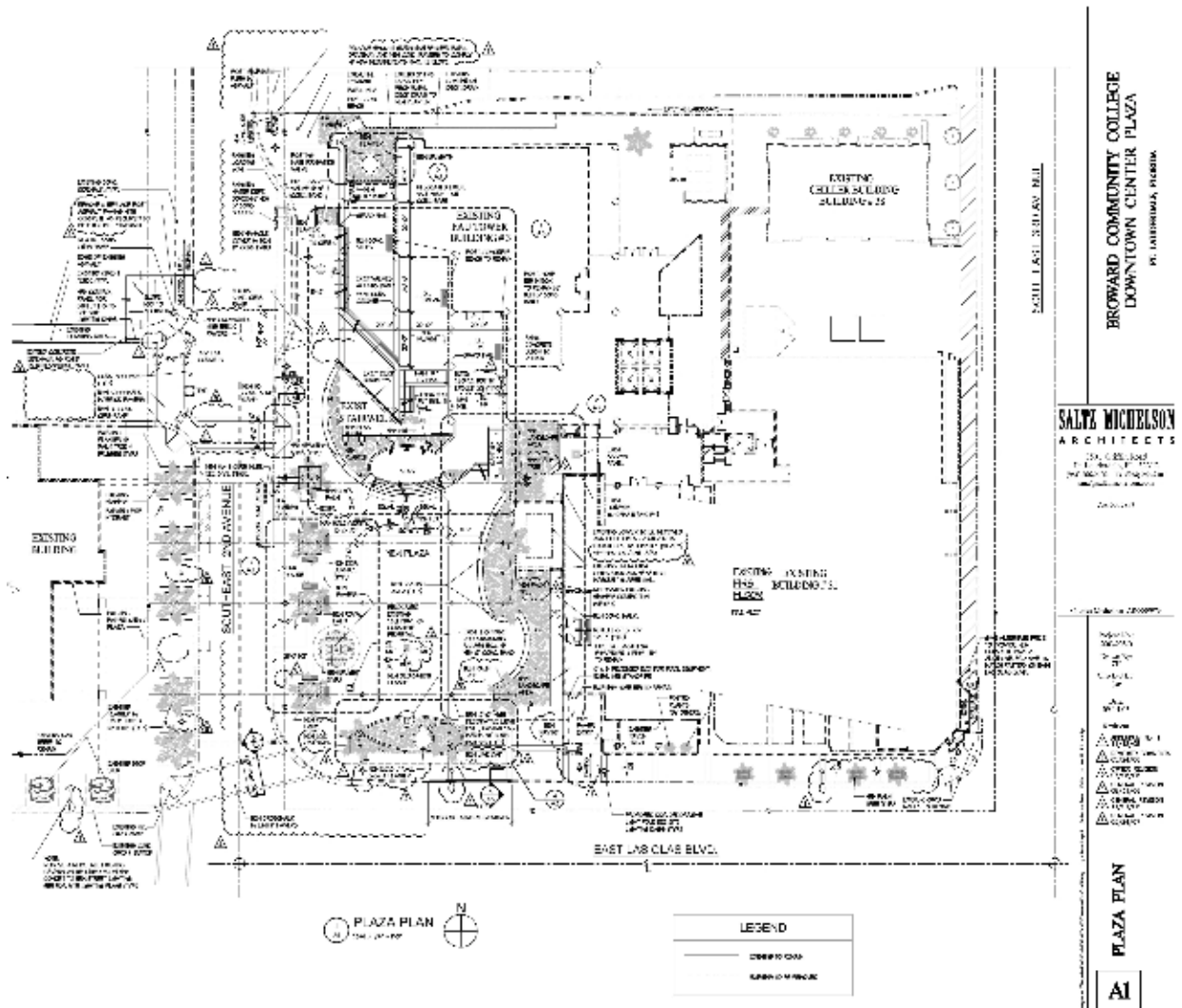
Figure – 2.I.2.2: The Site Plan of the Askew Tower (larger scale documentation of these plans, showing accessibility from the public realm, will be available for review in the Team Room.)

Figure – 3.I.2.2: The floor plan of the first floor of Askew Tower
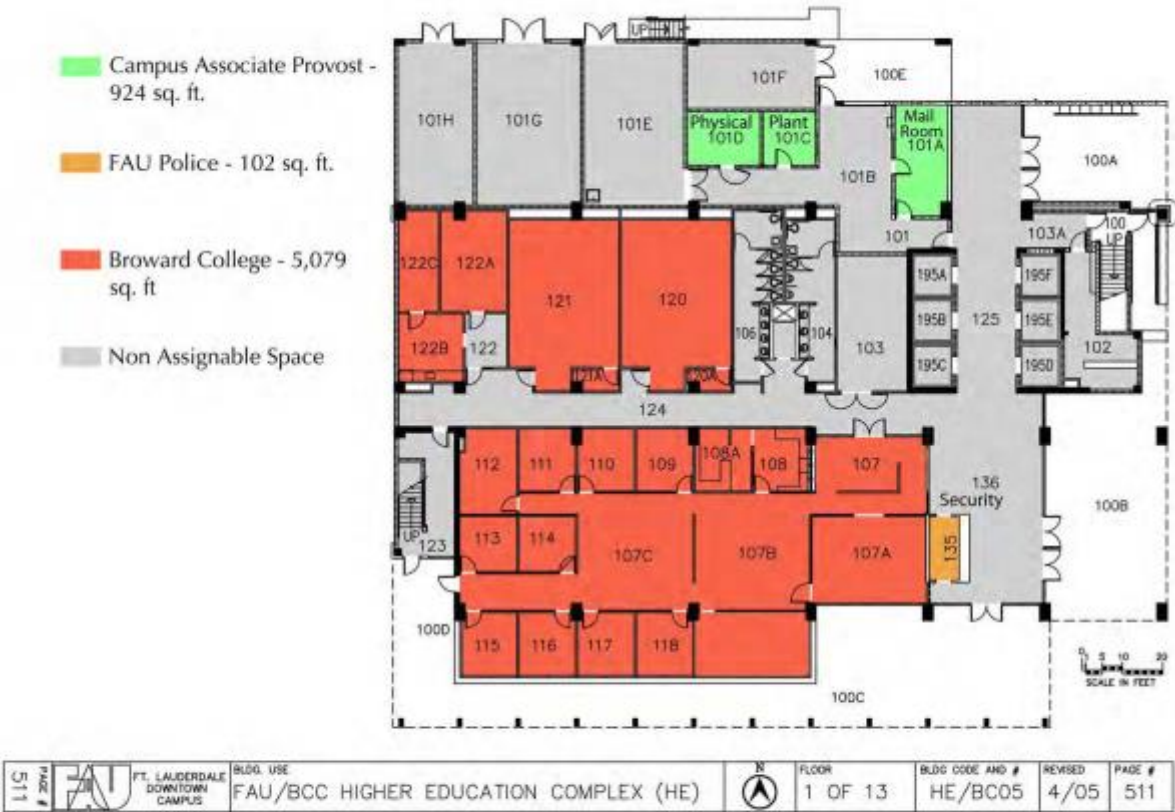
Figure – 4.I.2.2: First Floor, Higher Education Complex, FAU Campus Security
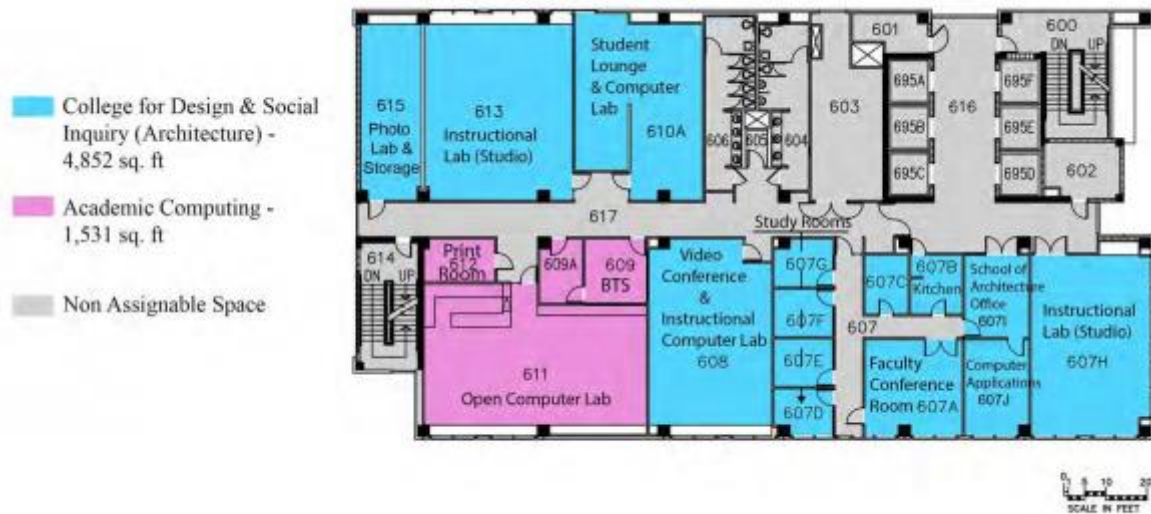
Figure – 5.I.2.2: Sixth Floor, Higher Education Complex
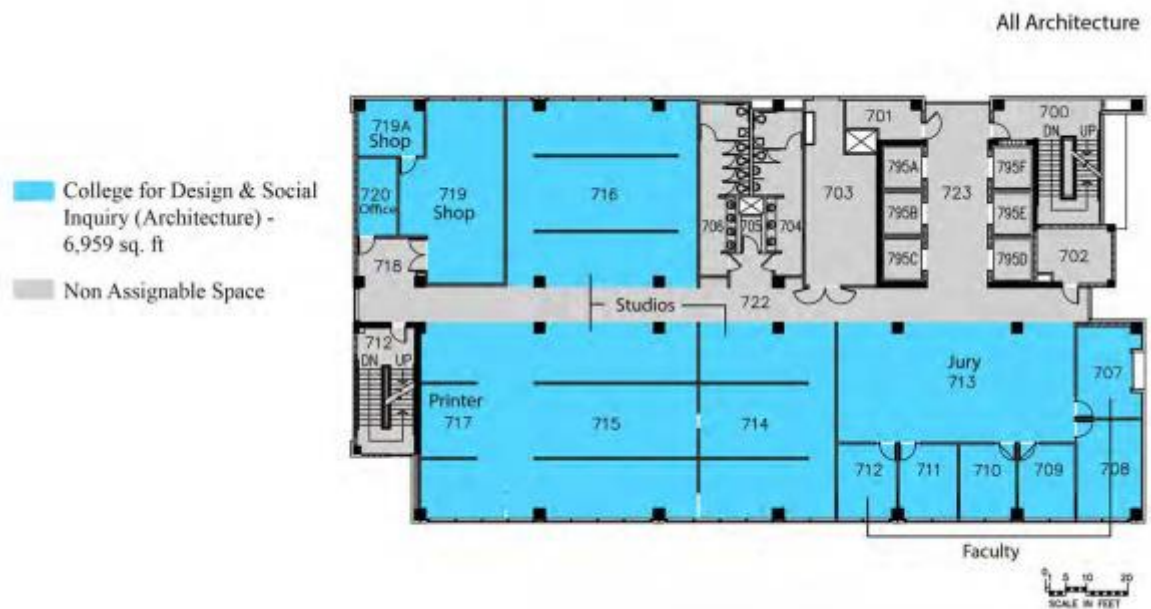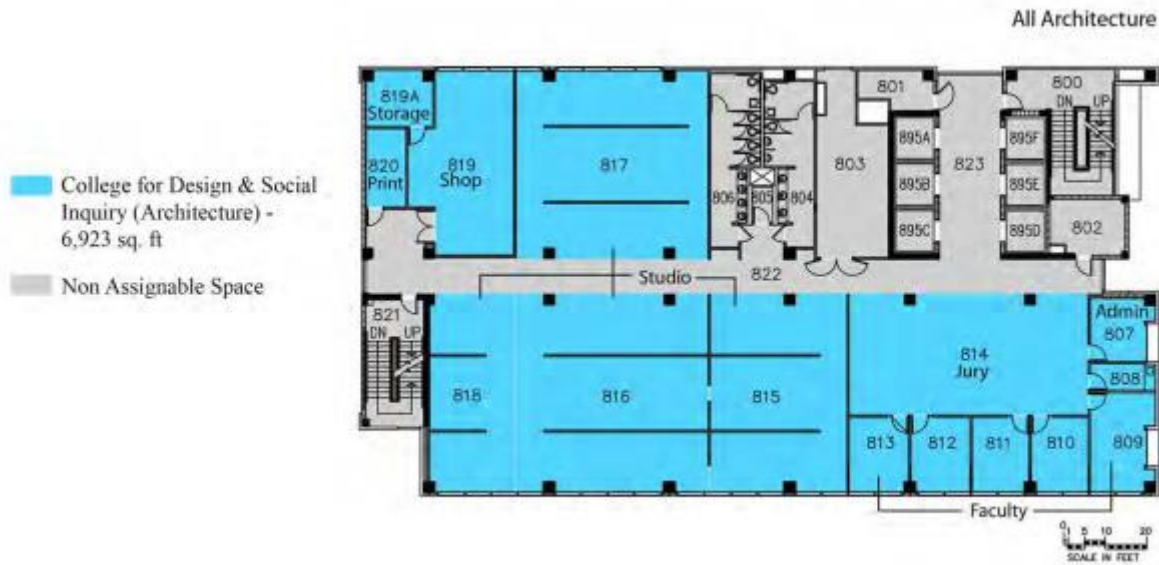

Figure – 6.I.2.2: Seventh Floor, Higher Education Complex

Figure – 7.I.2.2: Eighth Floor, Higher Education Complex
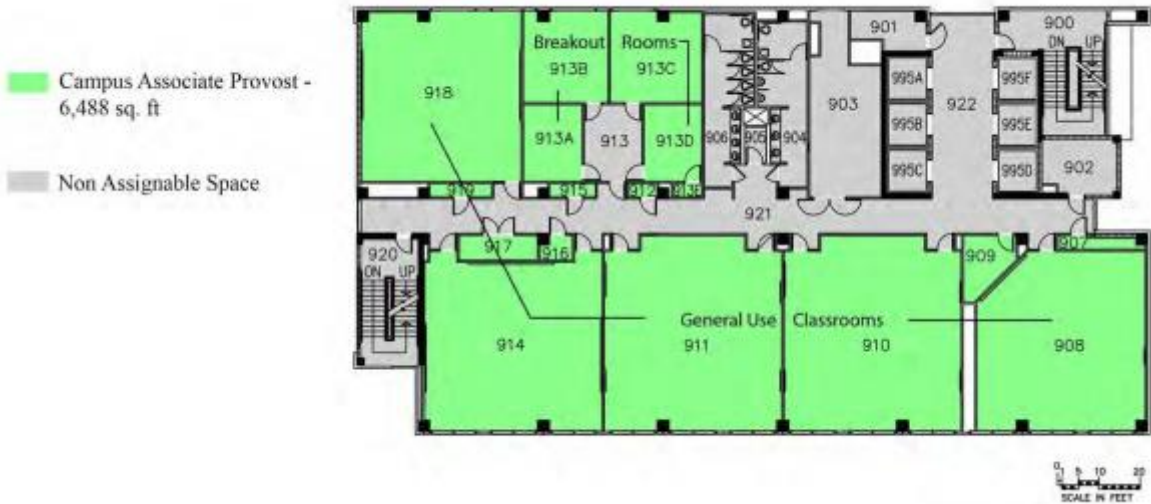
Figure – 8.I.2.2: Ninth Floor, Higher Education Complex

I.2.3 Financial Resources

Description of the process for allocating financial resources to the B.Arch. Program
Resources are allocated among College for Design & Social Inquiry's schools in the following manner:
First, salary and benefits amounts for all authorized faculty and support staff positions are distributed. Second, discretionary funds are allocated on a formula basis ($1,750 per faculty member). Added to that figure is $42,000 additional discretionary support, $8,700 for NAAB dues, and an allocation for technology and moving expenses for new faculty hires, if applicable.

Description of the expense categories over which the program has control or influence
The school has control over the discretionary funds distributed as part of the budgetary process – a total of $79,200. In addition, the school has discretion over lab fee expenditures and auxiliary spending of the Institute for Design and Construction (IDAC) which provides market rate Continuing Education.

Description of the revenue categories over with the program has control or influence
The school has influence over revenues generated by charitable donations, revenues generated by lab fees paid by students registered for studio sections, and revenues generated within the Institute for Design & Construction (IDAC).

Description of the scholarship, fellowship, and grant funds available for student and faculty use
Within the FAU Foundation, the school maintains four separate scholarship funds - Queen Scholarship, Innovation Centre Scholarship, Oscar Vagi Traveling Fellowship, Wolff Scholarship. These are available to students.

The following funding opportunities are also available to students and faculty.

Funding Opportunities for Students
FAU Undergraduate Research Grants (OURI)
         Deadlines: October 15, 2016
                     March 15, 2017
Grant amount:
$500 for individual projects
up to $1,000 for group projects, consisting of two or more students working on the same or similar projects may apply for a grant of
Examples of allowable expenses:
 - costs for laboratory, artistic supplies, software and databases, and small equipment
 - travel to offsite locations to conduct research, photocopying or purchase of books
Summer Undergraduate Research Fellowship (SURF) (OURI)
Deadline: January 16, 2017
Grant amount: $3,500
Examples of allowable expenses
primarily for student wages (25 hrs/wk)
$400 for the faculty to use as a supplemental stipend, for professional development or materials and supplies
Broward Undergraduate Research Award
Deadline: February (TBD)
Grant amount: $2,000
Eligibility:
Any undergraduate student at Florida Atlantic University taking classes in Dania Beach, Davie or Fort Lauderdale and engaged in research or creative activity under the mentorship of a Broward-based faculty. The research or creative activity may take the form of directed research, independent study, or work on a thesis under the direct supervision of a faculty member.
FAU Wave Competition
Deadline: Application October 1

Awards: April 15
Award amounts: First place: $1,500, Second place: $1,000, Third place: $500
(more than one are awarded)
Eligible projects:

- Renewable energy generation
- Assistance technology/devices
- Environmental sustainability plans
- Biomedical research
- Arts/literary research
- Community-based research
- Non-profit/for-profit startups
- Market evaluation
- Apps for phones/tablets/compute

Student travel funding (through Student Government)
Deadlines: Rolling
Award amounts: Varies
Eligible expenses:

- Airfare & baggage fees
- Hotel costs
- Conference registration fees - but not for membership fees.

Conferences and Symposia
Annual Undergraduate Research Symposium (OURI)
Abstract Deadline: TBD
Event Date: March 31st, 2017   Location: Live Oak Pavilion, Boca Raton Campus
Annual Broward Student Research Symposium
Abstract Deadline: TBD
Event Date: TBD, 2017   Location: Davie West Building, Davie Campus
The Graduate and Professional Student Association's Annual Research Day
        Event Date: TBD, 2017   Location: Live Oak Pavilion, Boca Raton Campus

National Conferences on Undergraduate Research
Florida Undergraduate Research Conference
Council on Undergraduate Research

Funding Opportunities for Faculty
Distinction through Discovery Undergraduate Curriculum Grants Program (OURI)
Pre-proposal Deadline: October 17th, 2016
Pre-proposal selection for full proposal submission: December 2016
Workshop: Soring 2017
Full proposal: May 15, 2017
Full proposal selection: July 2017
NEW Assignment: $500-$1000
Redesign a portion of a course (including the assessment) to incorporate a research and inquiry learning activity
Single Course: Up to $5000
Redevelop or revise the entire course to incorporate multiple research and inquiry assignments throughout.
Dept/Program Level (Multiple Courses): Up to $10,000
Build connections between courses to ensure students engage in research and inquiry learning activities throughout their program experience.
College Level (Multiple Courses-Single College): Up to $15,000
For colleges who wish to ensure that courses across their programs deliver research and inquiry experiences to their students

Inter-College Level (Multiple Courses-Multiple Colleges): Up to $20,000
For colleges who wish to cooperate by enhancing courses shared in specific programs or who have interdisciplinary majors
Research Intensive (RI) Designation and Directed Independent Research (DIR) (OURI)
Research Intensive (RI) Designation >> existing and new courses
DIR (Directed Independent Research) is an alternative to the existing DIS for undergraduate research documentation on student transcripts. Departments may include a zero-credit option for DIR students (no tuition charge).
Supplemental NSF funding available for Research Experiences for Undergraduates (REU) (OURI)
Principal investigators of current NSF grants may be eligible for supplemental funds to support and include undergraduate students in their funded projects.

Division of Research Outline of Services to Faculty
Find funding
- FAU >> Research >> Sponsored Programs >> Pivot (to be replaced by GrantsForward)
Find potential collaborators
- Assist with partnerships for targeting human subjects research populations
- Identify outreach opportunities to address NSF broader impacts criterion
Proposal quality
- Contribute proposal content in specialized cases
- Improve the written quality of proposals by providing feedback on issues such as logic, evidence, grammar and syntax
Additional Services
- NIH Templates (for these templates, send email to Alice Miehl, aespino5@fau.edu):
    - Letter of Intent
    - Budget Justification (three types: detailed, modular personnel and modular consortium)
    - Subcontract Letter
    - Consultant Letter
    - Facilities & Other Resources – Research
    - Facilities & Other Resources – Education
- NSF Templates (for these templates, send email to Susan Day, sday5@fau.edu):
    - General formatting instructions
    - Biographical Sketch(es)
    - Current and Pending Funding
    - Facilities, Equipment and Other Resources
    - Data Management Plans
    - Letters of Collaboration
    - Postdoctoral Researcher Mentoring Plan
    - Broader Impact Activities
- Peer Review: External reviewers for large federal proposals can be requested before submission
- Workshops:
    - Past Workshops: Applied Grant Writing, NIH Basic Tools and Resources, the NIH Review Process, NSF Broader Impacts, Graduate Student Fellowships

Division of Research
Faculty Research Mentoring Program
Deadline: January (2017 TBD)
Mentees must have less than five years of experience in rank as a junior faculty member. The mentor will receive a monetary award of $2,000, and the mentee will receive $4,000.
Dissertation Year Award (TBD)
$1,500 for dissertation research, typically supporting the last year of studies.
Research and Scholar of the Year Awards
Deadline: January (2017 TBD)

Applications due in respective dean/director's office >> February
Names of college nominees due in the Division of Research Office >> March
Awardees presented to the President and the VP for Research >> Mid - April
Awards presented at the Honors Convocation

Sponsored Research and Grant Funding
The School of Architecture faculty received sponsored research grant funding in the amount of:
2015-16 $16,182
2014-15 $52,325
2013-14 $50,776
2012-13 $11,153
2011-12 $7,270

Summary of Pending Reductions or Increases in Enrollment
At this time, the School of Architecture foresees no significant increase in enrollment. However, the school recognizes a need to increase enrollment by up to 20%. This need is driven at a macro-level by the current and future demand for professionally licensed architects in the United States, and at a micro-level, the need to increase elective offerings in the school and thus better the overall pedagogical program offered to our students. In order to meet these goals, recruitment efforts have been implemented and include 1) annual site visit presentations of the program to regional AA programs, 2) targeted high school outreach with pamphlet and 3) advertisement of the Institute for Design and Construction's Summer Career Discovery Program in Architecture. Recently, the Director of the School of Architecture has worked closely with FAU's recruitment team to educate the team and choreograph more focused recruitment efforts. Other efforts such as recruitment of foreign applicants does not exist at this time within the school.

Summary of Pending Reductions or Increases in Funding
As outlined above, the College allocates most funding resources. At this time, there are no plans to reduce funding to the School of Architecture or any other schools in the college. The school has submitted several proposals to participate in non-recurring performance funding received by the university. No notice of distribution of that funding has been received at this time.

The School of Architecture faculty has received joint funding from internal grant applications to support and increase funding for technology upgrades. Funding wsa used to purchase 3D scanning, 3D printing and virtual reality equipment.

The School has recently (2015) profited from professional courses and the Career Discovery Summer Program administered by the Institute for Design and Construction, (IDaC). The faculty plans on allocating the increase from this auxiliary fund in relation to the School's goals in the following manner:

- Student Employment in the School.
- Faculty Research Student Assistants.
- Increased Travel to Conferences for Faculty.
- Student Travel Scholarships and Awards.
- Brochure and other Publications of Student/Faculty Work for promotion and marketing of the program.
- Funding support for exhibitions, special workshops with invited experts in the field and Keynote Speakers.
- Student Design Competitions.
- College-wide Event: Sponsorship of Speaker (cross-disciplinary or other) or Boca Event.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit (2011) and plans for addressing the changes
With the exception of merit and equity salary increases recently negotiated with the faculty union, no

changes in faculty compensation, instruction, overhead or facilities are planned.

Planned, or in-progress institutional development campaigns including designations for the program (i.e. endowments)
The School of Architecture has submitted a proposal for a $ 1 million endowed professorship of architectural design. Follow up with the donor is expected to occur in the winter of 2016-17.

The Institute for Design and Construction (IDAC) is rebuilding and updating its database for the alumni from the School of Architecture in advance of planning initiatives corresponding to the 20th anniversary year of the school.

Table 1 – I.2.3 Comparison of Per Student Expenditures Across Departments

Program	Capital Investment Per Capita	Budget	15-16 enrollment
Architecture	$5,134	$1,504,309	293
Ocean & Mech Eng	$7,369	$4,664,653	633
Comp & Elec Eng & Comp Sci	$7,110	$8,127,279	1143
Civil, Envir & Geomatics Eng	$4,143	$1,329,967	321
Urban & Regional Planning	$5,962	$1,240,144	208

I.2.4 Information Resources

Computing Resources
The department responsible for managing technology at FAU is Information Resource Management (IRM). The mission of IRM is to plan for and provide high quality information technology resources in support of research and teaching across all campuses, and to facilitate the efficient execution of administrative and public service functions of the university.

In addition to providing FAU vital general computing and telecommunications services, IRM serves as a consultant and coordinator for more specific information technology activities and projects carried on by the various university colleges, departments, administrative offices, and research groups. Each unit is assisted in accomplishing its own goals, and at the same time IRM ensures that overall institutional goals are being met.

The school maintains a full-time position for support of its technology resources. Matt Canavan is the Coordinator for Computer Applications. The Coordinator oversees the computer hardware and software of the school, and he supports students and faculty to use these as efficiently as possible. Mr. Canavan is present on the Fort Lauderdale campus 32 hours per week. He serves the college on the Boca Raton campus for 8 hours per week.

Joseph Sher, employed by FAU's Broward Technology Services (BCS), a subdivision of IRM, maintains the computer laboratory on the 6th floor (Room HE 611). This facility is open to students 40 hours per week, with extended hours during midterms and finals. The lab has 26 workstations, which include five MACS and 21 Dell Precision computers, and also provides two plotters, two laser printers, and three scanners, one being large-format. The large-format scanner and one of the two plotters belong to the School of Architecture. The school charges a $75 lab fee/semester to students registered in studio classes to cover plotter paper and ink for the school plotters and other student used supplies. The computer lab charges a nominal fee for printing when jobs are run through the BCS plotter or its printers.

In addition to the above, the school makes available in the upper division Student Lounge (Room HE 610, across from the Computer Lab) eight Dell Precision computers, one plotter, and two scanners. This room is available to students 24/7.

The school maintains recent versions of all the software used in department courses. All computers are dual boot, and they can run both Mac OS X and Windows 10, and a full complement of design, layout, 3D and architectural software. As much as possible, compatible versions are maintained between the university open labs, faculty computers, and the department-specific computers. A list of the software programs available to students is listed in Section 3-I.2.2 of this report and is also available on the SoA web site. See http://cdsi.fau.edu/soa/current-students/facilities/computing/

While students are not required to own a computer at this time, many students do choose to buy a computer during their degree program. Students who utilize their own computer can connect to the FAU wired and wireless network, print to school plotters, and connect to the school's file server.

The school makes available LCD projectors (24/7) and cameras for student, faculty, and course use.

Libraries
From the FAU Libraries' website, (https://www.fau.edu/library/):
FAU Libraries promotes academic excellence by providing opportunities for intellectual and personal development to a diverse academic community. The Libraries fulfills this mission by collecting and providing access to a unique and extensive collection of research materials and services which support scholarly research; promoting a dynamic and multifaceted information literacy program; maintaining cooperative dialogue with the scholarly community; developing creative programming; encouraging active public engagement and increasing awareness of FAU Libraries in the local, regional, national and international communities. FAU Libraries are committed to:

- Providing a user- friendly library experience;
- Meeting the needs of faculty, researchers and students by enhancing the quality of and access to traditional and digital collections;
- Preserving materials physically and/or digitally for use by future generations of students and scholars;
- Being responsive to the specific needs of faculty directed research;
- Ensuring organizational responsiveness to the needs of a multi-campus system;
- Providing instruction services to promote information literacy;
- Maintaining an active involvement with local, regional, national and international communities;
- Cultivating and maintaining active professional involvement with local, regional, national, and international library organizations to promote professional advancement;
- Creating comfortable and safe environments that foster good academic and research practices;
- Increasing awareness of FAU Libraries' collections, services, educational programming and active community engagement through internal and external communications, marketing and Donor relations;
- Supporting and adhering to the ALA Bill of Rights and Freedom to Read statement;
- Committed to transparency and accountability by embracing fiscally responsible management in the utilization of allocated resources.

The Dean of University Libraries at Florida Atlantic University is Carol Hixson.

Library Collections: School of Architecture
Context: Through a partnership with Florida Atlantic University (FAU), the Broward County Library System's Main Library (BCL) serves as the "university library." This central library is the primary source of information resources for all academic programs based at Florida Atlantic University's Ft. Lauderdale-Downtown Campus, including the School of Architecture. In addition to BCL, the architecture program

students and faculty have access to the resources available at the FAU Libraries located on the Boca Raton and Davie Campus sites, and to the member libraries of the Southeast Florida Library Information Network (SEFLIN).

Broward County Main Library

The Main Library, at 100 South Andrews Avenue in downtown Fort Lauderdale, is part of the FAU library system and is available to all of FAU's students: Monday, Thursday, Friday, and Saturday from 10:00 a.m. to 6:00 p.m.; Tuesday and Wednesday from 12:00 p. m. to 8:00 p. m. The library, designed by the renowned firm of Marcel Breuer and Associates, has an extensive collection of design and architecture books and periodicals, and it offers free wireless Internet as well as multiple computers for public use. Circulating non-fiction materials are on the fourth floor. Reference materials and books held on reserve are on the fifth floor. All FAU reserves materials and periodicals are centralized in one location.

Facilities Space
The architecture collection is housed in the Broward County Main Library, a building of 222,000 net usable square feet. In close proximity to the FAU Fort Lauderdale-Downtown Campus. All materials are housed in the library, with no remote storage. Appropriate environmental controls exist for the storage of all library materials.

Funding/Size/Growth: The holdings of the Broward County Main Library are at a level consistent with the peer institutions within the state offering the architecture program.   The School of Architecture's 2015-2016 expenditures for the purchase of books, periodicals, and data-based programs was the following:

> $11,830.63 spent on books.
> $ 764.64 spent on two Architecture specific databases.
> $10,761.25 spent on Architecture journals.

Total Funding: $23,356.52

Funding for the School of Architecture library collection is expected to remain the same for 2016-2017.

The Coordinator for FAU Broward Library Services proposes the allocations for the School of Architecture. A School of Architecture liaison forwards order requests and offers recommendations for purchase requested by faculty; stays abreast of the departmental allocation balances; informs colleagues of new services or policy changes; and relays college concerns for library services/policies to the FAU Broward Library Services Coordinator.

Subject coverage
Subject coverage of the collection is satisfactory to support the curriculum. Initially several sources were consulted to aid in the development of the collection. Some of the sources used included:

- Books for College Libraries 3rd ed. American Library Association, 1988.

- Nurcombe, Valerie J., Information Sources in Architecture and Construction 2nd ed. Bowker-Saur, 1996.

- Wayne, Kathryn M., Architecture Sourcebook: a Guide to Resources on the Practice of Architecture. Omnigraphics Inc., 2009.

These items are now consulted for building a representative collection.

To remain current, there was an informal approval plan with Prairie Avenue Books, until it closed its doors several years ago. In addition, several electronic collection tools and print catalogs are consulted when making selections for the architecture collection, including two online collection development databases

known as BIBZII and Gobi3. Other selection aids include Choice Magazine, Books in Print, Library Journal, Distributed Art Publishers (DAP), Films for Humanities and Sciences, and F.A. Barnett.

Levels of coverage
Coverage is satisfactory to support the program and continues developing to support faculty research/interests. For material that is needed beyond the basic collection, interlibrary loan is provided by the BCL and is also available at the libraries at the Boca Raton and Davie Campuses.

Number of volumes
The library currently has 11,226 volumes in the architecture core collection (Dewey 720-729) plus 5,514 items in the "related areas" for a total of 16,740 – in 2004-5 it had 7,921 titles in the core collection and 10,372 in the related areas. However, the number of titles in 2010 at the time of the last accreditation equaled 12,334 in the core collection and 7,824 titles in "related areas" for a total of 20,158. In 2013, the collection grew to 16,725 in the core collection and was reduced to 5,800 titles in "related areas" for a total of 22,525. (It is assumed that some of the titles in "related areas" were transferred to other FAU libraries at the time that two schools from the College for Design and Social Inquiry relocated to the Boca and Davie Campuses.) **Therefore, the architecture collection has suffered a net total loss of 5,885 titles, of which 5,499 are from the core collection (Dewey#720-729).**

Serials: The library subscribes to major architecture serial publications and many supportive journals. Backfiles are held in microformat and paper. Through the FAU Libraries electronic collection, the architecture faculty and students have access to about 304 electronic architecture journal titles and over 44 electronic databases specifically targeted for art and architecture (See Table).

Table – 1.I.2.4: Architecture Titles and Databases in FAU Libraries

INDEX	# ARCHITECTURE JOURNALS IDENTIFIED	FAU/BCL HOLDS	PERCENT
Arts and Humanities Citation Index	49	28	72
Art Index with Full text/ Art Index Retrospective	245	59	54
Avery Index to Architectural PeriodicalsTitles	325	144	50

The library has used the Core List of Architecture Journals, compiled by the Association of Architecture School Librarians, as a guide for the acquisition of architecture journals. This is the website: www.architecturelibrarians.org/coreperiodicalslist/

Table – 2.I.2.4: Core and Supplementary Architecture Titles in FAU Libraries

TYPE TITLES	# TITLES	FAU/BCL	PERCENT
Core Titles	56	43	77%
Supplementary	43	15	35%

Visual resources and non-book resources

 The visual resources collection is housed on the third floor of BCL and includes 17,305 videos and DVDs. The videos and DVDs are openly available for browsing. The School of Architecture stores approximately 36,363 slides. The collection is currently unavailable to students. The on-line databases (ArtStor) supplements the student and faculty visual resources.

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

The library's on-line public access catalog is accessible via 137 computer terminals within the building and from off-campus via the Internet.

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

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

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

Services Reference
The reference department is staffed by professional reference librarians with an MLS degree from an ALA-accredited university. These individuals provide reference and instruction on the use of the library's materials and the many electronic reference materials available through the Broward County Library System's on-line catalog, as well as the FAU Libraries' more than 500 electronic web-based databases. All students entering the upper division program are required to attend a library orientation session during the fall semester of their junior year. The session is organized in conjunction with the Research Methods and Analysis course, a required course during the same semester.

Bibliographic instruction
Class instruction and individual sessions can be arranged with one of the professional librarians, or by contacting the FAU Library Services Coordinator.

Access to collections
The library is barrier-free, and the staff provides assistance to those needing help reading/reaching materials at difficult heights. Course reserve materials are available at the library's Reserve Desk.

Convenience
The library's hours of operation are:

Monday, Thursday, Friday, Saturday   10AM to 6PM
Tuesday, Wednesday   12PM to 8PM

The Broward County Library is open to the public 48 hours weekly.

In addition, the Broward Library Services Coordinator is available for on-line reference help and instruction. Although improved since 2010, the faculty finds the above 48-hour per week schedule inadequate for the needs of the student body.

Circulation

The faculty may borrow materials for up to six months, depending upon when the materials are checked out. The due dates are set for June 30 and December 31. The loan period for undergraduate students is 21 days for circulating material.

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

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

Since this is a county library, the reporting structure is the traditional chart common to county government with a library director, assistant director, associate directors, branch managers, and floor supervisors. A county library advisory board helps to evaluate the needs and programs of the library system. In addition, the board members serve as liaisons and lobbyists to the legislators for their continued support. The FAU Broward Library Services Coordinator works closely with the BCL staff and reports to the Dean for FAU Libraries.

Professional Status
The library employs 29 professional librarians with Master's degrees in library and information science from ALA-accredited programs. Some staff members have additional subject specialty Master's degrees. Written position descriptions for librarians and staff members are available.

Support Staff
There are 24 paraprofessional personnel and sufficient student aides. College preparation is not required for staff positions, but a large number of staff members have degrees or have earned undergraduate credits. Written position descriptions exist for all staff positions.

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

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

Equipment: There are sufficient and appropriate housing systems for all types of library materials. A sufficient number of photocopiers, microformat reader/printers, as well as computers and printers exist for use by the library's patrons.

Furnishing
There are sufficient numbers of workstations and adequate heating and ventilation. Current seating availability is 400, with room for growth.

Security
The library has emergency procedures and disaster plans. The library has a fire alarm and public address system that can be used in the event of an emergency. A sprinkler system exists throughout the building. To deter theft, a book detection system is in place.

Budget/Administration/Operations Funds
The major source of funding for the county library system is from county government allocation, with some funding coming from gifts, grants, and partnerships.

Funding for the FAU Fort Lauderdale-Downtown Campus partnership with BCL is provided by Florida Legislature specific appropriation to FAU. These funds are managed by the FAU Broward Library Services Coordinator, with suggestions and advice from the School of Architecture's liaison. This particular funding has been generous for the programs that have been based at this campus. However, due to major State cuts over the last few years, the materials budget was reduced to meet the necessary cuts. The move of four schools from the Fort Lauderdale-Downtown campus to other FAU campuses has had an impact on the overall funding of FAU acquired material at the downtown campus location. The current materials budget is approximately $23,500 and covers the purchase of books, electronic serials, and databases.

Planning
There are written goals and objectives for the library.
New shelving was installed on the fourth floor to better house the architecture materials. The Broward County Main Library recently built a Cybrary classroom, which is used for instruction and research purposes. In addition, the Broward County Main Library devised a makerspace called Creation Station that offers virtual reality equipment, 3-D printing, and a full design suite for production. The automated online public access catalog, CARL, is updated and is live.

Intra-institutional relationships
In addition to the services provided by BCL, students have access to the materials and services of the other branch libraries of the county library system, Wimberly Library at the FAU Boca Raton Campus, and the University College Library in Davie, which is a partnership between Broward College and FAU. Access is also available to services and materials through the SEFLIN member libraries and interlibrary loan.

Efficiency
The library functions smoothly and systematically, using a computerized system to monitor materials circulation.

Participation of faculty and students
The School of Architecture's faculty and students can submit book, serial, and other material requests to the School of Architecture's library liaison. These are forwarded to the Broward Library Services Coordinator for the Fort Lauderdale-Downtown campus. The School of Architecture's liaison and the Broward Library Services Coordinator are in continuous communication to discuss the budget, issues, and to be brought up to date with library procedures and events. Annually, the faculty book requests for the growth of the collection consumes 100% of the annual library budget.

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

Table – 3.I.2.4: Architecture Collection (Title Count)

ARCHITECTURE	# ITEMS
Dewey # 720-729	11,226

RELATED AREAS	# ITEMS
Dewey # 624-625	439
Dewey # 690-698	1124
Dewey # 710-713	1212
Dewey # 745	1694
Dewey # 747	802
Dewey # 749	243
Total Titles	**16,740**

Book allocations
This is money set aside for architecture book purchases as decided by the FAU/Broward County Agreement.

Table – 4.I.2.4: Fort Lauderdale Campus Collection Expenditures

TYPE OF COLLECTION		# OF ITEMS
Total number of books		16,740
Book Allocations	2011	$15,000
	2012	$15,000
	2013	$14,574
	2014	$15,000
	2015	$11,831
	2016	$15,000
Serial Subscriptions		28
Serial Allocations	2012	$12,117
	2013	$13,328
	2014	$7,604
	2015	$10,761
	2016	$13,414
Database Allocations	2012	$3,490
	2013	$3,839
	2014	$1,456
	2015	$765
	2016	$765
Microfilm	Total	235
	Architecture titles	9
Microfiche		7
Slides		36,363
Videos/DVD expenditures:	Total	20,465
	2006	$6,062.30
	2007	$7,736.95
	2008	$2,833.49
	2009	$0
	2010	$0
	2011	N/A
	2012	N/A
	2013	N/A
	2014	N/A
	2015	N/A
	2016	N/A
Drawings		N/A
Photographs		N/A

TYPE OF COLLECTION	# OF ITEMS
Other	N/A

Issues of Significant Concern
While new book purchases have steadily increased over the past six years, there was a net loss of 5,885 titles due to new accounting method that considers 1) lost and stolen books, and 2) a purge by the Broward Public Library in 2013-2014. The majority of the losses over the past twenty years is due to lost and stolen books. Other fact-finding steps are currently being taken in order to understand what has transpired and how the issue may be remediated.

While the library hours have significantly increased, (from 32 to 45 hours per week) there is a concern that use remains limited.

There is concern among faculty that the library does not maintain an architectural librarian to assist in the research needs of faculty and students.

I.2.5. Administrative Structure & Governance

Florida Atlantic University Board of Trustees
Florida Atlantic University is governed by a board of trustees (BOT) comprised of thirteen members. All appointments to the BOT are confirmed by the Senate of the State of Florida. Six of the appointments are nominated by the Florida Governor, five by the Board of Governors (BOG) of the State University System (SUS) of the State of Florida. In addition the president of the student body and the president of the university faculty senate serve on the BOT by virtue of their offices. According to Florida statutes the trustees, as public officers, are agents of the people and hold their positions for the benefit of the public. The BOT selects the president of the university.

University Administration
The President of the University serves as the Chief Executive Officer responsible for the organization, operation, and administration of the university.

The Provost and Vice President for Academic Affairs serves as the chief academic officer, directing the development and delivery of all academic programs for the university's ten colleges while overseeing the offices of undergraduate and graduate studies, admissions, registrar, libraries, information technology, enrollment management, partner campuses, continuing education, and lifelong learning.
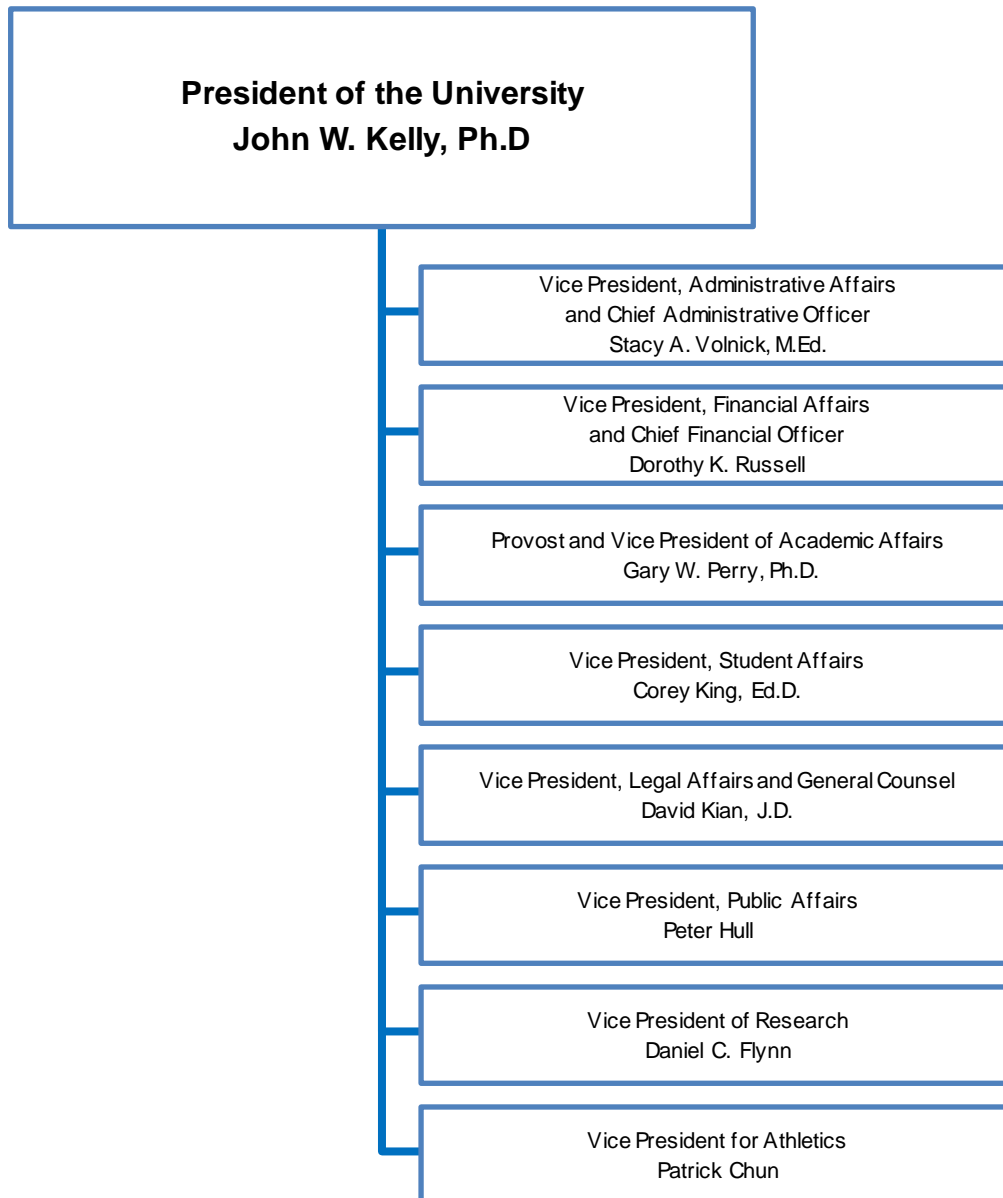
The charts on the following pages illustrate the administrative structure of the university, college, and school. All faculty, staff, and students are provided equitable opportunity for participation in program and institutional governance.

Office of the Ombuds
The Office of the Ombuds is not within the chain of command of the university administration and acts independently of all offices. The Ombuds provides assistance with problems with advisors, disciplinary matters, course conflicts, grading conflicts, health and safety concerns, disputes about fees. The Ombuds office is committed to justice and fair play and is accessible to all students, although it is not considered an office for the resolution of an immediate crisis. The Ombuds is neutral and considers each complaint with particular attention to all available perspectives of an issue. No official investigation is conducted nor is formal notice received and no action is taken without the permission of the student.

I.2.5. Administrative Structure & Governance
The charts on the following 3 pages illustrate administrative structure of the University, College and School. All faculties, staffs, and students have equitable opportunities to participate in program and institutional governance. *The graphics on the following two pages are intended to demonstrate the administrative structure as it relates to the school, college and university. Faculty and staff report to their respective directors, who in turn report to the dean of their college. All deans of all colleges report to the Provost, who in turn reports to the President of the University. The President reports to the Board of Trustees.*

```
President of the University
John W. Kelly, Ph.D

    ├── Vice President, Administrative Affairs
    │   and Chief Administrative Officer
    │   Stacy A. Volnick, M.Ed.
    │
    ├── Vice President, Financial Affairs
    │   and Chief Financial Officer
    │   Dorothy K. Russell
    │
    ├── Provost and Vice President of Academic Affairs
    │   Gary W. Perry, Ph.D.
    │
    ├── Vice President, Student Affairs
    │   Corey King, Ed.D.
    │
    ├── Vice President, Legal Affairs and General Counsel
    │   David Kian, J.D.
    │
    ├── Vice President, Public Affairs
    │   Peter Hull
    │
    ├── Vice President of Research
    │   Daniel C. Flynn
    │
    └── Vice President for Athletics
        Patrick Chun
```

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Vice Provost
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Michele Hawkins, Ph.D.

Associate Provost and Chief Information Officer
Jason Ball, M.B.A.

Associate Provost, Programs and Assessment
Russell Ivy, Ph.D.

Associate Provost, Broward Campuses
Anthony Abbate, M.Arch.

Associate Provost, Northern Campuses
Eliah Watlington, Ed.D

Harbor Branch Oceanographic Institute
Interim Executive Director Megan Davis, Ph.D.

Dorothy F. Schmidt College of Arts and Letters
Heather Coltman, D.M.A, Dean

College for Design and Social Inquiry
Wesley Hawkins, MSW, Ph.D, Interim Dean

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

College of Business
Daniel Gropper, Ph.D, Dean
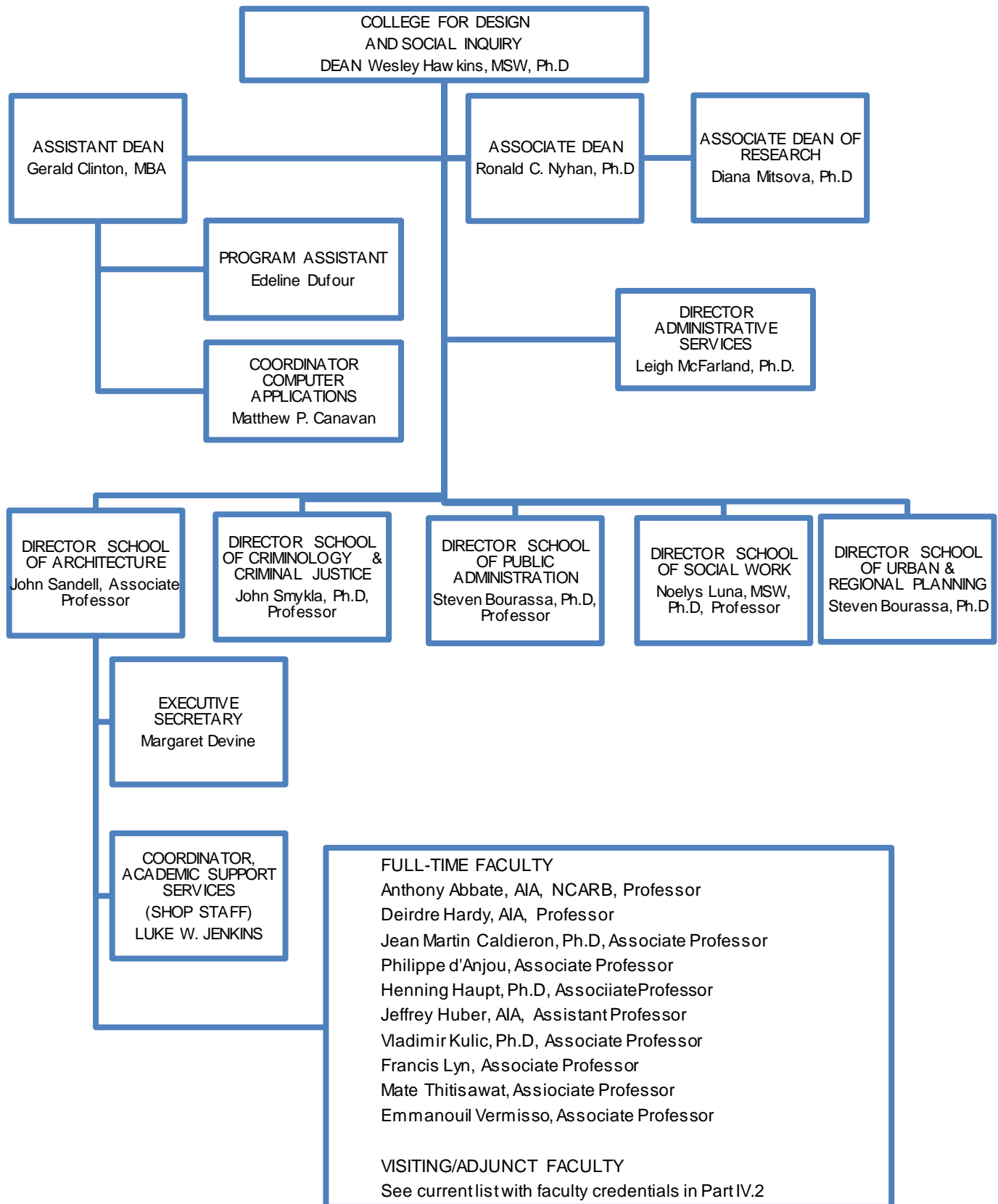
College of Education
Valerie J. Bristor, Ph.D, Dean

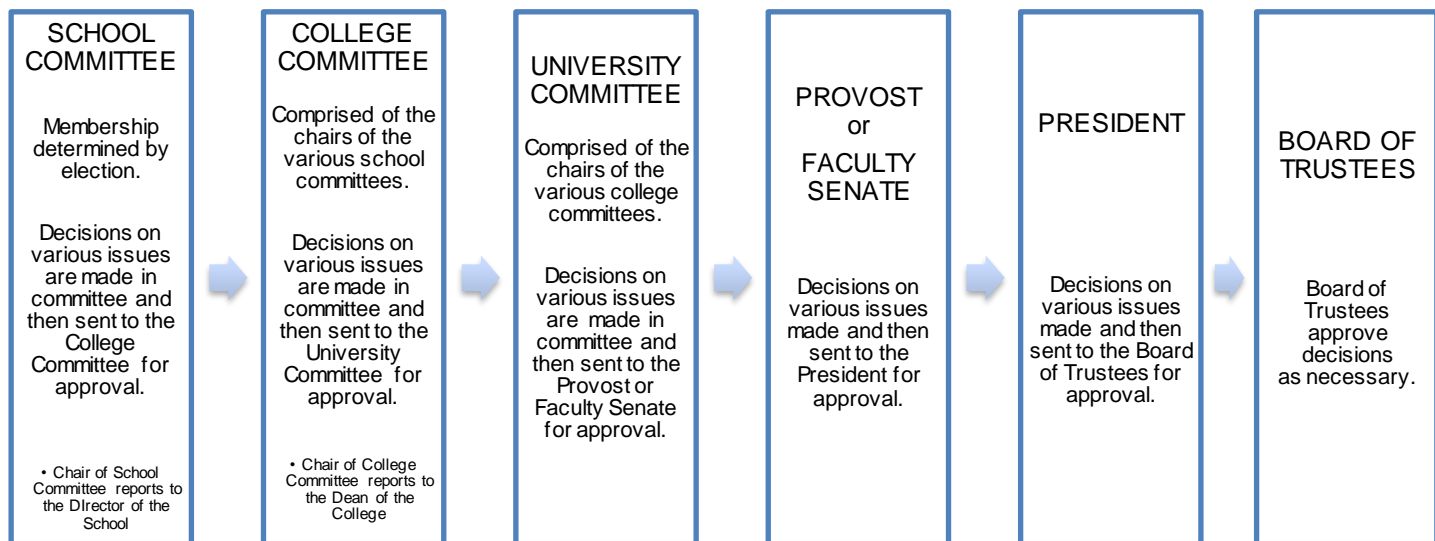Charles E. Schmidt College of Science
Jan Blanks, Ph.D, Interim Dean

Graduate College
Deborah Floyd, Ed.D, Dean

College of Engineering and Computer Science
Mohammad Ilyas, Ph.D, Dean

Charles E. Schmidt College of Medicine
Arthur Ross III, M.D., M.B.A., Interim Dean

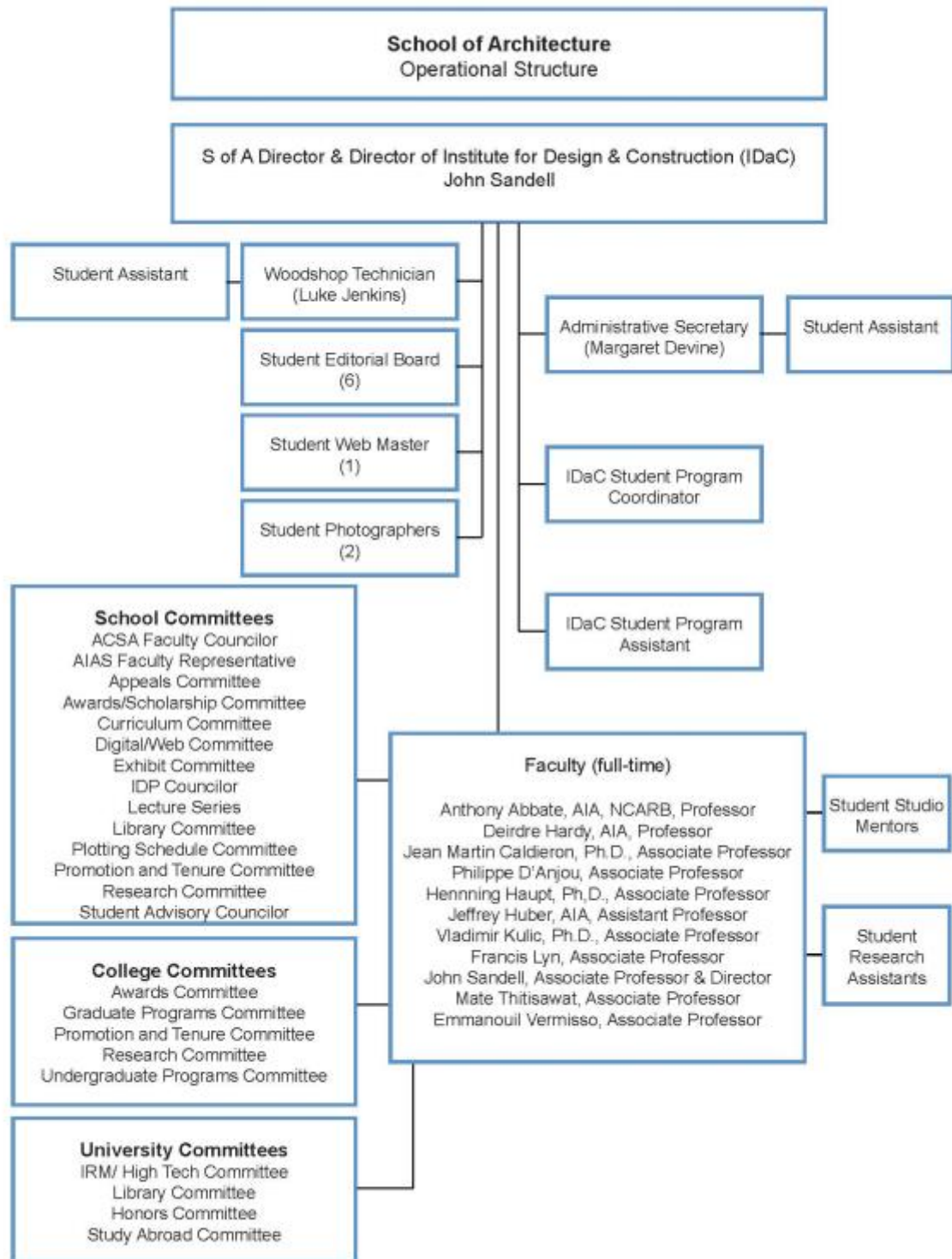Christine E. Lynn College of Nursing
Marlaine Smith, Ph.D, Dean

COLLEGE FOR DESIGN
AND SOCIAL INQUIRY
DEAN Wesley Hawkins, MSW, Ph.D

ASSISTANT DEAN
Gerald Clinton, MBA

ASSOCIATE DEAN
Ronald C. Nyhan, Ph.D

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COMPUTER
APPLICATIONS
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John Sandell, Associate
Professor

DIRECTOR SCHOOL
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CRIMINAL JUSTICE
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Professor

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Professor

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Ph.D, Professor

DIRECTOR SCHOOL
OF URBAN &
REGIONAL PLANNING
Steven Bourassa, Ph.D

EXECUTIVE
SECRETARY
Margaret Devine

COORDINATOR,
ACADEMIC SUPPORT
SERVICES
(SHOP STAFF)
LUKE W. JENKINS

FULL-TIME FACULTY
Anthony Abbate, AIA, NCARB, Professor
Deirdre Hardy, AIA, Professor
Jean Martin Caldieron, Ph.D, Associate Professor
Philippe d'Anjou, Associate Professor
Henning Haupt, Ph.D, AssociiateProfessor
Jeffrey Huber, AIA, Assistant Professor
Vladimir Kulic, Ph.D, Associate Professor
Francis Lyn, Associate Professor
Mate Thitisawat, Assiociate Professor
Emmanouil Vermisso, Associate Professor

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

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

The committee structure described above is a general representation of the equitable opportunities for the faculty to participate in the governance of the university. Students participate in the governance of the School of Architecture through several measures: (1) All school meetings where general governance issues are discussed at least twice per year; (2) Participation in a School of Architecture Student Council. (3) Participation of elected student representatives (AIAS, Student Council) in faculty meetings. Direct student participation in faculty meetings has been limited. This is often due to the nature of the agenda items that need to be kept confidential. However, the relatively small faculty and student body that the School of Architecture enjoys encourages communication and the exchange of ideas that leads to better understanding of student concerns and eventual policy changes. The Director of the school also maintain an open door policy with students.

The faculty meets on a monthly or bi-monthly basis during the academic year for faculty meetings. Voting on matters of governance, including curricular decisions, planning and policy decisions within the school resides with all full-time faculty. Votes on faculty searches are advisory to the school's director; votes on tenure and promotion are made as recommendations to the department head. The director, in turn, recommends action to the dean. The director shares with the faculty the financial expenditures of the school's development budget on a semester basis. The faculty works in an advisory role to help the director plan for use of funding of improvements and events such as the school's lecture series, exhibitions, publications and technology. The faculty also serve on other operational committees for the school, college and university. The administrative and operational structure of the school illustrated below includes current positions for both student volunteer and employment positions.

School of Architecture
Operational Structure

S of A Director & Director of Institute for Design & Construction (IDaC)
John Sandell

Student Assistant

Woodshop Technician
(Luke Jenkins)

Student Editorial Board
(6)

Student Web Master
(1)

Student Photographers
(2)

Administrative Secretary
(Margaret Devine)

Student Assistant

IDaC Student Program
Coordinator

IDaC Student Program
Assistant

School Committees
ACSA Faculty Councilor
AIAS Faculty Representative
Appeals Committee
Awards/Scholarship Committee
Curriculum Committee
Digital/Web Committee
Exhibit Committee
IDP Councilor
Lecture Series
Library Committee
Plotting Schedule Committee
Promotion and Tenure Committee
Research Committee
Student Advisory Councilor

College Committees
Awards Committee
Graduate Programs Committee
Promotion and Tenure Committee
Research Committee
Undergraduate Programs Committee

University Committees
IRM/ High Tech Committee
Library Committee
Honors Committee
Study Abroad Committee

Faculty (full-time)

Anthony Abbate, AIA, NCARB, Professor
Deirdre Hardy, AIA, Professor
Jean Martin Caldieron, Ph.D., Associate Professor
Philippe D'Anjou, Associate Professor
Hennning Haupt, Ph.D., Associate Professor
Jeffrey Huber, AIA, Assistant Professor
Vladimir Kulic, Ph.D., Associate Professor
Francis Lyn, Associate Professor
John Sandell, Associate Professor & Director
Mate Thitisawat, Associate Professor
Emmanouil Vermisso, Associate Professor

Student Studio
Mentors

Student
Research
Assistants

II. 1.1 STUDENT PERFORMANCE CRITERIA

Methodology for Assessment of High and Low Pass Student Work
Student Performance Criteria compliance across the entire curriculum is evaluated at the individual course, by phase level and by the faculty as a whole. The faculty convenes, at minimum, once per year for the faculty-wide assessment. High and low pass work is assessed individually for each SPC and within the context of the broader pedagogical objectives for each course overall. The faculty also assesses the uniformity, caliber and completeness of proof across course sections and across courses designating the same primary SPC's. This is particularly important since we have adopted a system of "overlap and reinforcement" where each specific SPC is taught as either a primary or secondary criterion sometimes across multiple courses. (*The program limits these designations to two to three cells that point to course in which the greatest evidence of student achievement is expected to be found*.) High pass evidence is demonstrated by work that reflects the definition and intention of the SPC and exceeds the minimum standard set forth by the program. Low pass work meets a minimum standard in either ability or understanding and establishes the level at which the faculty expects all students graduating from the B. Arch program to demonstrate. High and low performance standards are defined in the grading criteria of each syllabus and are represented differently based on each faculty member's rubric. These definitions act as the guidelines for high and low pass work.

Description of the Pedagogy and the Methodology Used to Address Realm C.
SPC C-1 is addressed in the following courses: ARC 3091, Architectural Research Methods and Analysis; ARC 4219, Architectural Theory II; ARC 5328 Advanced Architectural Design; ARC 5352 Comprehensive Design

During the junior level course sequence students are introduced to C-1 in ARC 3091, Architectural Research Methods and Analysis. Specific research methods are addressed and applied through architecture related research projects. See the course syllabus for the pedagogical content. Assignments and evidence of methodologies employed will be available in the Team Room.

In ARC 4219, Architectural Theory II, (senior level course sequence), research methods and analysis are integrated through specific theoretical readings that cover the range of the categories of contemporary theoretical discourses in architecture, i.e., technology, social, aesthetic, ecology, etc. Coursework is conducted through group and individual research projects and presentations.

At the thesis course level, students are expected to incorporate knowledge gained through the diverse methodologies and design content taught in these courses into the ARC 5328 Advanced Architectural Design and ARC 5352 Comprehensive Design courses. For this reason, ARC 6305 Introduction to Urban Design, includes in the course content a primary research component and is a co-requisite for ARC 5328.

SPC C-2 is addressed in the following courses: ARC 4326, Architectural Design 7; ARC 4327 Architectural Design 8
For SPC C – 2 an iterative process is employed through diverse exercises comprising project phases and where students are taught to put together conceptual frameworks that establish an operational structure. They are required to analyze a given framework that each student has established so that project criteria can be questioned, and they are challenged to rebuild the framework shifting the conceptual basis for a project and allowing the student to change course, learn from failed attempts, and reestablish project objectives based on newly discovered criteria. The methods vary and include highly exploratory and interpretative methodological approaches, the testing of cause and effect, precedent studies and cross-

case comparison, an understanding of context and boundaries, and the use of empirical evidence (understood as verifiable and experiential based evidence). Multiple sources of evidence in an interpretative process ultimately help guide a student to uncover and test a project concept while constantly questioning the ethical basis of the established premises. It is left up to the specific design professor to establish emphasis within each professor's particular area of expertise. Therefore, design outcomes from studio to studio are expected to vary and create debate among the student body taking part in the senior phase design sequence.

SPC C-3 is addressed in the following course: ARC 5352 Comprehensive Design Studio, (and is part of the Thesis Phase course sequence).

The Comprehensive Design Studio necessarily integrates C – 1 + C – 2 so that research criteria and the processes of the coursework are embedded into the criteria of C -3. Students are expected to integrate evidence based research into the decision making process and demonstrate how specific characteristics impact project outcomes. This scaffolding furnishes the instructor with a broad basis and facilitates the shift in focus towards demonstrating the specific criteria of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Hence, the synthesis of a wide range of variables as defined by this criterion must be considered and formulated into a coherent design proposal.

SPC Chart – 2014 NAAB CONDITIONS FOR ACCREDITATION (08-12-2016)

COURSES (ARC-)	A.1 Professional Communication Skills Ability	A.2 Design Thinking Skills Ability	A.3 Investigative Skills Ability	A.4 Architectural Design Skills Ability	A.5 Ordering Systems Ability	A.6 Use of Precedents Ability	A.7 History and Global Culture Understanding	A.8 Cultural Diversity and Social Equity Understanding	B.1 Pre-Design Ability	B.2 Site Design Ability	B.3 Codes and Regulations Ability	B.4 Technical Documentation Ability	B.5 Structural Systems Ability	B.6 Environmental Systems Ability	B.7 Building Envelope Systems & Assemblies Understanding	B.8 Building Materials and Assemblies Understanding	B.9 Building Service Systems Understanding	B.10 Financial Considerations Understanding	C.1 Research Understanding	C.2 Integrated Evaluations & Decision-Making Design Process Ability	C.3 Integrative Design Ability	D.1 Stakeholder Roles in Architecture Understanding	D.2 Project Management Understanding	D.3 Business Practices Understanding	D.4 Legal Responsibilities Understanding	D.5 Professional Conduct Understanding	A.1 Subdisciplinary Sustainability Understanding
3320 Design 5		S		P	P				S	S				S							S	S					P	P
3133 Architectural Representation	S				P	S																						
3374 Site PL							P			P	P																	
3503 Structures 2													P															
3091 RMA	B		P																P									
3321 Design 6		S		P	P				S	P			P									S					S	P
3195C Digital Modeling & Documentation	S				P																							
3610 Environmental Technology 1															P	P												S
3453 MM2												P			P	P												S
3710 Pre-Mod History							P	P																				
4326 Design 7		P	P		S		P		S	S	S		P							P	S					S	S
4620 Environmental Technology 2														P	P		P											
4504 Structures 3													P															
4712 Modern History	S						P	P																				
4327 Design 8	S	P	S		P		P		P	S	S		P						P	S						S	S
4219 Theory 2	P						P												P									
5328 AAD1	P	S		S		P		P		P									S	S		P				S	S
5305 Intro to Urban Design	S		P																P			S					
5271 Professional Practice A																	S					P	P	P	P	P	
5352 Comprehensive Design		P		S				S	P		P		S		S	P	S			S	P						S
5272 Professional Practice B														P								S	P	P	P	P	

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II.2.1 Institutional Accreditation

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

Southern Association of Colleges and Schools
Commission on Colleges
http://www.sacscoc.org

Florida Atlantic University
Boca Raton, Florida

Action taken by SACSCOC Board of Trustees:
December 9, 2013

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), a regional accrediting commission, is a voluntary association of degree-granting institutions located in the southeastern region of the United States that elect to engage in a self-regulatory process of quality assurance. That process expects accredited members to comply with standards in the areas of mission, institutional effectiveness and student learning, governance, curriculum and educational programs, faculty, academic and student support, and financial and physical resources, and to comply with the policies of SACS Commission on Colleges. The *Principles of Accreditation*, SACSCOC standards for accreditation, focuses on student learning and the institution's capacity and resources to fulfill its mission.

The following publicly available information is provided by SACSCOC concerning the most recent action taken by the SACSCOC Board of Trustees on the accreditation of the institution listed above. Information presented below is in accord with the Commission's disclosure policy.

Date of Recent Action by the Board of Trustees: December 9, 2013

Action by the SACSCOC Board of Trustees:
SACS Commission on Colleges reaffirmed accreditation. No additional report was requested. The institution's next reaffirmation will take place in 2023 unless otherwise notified.

Next scheduled review by the Board of Trustees: June 2019

Type of Review: Fifth-Year Interim Report

What is Reaffirmation of Accreditation?
Reaffirmation of accreditation is a process which ensures that member institutions maintain continuing compliance with Commission policies and with the *Principles of Accreditation**—the accreditation standards of the membership. It involves a collective analysis and judgment by the institution's internal constituencies, and informed review of peers external to the institution, and a reasoned decision by the elected members of the SACSCOC Board of Trustees. An institution must be reaffirmed five years after it gains initial accreditation and every ten years thereafter.

What is a Fifth-Year Interim Report?
A Fifth-Year Interim Report is a cyclical report submitted five years prior to an institution's reaffirmation review (decennial comprehensive review). It requires an institution to provide documentation of compliance with 17 select standards of the *Principles of Accreditation* with a focus on student achievement. It also includes an Impact Report on the implementation of the institution's Quality Enhancement Plan.

* For additional information regarding the Commission's accreditation process, access the Principles of Accreditation (http://www.sacscoc.org/principles.asp).

II.2.2 Professional Degrees & Curriculum
Bachelor of Architecture Degree (B.Arch.)
(Minimum 159 approved course credits required)

The School of Architecture offers the Bachelor of Architecture first professional degree program. The curriculum consists of a minimum of 159 credits (60 credits for the AA degree and 99 credits that must be completed at the upper division for the professional degree). These 99 credits comprise the accredited program at FAU School of Architecture. Students normally complete 61 to 63 credits in the lower division due to math and physics requirements in the pre-architecture program prior to entering the professional degree program.

Academic Advising recommends that all students complete the minimum 36 credits of State requirements (general education courses) prior to entering the professional degree program. Completion of the 28 credits of lower division architecture requirements is mandatory by that time. Three of the credits with the ARC prefix count as part of the minimum 36-credit State requirement.

In order to fulfill the NAAB elective requirements, the college's Academic Advising Department carefully monitors all students to ensure that the minimum elective requirements are fulfilled outside the School of Architecture. It reviews the list of recommended electives with all students and advises them to select courses from this list. The list is intended to provide elective options (12 credits) that reinforce a holistic approach towards their undergraduate education, with emphasis on writing and communication courses. The remaining 15 credits of Optional Studies allow students to choose electives throughout the university or within the School of Architecture. The students, ultimately, are responsible for their choices of optional studies.

The school issues a "Flight Plan" to all students entering FAU at the freshman level. The lower division Academic Advisor meets with each of these on a semester basis to assist with progression in this plan. The school distributes the upper division "Flow Chart" illustrated in this section to all upper division students annually. Students may also obtain the "Flow-Chart" from their Academic Adviser or the school's website.

Table – 1.II.2.2: Distribution of General Studies, Required Professional Studies and Optional Studies: Total credit hour distribution, including pre-arc courses

	Lower Division (non-accredited, pre-architecture program)	Upper Division (accredited degree program)	Total
Architecture Credits (ARC Prefix; included are 3 credits that count towards General Studies)	28	72	100
Non-Architecture Credits (General Studies and Electives w/o ARC prefix)	33	12	45
Optional Studies (with or w/o ARC prefix)		15	15

Professional Studies: Upper-Division Professional Degree Course Sequence
All students admitted to the B.Arch. program are expected to enter the professional course sequence with the ability to prepare graphic presentations utilizing normative descriptive architectural drawing techniques.

A minimum grade of "C" is required for each architecture (ARC-prefixed) course, including electives. A grade of "C-" or below does not meet this requirement. When a grade below a "C" is earned, the course will not count toward any portion of the 159-credit requirement. The 159-credit requirement and a minimum cumulative GPA of 2.0 must be met by all students seeking the first professional B.Arch. degree.

Table – 2 II.2.2: Upper-division professional degree required course titles, numbers, and credit hours arranged by level

Year 3 (Junior Level)

Architectural Research Methods & Analysis	ARC 3091	3 CR
Architectural Representation	ARC 3133	2 CR
Architectural Design 5	ARC 3320	4 CR
Materials and Methods of Construction	ARC 3463	3 CR
Pre-Modern Architecture History & Theory	ARC 3710	3 CR
Site Planning & Engineering	ARC 3374	3 CR
Architectural Design 6	ARC 3321	4 CR or
Vertical Studio	ARC 4322	4 CR
Architectural Structures 2	ARC 3503	3 CR
Environmental Technology 1	ARC 3610	3 CR
Intro to Digital Modeling & Doc. Elective	ARC 3185	3 CR

Year 4 (Senior Level)

Architectural Theory	ARC 4219	3 CR
Architectural Design 7	ARC 4326	4 CR or
Vertical Studio	ARC 4322	4 CR
Modern Architecture History & Theory	ARC 4712	3 CR
Architectural Design 8	ARC 4327	4 CR or
Vertical Studio	ARC 4322	4 CR
Environmental Technology 2	ARC 4620	3 CR
Architectural Structures 3	ARC 4504	3 CR
Digital Elective		3 CR
Electives (3000, 4000 level)		9 CR

Note: Students may enroll once in ARC 4322, Vertical Studio, as a substitute for one of the following: ARC 3321, ARC 4326, or ARC 4327. Prerequisites and co-requisites for each apply. (See Course Description section for ARC 3321, ARC 4326, & ARC 4327 for further information.)

Year 5 (Thesis Level)

Advanced Architectural Design 1	ARC 5328	6 CR
Professional Practice A	ARC 5271	3 CR
Comprehensive Design Project	ARC 5352	6 CR
Professional Practice B	ARC 5272	3 CR
Introduction to Urban Design	ARC 6305	3 CR
Electives (3000, 4000, 5000 level)		15 CR

Table – 3.II.2.2: Bachelor of Architecture professional degree sequence distributed to all upper division students.

Junior Phase Fall (15 Credits)	Spring (16 Credits)	Senior Phase Fall (16 credits)	Spring (16 credits)	Thesis Phase Fall (18 credits)	Spring (18 credits)
Architectural Design 5 (4 Cr) ARC 3320 Pre-req: = all lower division	Architectural Design 6 (4 Cr) ARC 3321 Pre-req: = ARC 3320: D5 = ARC 3091: RMA Co-req:	Architectural Design 7 (4 Cr) ARC 4326 Pre-req: = ARC 3321: D6	Architectural Design 8 (4 Cr) ARC 4327 Pre-req: = ARC 4326: D7 = ARC 3374: SitePl.	Advanced Architectural Design 1 (6 Cr) ARC 5328 Pre-req: = ARC 4327: D8 = ARC 4504: Struct.3 + ARC 3463: MM2 Co-req: = ARC 6305: Intro UD	Comprehensive Design Project (6 Cr) ARC 5352 Pre-req: = ARC 5328: AAD1
Architectural Representation (2 Cr) ARC 3133	Intro to Digital Modeling & Documentation (3 Cr) ARC 3185C				
Site Planning (3 Cr) ARC 3374	Environmental Technology 1 (3 Cr) ARC 3610	Environmental Technology 2 (3 Cr) ARC 4620			
Structures 2 (3 Cr) ARC 3503	Materials & Methods 2 (3 Cr) ARC 3463	Structures 3 (3 Cr) ARC 4504			
Research Methods & Analysis (3 Cr) ARC 3091	Pre-Modern Architectural History (3 Cr) ARC 3710	Modern Architectural History (3 Cr) ARC 4712	Architectural Theory 2 (3 Cr) ARC 4219	Introduction to Urban Design (3 Cr) ARC ARC 6305 / ARC4930	
				Professional Practice A (3 Cr) ARC 5271	Professional Practice B (3 Cr) ARC 5272
		Digital Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)
		Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)
		Elective (3 Cr)			Elective (3 Cr)

Enhanced Learning Opportunities

The School of Architecture may organize field trips and travel study programs (domestic and international) to provide an opportunity to enrich the educational experience. While students are encouraged to participate in these activities, additional fees may apply. Students interested in international study opportunities should register with the Office of International Programs.

Quality Enhancement Plan (QEP)

From the University Web page: http://www.fau.edu/ouri/qep/about_QEP.php

Florida Atlantic University sought reaffirmation of accreditation from the Southern Association of Colleges and Schools: Commission on Colleges (SACSCOC) in 2013. The reaffirmation process of the included a component that was designed to enhance student learning and further the mission of the university. FAU's Quality Enhancement Plan (QEP) *Distinction through Discovery* aims to improve student learning by expanding a culture of undergraduate research and inquiry across all disciplines at the university.

FAU's definition of research focuses on inquiry. FAU faculty and students recognize inquiry to be a process and/or a product which centers on asking questions or solving problems and which encompasses intellectual traits that transcend subject matter divisions. Examples of such processes common to the disciplines included questioning existing ideas, identifying approaches to unstructured

problems, thinking creatively, exploring new ideas and examining the processes by which knowledge is discovered.

FAU's Distinction through Discovery Goals

1. Establish an undergraduate curriculum which provides students the intellectual skills necessary to successfully engage in undergraduate research and inquiry.
2. Expand student co-curricular opportunities for undergraduate research and inquiry.
3. Increase support and recognition for faculty and students who engage in undergraduate research and inquiry.
4. Enrich and strengthen an institutional climate that supports undergraduate research and inquiry.

FAU received zero recommendations from the onsite SACSCOC visitation team in February 2013. Such a report is achieved by very few colleges and universities undergoing similar reviews.

Faculty Research Assistantships
Beginning in fall 2016, a pilot program will give students the opportunity to work as research assistants with full-time faculty. These positions will be partially paid (up to ten hours per week). These students participate in the undergraduate research program as part of the FAU's Quality Enhancement Plan on an independent project in tandem with their work with faculty, and they present their research project during the spring semester. Faculty act as their research advisors.

Directed Independent Studies
Students who desire to pursue independent research and studies must solicit a faculty member as an advisor and submit a detailed proposal including a project abstract, outline and time-line for completion. Upon approval, the faculty member is required to meet with the student on a weekly basis as established in the proposal. The proposal must be approved by the faculty member and the Director and the student must pay the appropriate tuition in order to initiate the collaboration.

School of Architecture Minor in Architectural Studies
In addition to university sanctioned minor courses of study, the School of Architecture offers a Minor in Architectural Studies for non-architecture degree seeking students. This minor is not part of the professional degree program, but it offers students outside of the professional degree program the possibility to acquire a limited background and cultural appreciation of the field. For a complete description: http://www.fau.edu/academic/registrar/FAUcatalog/architecture.php#SchoolofArchitecture

Bachelor of Architecture/Master of Urban and Regional Planning
This program allows FAU Bachelor of Architecture students the opportunity to complete the M.U.R.P. in less time than would normally be required after graduating with the B.Arch. B.Arch. students complete up to 12 credits of M.U.R.P. core courses during their senior and thesis (fourth and fifth) years; these courses count as electives toward the B.Arch. The remaining 36 credits required for the M.U.R.P. can be completed in as little as 15 months following graduation with the B.Arch.

II.3   Evaluation of Preparatory Education

Introduction
This section describes the policies and procedures that govern student admission to the School of Architecture (SoA). These policies and procedures reflect two independent processes, requiring that the acceptance to the School of Architecture be preceded by application and acceptance to Florida Atlantic University. Undergraduate admissions are the purview of the Office of Undergraduate Admissions, which

sets forth all policies pertaining to standards, processes, and procedures that govern undergraduate admissions.

Whether first time in college (FTICs) or transfers, applicants must meet minimum admission requirements appropriate to their applicant status, e.g., standardized test score and grade point average. Transfers without an Associate of Arts degree may be admitted without having met all General Education requirements [http://www.collegesource.org/viewer/catalinkviewer.asp?pgid={33EC433D-5610-4E53-B537-F50E0CA1383D}&aiid=26706, or for those admitted after fall 2009, Intellectual Foundation Program (IFP) requirements http://www.fau.edu/uas/pdf/2015_2016/Architecture_FAU_2015-2016.pdf] However, these students are strongly urged to complete these requirements early in their tenure at the university. Any outstanding university requirements must be satisfied prior to graduation.

Applicants with any portion of their education completed abroad must have their foreign credentials evaluated by an accredited independent evaluation service. This evaluation should reflect a course-by-course evaluation with a cumulative grade point average for each institution attended. The National Association of Credential Evaluation Services (NACES) (http://www.naces.org/) has a list of relevant agencies for such purposes. In addition, applicants with an international academic background must demonstrate English proficiency by earning a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). International applicants must also verify their citizenship with appropriate documentation.

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

Admission decisions for both our lower and upper divisions are made by a faculty committee based on the review of applicable documents for each level, which can include pre-tests, writing samples, portfolio, and GPA scores. Both sections of our program are limited enrollment programs, so these admission procedures are necessary for each section.

Admission to the university is determined by the university's Admissions Office prior to the students' admittance to the School of Architecture. Student diversity initiatives are found in the policy statement at http://www.fau.edu/president/files/diversity_report06.pdf. Applicants requiring financial aid will obtain the information they need from the university's Student Financial Aid office. The link to this office is http://www.fau.edu/finaid/.

Other Policies Regarding Admittance to FAU
The following description is taken from the University Catalog. For full descriptions, see http://www.fau.edu/admissions/TransferReq.php

Transferring with an Associate in Arts Degree from a Florida College System or State University System institution:

As stated above, admission to the School of Architecture, (Honors College and Nursing) is limited access. All applicants must meet the specific course and grade point average requirements for direct admission to those colleges.

Transfer students with less than 60 credit hours:

- Applicants should present a cumulative GPA of 2.5 or higher on all attempted college work.
- Applicants must be in good academic standing at their last attended institution.
- Applicants must also meet all freshman admissions requirements as stated in freshman admissions section. http://www.fau.edu/admissions/freshmanreq.php
- Meeting minimum eligibility requirements does not guarantee admission. Applicants who are not selected for their chosen term of entry may appeal the admissions decision through the Faculty Committee on Student Admission process.

Transfer students greater than 60 credit hours:

- Applicants should present a cumulative GPA of 2.5 or higher on all attempted college work.
- Applicants must be in good academic standing at their last attended institution.
- All transfer applicants must have completed eight to ten credit hours of sequential foreign language or its equivalent in quarter hours prior to enrollment at Florida Atlantic University.
- Meeting minimum eligibility requirements does not guarantee admission. Applicants who are not selected for their chosen term of entry may appeal the admissions decision through the Faculty Committee on Student Admission process.

For Second Bachelor's Degree:

Students applying for a second baccalaureate degree must have received their first bachelor degree from a regionally accredited institution and achieved a cumulative grade point average of 2.5 or higher.

Policies Regarding Admission Requirements and Admission Decisions to the School of Architecture Upper-Division Professional Degree Program: BARCH – A limited Access Program
The following students are eligible to apply to the professional accredited degree program:

- Students who have successfully completed the lower-division preprofessional program at Florida Atlantic University;
- Students with an approved Associate of Arts (A.A.) degree in Architecture from Broward College, Hillsborough Community College, Indian River State College, Miami Dade College, Palm Beach State College, St. Petersburg College, or Valencia Community College;
- Transfer students from an accredited degree program in architecture.
- Transfer students from a preprofessional degree program in architecture.
- Transfer students with international equivalency.

Lower-Division Preprofessional Course Sequence and Eligible Transfer Applicants must complete the following:
In addition to the General Education requirements, the following courses are required. A minimum grade of "C" is required for each architecture (ARC-prefixed) course. A grade of "C-" or below does not meet this requirement. When a grade below a "C" is earned, the course will not count toward any portion of the minimum 159-credit requirement.

The Lower Division Course Sequence: State and School of Architecture Course Requirements
Table 1 below is for reference. The lower division (non-accredited portion of educational structure) prepares students for the upper division accredited degree program.

Table – 1. II.3: Pre-professional courses and their credit hours required

Course	Professional Content	General Education
Year 1 (Freshman Level)		
Architectural Design 1 - ARC 1301	4 CR	
Culture and Architecture - ARC 2208	3 CR	(counts towards Gen. Ed. req.)
Architectural Design 2 - ARC 1302	4 CR	
Materials and Methods 1 - ARC 2461	3 CR	
Year 2 (Sophomore Level)		
Architectural Design 3 - ARC 2303	4 CR	
Architectural Theory 1 - ARC 2201	3 CR	
Architectural Design 4 - ARC 2304	4 CR	
Architectural Structures 1 - ARC 2501	3 CR	
Calculus with Analytical Geometry 1 - MAC 2311		4 CR
College Physics 1 - PHY 2053		4 CR

Prerequisite Coursework for Transfer Students

Students transferring to Florida Atlantic University must complete both lower division requirements (including the requirements of the Intellectual Foundations Program) and requirements for the college and major. Lower division requirements may be completed through the A.A. degree from any Florida public college, university or state college, or through equivalent coursework at another regionally accredited institution.

Before transferring, and to ensure timely progress toward the baccalaureate degree, students must also complete the prerequisite courses for their major as outlined in the *Transfer Student Manual.* All prerequisite courses must be completed by the school's designated date, or within the first year after transferring to FAU, and before reaching senior status (90 total credits).

All courses not approved by the Florida Statewide Course Numbering System that will be used to satisfy requirements will be evaluated individually on the basis of content and will require a catalog course description and/or a copy of the syllabus for assessment.

Students applying to the professional degree program with an approved A.A. pre-professional degree in Architecture, or transfer students from an accredited program in architecture, must submit evidence of having completed the necessary prerequisite courses or course equivalents. Course equivalents for in-state colleges are determined by state guidelines. Course equivalents from other accredited programs are verified by faculty review of the corresponding published course descriptions and syllabi. Only grades of "C" or better are accepted for all required courses. Courses for which grades of "C-" or lower are indicated in official transcripts shall not be accepted for credit toward the 159-credit requirement.

As stated in the introduction of this section, applicants with any portion of their education completed abroad must have their foreign credentials evaluated by an accredited independent evaluation service. This evaluation should reflect a course-by-course evaluation with a cumulative grade point average for each institution attended. The course descriptions and syllabi must be translated into English by such evaluation agency or by the institution from which the student is transferring. The National Association of Credential Evaluation Services (www.NACES.org) has a list of agencies. In addition, applicants with international academic backgrounds must demonstrate English proficiency

by earning a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). International applicants must also verify nation of citizenship with the appropriate documentation. Applicants who wish to transfer from out-of-state or international institutions must submit course descriptions from their institutions' catalog of each architecture, mathematics and physics course earned with a grade of "C" or better.

The School of Architecture seeks to make sound decisions regarding its acceptance of non-Florida courses as equivalent substitutions at the 3000-4000 level. To this end, it is the policy of the school that each applicant reviews the FAU course curriculum, noting the Student Performance Criteria (SPC) assigned to each current course. If a course substitution is desired for any course, the applicant must submit original physical proof (e.g., plans, cost allocation exercises, building sections, tests, research papers, etc.) indicating the applicant's ability or understanding as required. Reference should be made to www.naab.org for official details of the SPC and level of performance. The course curriculum serves to assist the applicant in documenting that the ability and understanding associated with the various primary and supplemental performance criteria required by the National Architecture Accrediting Board have been acquired. If an applicant fails to adequately demonstrate such ability and understanding relative to the SPCs, the course is disqualified from equivalency consideration, and its use as a substitute for the required School of Architecture course is denied. It may be used as an elective.

Applications to the School of Architecture are accepted only from students who have been accepted for admission to Florida Atlantic University. Applicants must demonstrate the potential to successfully complete the professional degree program. Admission and placement is determined by the faculty upon review of each application, including the following:

1. Overall Grade Point Average (GPA);
2. TOEFL score of 550 or greater for students whose primary language is not English;
3. Official transcripts of academic records;
4. Copies of published course descriptions and syllabi for the purpose of determining conformance of courses submitted as equivalent with the required courses in the curriculum;
5. Assigned sample of writing;
6. Portfolio of student work;
7. Completed application to the School of Architecture.

Application and Admissions Deadlines to the School of Architecture
By early January, applicants with an interest in Architecture, whether the lower or upper division, apply to the university via www.fau.edu/admissions and - upon admission - are subsequently placed in the PREARC (pre-architecture) category. Admission to the university is a separate and independent process from that of the School of Architecture, and it precedes the formal application to the school. Subsequently, applicants follow published instructions for applying to the lower or upper division of the SoA.

The application process for the SoA (Upper Division) should be completed by late February with the submission of the portfolio, the SoA Application, and a highlighted review of each prerequisite and/or junior/senior phase courses on the unofficial transcript. In addition, out-of-state and international applicants need to submit descriptions for each of the highlighted courses. International applicants must also provide translations of course descriptions if they are not written in English.

Applicants submit these materials to the SOA by the last Friday of February. The packet can be submitted via mail or self-delivery. On that date, the SoA administers the Writing Exercise, which is completed (hand-written) on site in a proctored, time-limited context. Applicants for whom self-delivery is particularly inconvenient, e.g., out of state and international applicants, must notify the advisor one week in advance that they cannot self-deliver application materials. Permission will be granted, instead, to mail the portfolio and application to the Advisor. Once received, the Advisor e-mails the Writing Exercise

to the applicant. The applicant has 24 hours to return via email the Exercise, which must be hand-written,

School of Architecture upper division applications, including portfolios, are due prior to the end of the business day on the last Friday of February. The decision by the faculty to recommend admission and placement is final and may not be appealed.

Portfolio and Writing Sample Submissions
Students applying for admission to the School of Architecture must submit a portfolio of work. Portfolios that are not submitted with the application shall not be accepted. Portfolios should emphasize the scope and quality of the applicant's academic work, including representative examples from each level of design studio course work completed for academic credit. Failure to include academic work in the portfolio will disqualify the applicant from admission.

Portfolio Format

1. 8 ½" x 11" (letter size) only. No fold out, rolled, or other formats are acceptable.
2. The cover page shall include the applicant's full name, address, telephone number(s), email address, and date of birth.
3. The cover page shall indicate which level of admission the applicant is pursuing (lower division, upper division, professional thesis level).
4. Only high quality reproductions of original work will be accepted for portfolio review. Do not submit originals.
5. Portfolios shall not exceed 24 pages.
6. Organize the presentation of projects sequentially, showing progress made from earliest design course work, with emphasis on the most recent work. Examples of design studio course work are required; however, the applicant may also include other creative works.
7. Each project presented in the portfolio shall be clearly labeled to indicate the following information: course number and title, project title with a brief description, and semester completed. For all group assignments or other collaborative works, indicate the work directly attributed to the applicant.

Writing Exercise

Writing samples are evaluated to determine the applicant's capability for upper division writing and analysis. All applicants are required to complete short handwritten essays on subject matters to be announced at the time of the writing exercise. Applicants are provided ample time to complete the task. The faculty assesses writing samples with equal weight on legibility, grammar, spelling, critical thinking, coherence, and concise expression.

Each applicant reports in person for the assigned writing sample at 10:00 am on the last Friday of February in Room 814 in the FAU-BC Higher Education Complex, 111 East Las Olas Boulevard, Fort Lauderdale, Florida 33301.

General Studies
Students entering the upper division must have completed a minimum of 36 credit hours of General Studies courses. Students in the upper division are required to take a minimum of 12 credit hours of General Studies courses with other than architectural content prior to graduation.

Process of Evaluation for Admissions into the Accredited Upper Division Professional Degree Program
All faculty participate in the portfolio review process. Given the sizable number of applicants for each fall admission class, a lottery is used to distribute portfolios among faculty. Design studio faculty from FAU's own lower division program do not take part in the evaluation of upper division portfolio submissions in order to insure parity among all applicants. Faculty admissions decisions are based upon the applicants' overall grade point average, the Writing Exercise, and portfolio. Applicants are not guaranteed a

place within the design phase pursued, as final decision rests with the faculty. Faculty decisions on portfolios and, thus, placement are final.

Each applicant's portfolio is reviewed individually by three faculty members and given a numerical score from 1 to 4, with four being high and one being low. Scores are based on the following criteria:

1. Creative abilty as demonstrated by the exploratory nature of projects and their processes.
2. Demonstration of technical ability through the use of common graphic standards in the execution of orthographic, paraline, and perspectival means of representation.
3. Graphic layout and execution.

Each writing sample is reviewed by one faculty member. The writing sample - three short essays - is evaluated for clarity, logic, and coherence. The criteria for evaluation is written on the assignment.

Portfolio score, the applicant's GPA, and the writing sample are each weighted, with the portfolio score counting at minimum 50%.

A tandem component of the application process is the assessment of course equivalencies. The assessment proceeds in two phases, initial and final. In the initial phase, the Academic Advisor verifies course content similarities between the transferring institution and the FAU SoA. The SoA faculty complete the final phase by reviewing and approving course equivalencies, which become course substitutions.

For in-state applicants, a list of Director-approved courses from the Florida Statewide Course Numbering System is available for the Advisor to use in assessing equivalencies.

Applicants who wish to transfer from out-of-state or international institutions must submit course descriptions from their institutions' catalog of every architecture, mathematics, and physics course earned with a grade of C or better. In addition, international applicants' transcripts have to be assessed through a course-by-course evaluation by an accredited evaluation agency. The course descriptions must be translated into English by such evaluation agency or by the institution from which the applicant is transferring. The list of accepted evaluation agencies may be found at:

http://www.fau.edu/admissions/EvalAgencies.php

No course equivalencies are accepted for the Thesis phase, only for the prerequisites, Junior, and Senior phases. A digital record of accepted courses from both out-of-state and international schools is kept in the Equivalency file on the computer and a physical record is kept in the Advisor's office for future reference and consistencies.

After evaluation, the SoA e-mails a decision letter to the student. The SoA sets a deadline (usually within a month) by which the student must notify the advisor via email of his or her decision to attend the program.

Once the applicant responds in the affirmative to the SoA acceptance letter, the Advisor creates an academic file and contacts the student for a meeting in person. This initiates the formal advising process, which focuses on additional information regarding the program, any outstanding courses, and scheduling for the fall semester.

Table – 2.II.3: Calendar – Lower Division and Upper Division Applications

Month	Early	Mid	Late
November		Admissions Newsletter goes out to High School Guidance Counselors (Lower Division)	
December	Email goes out to all PARC students who have applied to FAU (lower division)	lower division(LD) Supplemental Application posted on SOA website	
January		**Lower Division (LD) Supplemental Application due to SoA.** Applications are accepted on a rolling admissions process.	
February	**University Application due for upper division (UD)**		LD university decisions sent to advisor – decision letter sent to student. UD Supplemental Application, portfolio, and writing exercise submitted to SoA
March	SoA applicant status report submitted to Director to initiate the portfolio review process		
April	UD decisions made, notification sent to students		
May		Student submits acceptance form to SoA	Meeting with advisor for registration

II.4   PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
As prescribed by NAAB, the following statement has been updated to all catalogue, web and promotional material. See the following links to the catalogue, College for Design and Social Inquiry and the School of Architecture web sites.
http://www.fau.edu/academic/registrar/FAUcatalog/architecture.php#SchoolofArchitecture/
 http://cdsi.fau.edu/soa/professional-accreditation/

http://www.fau.edu/academic/registrar/FAUcatalog/architecture.php#SchoolofArchitecture

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Florida Atlantic University
College for Design and Social Inquiry
School of Architecture, offers the following NAAB-accredited degree program: Bachelor of Architecture
(minimum 159 credits undergraduate and graduate as required)

II.4.2 Access to NAAB Conditions and Procedures
The School of Architecture's website (www.fau.edu/arch) makes certain important accreditation
documents available to students, parents, faculty, and the public. The site's tab *The School,* under sub-
heading *Professional Accreditation,* contains a link to the NAAB web site, as well as links to the NAAB
2014 Conditions for Accreditation (*http://www.naab.org/accreditation/2014_Conditions),* the Conditions
for Accreditation in effect at the time of the last visit (*http://www.naab.org/accreditation/2009_Conditions
), and the* Procedures for Accreditation *(*http://www.naab.org/accreditation/2015%20Procedures.aspx).

Also, the site's *Academic Resources* tab, sub-heading *Professional Associations and Journal Links*
provides links to NAAB, NCARB, AIA, ACSA, AIAS, 2009 NAAB Conditions for Accreditation and the
NAAB Procedures for Accreditation 2015.

NAAB: http://www.naab.org/home

NCARB: http://cdsi.fau.edu/soa/current-students/links-of-interest/

AIA: http://cdsi.fau.edu/soa/current-students/links-of-interest/

ACSA: http://cdsi.fau.edu/soa/current-students/links-of-interest/

AIAS: http://cdsi.fau.edu/soa/current-students/links-of-interest/

2014 NAAB Conditions for Accreditation and NAAB Procedures for Accreditation 2015:
        http://www.naab.org/accreditation/2009_Conditions   and
        http://www.naab.org/accreditation/2015%20Procedures.aspx

II.4.3 Access to Career Development Information
The NCARB web link is available to students on the school's web site. The University's Career
Development Center is located on the Davie and Boca campuses. The web link is
http://www.fau.edu/career/

II.4.4 Public Access to APRs and VTRs
To promote transparency in the process of accreditation in architecture education, the program makes
the following documents electronically available to the public:

All Annual Reports including the narrative.

All NAAB Responses to Annual Reports.

All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012).

All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual Reports [narrative]
submitted 2009–2012).

The most recent decision letter from the NAAB.

The most recent APR appears on the School's site under the tab *The School,* sub-heading *Professional
Accreditation:*   http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/sept-2010-apr-final-

to-print.pdf

The final edition of the most recent Visiting Team Report, including attachments and addenda is
http://www.naab.org/f/documents/home.aspx?path=Public+Documents

The links to all of the above are made available on the school's web site.

II.4.5 ARE Pass Rates
FAU's ARE pass rates are available on the School's website through this link to the NCARB website:
(http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2010-v4.aspx)   NCARB   has
collected this information for FAU since 2010. (Must add this link to School's site, and choose a tab to
house it.)

II.4.6 Admissions and Advising
Application to the School of Architecture is a two-part process: application to the university, followed by
application to the School of Architecture. The School of Architecture consists of a lower division (first
two years), offered at the Boca Raton Campus, and an upper division (remaining three years, and the
accredited portion of the B.Arch. program), offered at the Fort Lauderdale-Downtown Campus. Entry to
each is by application. The School's website has an *Admissions* tab with the sub-heading *SoA
Applications*: http://cdsi.fau.edu/soa/admissions/applications/ This page provides subsequent links to:

University's Admissions Office (addresses all admissions-related subjects of interest to the first time in
college and transfer students, whether domestic or international students):
http://www.fau.edu/admissions/

University application form:
https://apply.fau.edu/post/application/login/index.xhtml

School lower division application form:
http://cdsi.fau.edu/soa/wpcontent/uploads/sites/9/application/pdf/ld-arc-app.pdf

School upper division application form:
http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/ud-arc-app.pdf

School portfolio and essay submission requirements:
http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/portfolio-submission-requirements.pdf

Under the Admissions tab, Frequently Asked Questions covers the admissions process and courses of
action if not accepted:
http://cdsi.fau.edu/soa/admissions/faq/

Additional information helpful to the applicant appear also under the Admissions tab of the School
website under the heading Academic Advising, and forms to cover various situations are located there
under the sub-heading Forms on the drop-down menu: http://cdsi.fau.edu/advising/forms/

The upper division application form includes a section that collects information needed for the evaluation
of the preprofessional degree content. Instructions accompany this form, helping the applicant
understand the evaluation process that is about to take place.

Requirements and forms for applying for financial aid and scholarships are located at the following link,
which is included on the School's web page under Admissions: http://www.fau.edu/finaid/

The link to student diversity initiatives is also located on the School's website under Admissions: http://www.fau.edu/diversity/

II.4.7 Student Financial Information

Parents and students may access information and advice for making decision regarding financial aid at university tuition and fees information on the School's website under the *Admissions* tab, subheading *Financial Aid:* http://www.fau.edu/finaid/ . The subheading *Tuition and Fees* under the same tab provides general information on university tuition: http://www.fau.edu/controller/student-services/tuition-breakdown.php .

Table – 1.II.4.7: Estimate of Tuition, Books and Supplies for the Accredited Degree Program

Item	Semester 1 15 Cr (Res./Non-Res.	Semester 2 16 Cr (Res./Non-Res.)	Semester 3 16 Cr (Res./Non-Res.)	Semester 4 16 Cr (Res./Non-Res.)	Semester 5 18 Cr (Res. Non-Res.)	Semester 6 18 Cr (Res./Non-Res.)	Totals
Tuition	$3,019.35/$ 10,797.60	$3,220.64/$ 11,517.44	$3,220.64/$ 11,517.44	$3,220.64/$ 11,517.44	$5,341.28/$ 16,421.69	$5,645.58/$ 16,616.76	**$23,668.13/ $78,388.37**
Books	220.00	160.00	160.00	160.00	140.00	140.00	**980.00**
Studio Supplies	220.00	280.00	280.00	280.00	300.00	300.00	**1660.00**
Studio Lab Fee	75.00	75.00	75.00	75.00	75.00	75.00	**450.00**
Totals	**$3,534.35/ $11,312.60**	**$3,735.64/ $12,032.44**	**$3,735.64/ $12,032.44**	**$3,735.64/ $12,032.44**	**$5,856.28/ $16,936.69**	**$6,160.58/ $17,131.76**	**$26,758.13/ $81,478.37**

II.4.8 Other Student Centers and Academic Services

Center for Learning and Student Success, (CLASS) (information herein has been adapted from the University's website: http://www.fau.edu/CLASS/)

The purpose of the Center for Learning And Student Success (CLASS) is to promote academic and personal achievement by engaging students, forming partnerships and creating programs and services to foster student success and the retention of undergraduate students. This is done by:

- coordinating retention activities between academic and student affairs divisions;
- supporting and monitoring students' academic progress;
- coordinating with academic advisement units;
- providing collaborative learning opportunities;
- providing referrals to campus resources and support services;
- instilling a sense of the FAU community in our students and
- coordinating programs that foster the academic success of FAU students.

Programs such as student learning communities, supplemental instruction, and tutoring programs are all provided through this office. In addition, the Office of Students with Disabilities coordinates student to student support organized within individual classroom settings. Other University and College Resources include the following:

- Counseling Center, (FREE personal counseling for issues such as time management, stress management, etc.)
- Dean of Students, (Open to any student needing assistance in matters of general welfare, counseling, and/or FAU information.)
- Multicultural Affairs, (Mentoring, book loan program, Student Advocacy Program, success counseling, multicultural programming, etc.)
- Financial Aid, (Assists students in meeting educational costs.)
- Freshman Academic Advising Services, (Academic Advising for Freshmen (with less than 30 credits) or Undecided majors up to 60 credits)
- Academic Advising Services for the College for Design and Social Inquiry, (Academic Advising for students majoring in the college who have a minimum of 30 credit)

II.4.9 Other Policy Web Sites For Students and Faculty
The University's Policy on Sexual Harassment and Discrimination with the Grievance process is posted on line at http://www.fau.edu/regulations/chapter5/5.010_Anti-Discrimination_and_Anti-Harassment.pdf where it is freely accessible by all.

Established policies regarding academic integrity are published in the University Catalog on line at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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

III.1.1 Annual Statistical Reports
See the attached letter, next page.

FAU
FLORIDA
ATLANTIC
UNIVERSITY

8/11/2016

National Architectural Accrediting Board:

The Office of Institutional Effectiveness and Analysis has reviewed data submitted to the NAAB

through the Annual Report Submission system since 2011. The data submitted is accurate and consistent

with reports sent to other national and regional agencies including the National Center for Education

Statistics (NCES), with one exception. Annual headcount enrollment was slightly understated in 2012-

13 at 170 students when current queries on census data files show an enrollment of 194 students.

Since NCES has no established methodology for providing graduation rates by major program, the

university has used alternative ways to examine it: (1) track graduation of first time in college students

with pre-majors in architecture over 6 years, or (2) track graduation of those accepted into the program

at the upper division level over 3 years. For the last two years, we implemented the second

methodology because it tracked students who were accepted into the program and participated in the

program versus students who may have never taken an architecture course.

Sincerely,

Jeff B. Hoyt

University Data Administrator

III.1.2 Interim Program Reports
To be provided by NAAB

Section 4 – Supplemental Material
   https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing

The following documents are available on the hyperlink listed above:

IV.1 FAU SoA Course Descriptions
IV.2 FAU SoA Faculty Resumes
IV.3 FAU SoA_AIAS Studio Culture Policy
IV.4 FAU Mission Statement
IV.5 FAU Student Perception of Teaching (SPOT) Survey Facsimile
IV.6 FAU SoA Faculty Search Advertisement
IV.7 FAU SoA Upper Division Design Curriculum Table
IV.8 FAU SoA Assessment Document
IV.9 FAU SoA Goals Chart 2015-2018

Other links (partial list) cited in this document:

The FAU Catalogue with all School of Architecture course descriptions is available at:
http://www.fau.edu/academic/registrar/FAUcatalog/architectureDES.php#architecture

Statement on NAAB-Accredited Degree:
http://www.fau.edu/academic/registrar/FAUcatalog/architecture.php#SchoolofArchitecture/
 http://cdsi.fau.edu/soa/professional-accreditation/

University Mission Statement: https://www.fau.edu/access/mission-vision-values.phpat_http/

Student Handbook: (http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/soa-student-handbook.pdf

Software suites available in the School of Architecture: http://cdsi.fau.edu/soa/current-students/facilities/computing/

CDSI Promotion, Retention and Tenure document: http://cdsi.fau.edu/wp-content/uploads/application/pdf/pt-guidelines.pdf

Equal Employment Opportunity/Affirmative Action (EEO/AA): http://www.fau.edu/eic/

Office of the Ombuds

University's Policy on Sexual Harassment and Discrimination with the Grievance process:
https://www.fau.edu/eic/files/5.010_Anti-Discrimination_and_Anti-Harassment.pdf

Established policies regarding academic integrity:
https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf.

Grade Review Procedures:
http://www.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf

Student Accessibility Services (SAS), http://fau.edu/sas/

FAU Libraries: https://www.**fau**.edu/**library**/.

Faculty Sabbaticals: https://www.fau.edu/provost/faculty/sabbaticals.php

FAU's Quality Enhancement Plan (QEP)

Career Development and the University's Career Development Center: http://www.fau.edu/cdc/

The Office of Undergraduate Research and Inquiry (OURI), http://www.fau.edu/ouri/

Research and Funding Opportunities:
FAU Undergraduate Research Grants (OURI)
Summer Undergraduate Research Fellowship (SURF)
Broward Undergraduate Research Award
FAU Wave Competition
Student travel funding (through Student Government)
Annual Undergraduate Research Symposium (OURI)
Annual Broward Student Research Symposium

National Conferences on Undergraduate Research
Florida Undergraduate Research Conference
Council on Undergraduate Research

Distinction through Discovery Undergraduate Curriculum Grants Program (OURI)
Research Intensive (RI) Designation and Directed Independent Research (DIR)
Supplemental NSF funding available for Research Experiences for Undergraduates (REU)
Faculty Research Mentoring Program