Architecture Program Report 2012/13

School of Architecture
College of Design Construction and Planning
University of Florida
Gainesville, Florida

Presented to:

National Architecture Accreditation Board (NAAB)
1735 New York Avenue, NW
Washington, DC 20006

Contents:

i. Part One – Institutional Support and Commitment to Continuous Improvement

Part One (I) – Identity and Self-Assessment

I. 1.1 History and Mission

The architecture program at the University of Florida is the oldest and largest professional school of architecture in the state and is known for producing thoughtful and capable graduates who are well-prepared to enter the profession. Founded in 1925 as a four-year program leading to the Bachelor of Science in Architecture, under the leaderships of Rudolph Weaver, the inaugural class included 34 students. Four years later, in 1929, the graduate degree program was initiated and the School of Architecture and Allied Arts was formed, including the Departments of Architecture, Music, and Painting. Within the School, the Department of Landscape Architecture was initiated in 1933, followed by the Department of Building Construction in 1935, the oldest program of its type in the nation. In 1941 the School was one of only twelve schools of architecture in the United States invited by the American Institute of Architects to present a statement on "Philosophies Underlying the Teaching of Architecture" for publication by the Institute.

> *…our objective is to prepare them (students) to become general practitioners in the towns and cities of Florida and the South, to open their own offices, to participate fully in the affairs of their city, country, and state and to live as normal human beings among their neighbors in their chosen communities.*
>
> *Rudolph Weaver, Dean, 1940*

In 1948, the architecture program was among the first to be accredited by the newly instituted National Architectural Accrediting Board. In 1975, the faculties of architecture and the associated fields of environmental design formed the College of Architecture, with Mark Jaroszewicz as the first Dean leading the 981 student population including disciplines of Architecture, Interior Design, Landscape Architecture, Urban and Regional Planning, and the School of Building Construction. Anthony Catanese became the Dean of the College of Architecture in 1986, and in 1988 the Ph.D. in Architecture program was initiated. In July of 1990, Professor R. Wayne Drummond became the third Dean of the College of Architecture followed by Dr. Jay Stein, former Chair of the Department of Urban and Regional Planning in 1999. Dr. Stein served as Interim Dean through a national search and was appointed Dean in 2001 serving through 2005. Associate Dean Anthony Dasta was appointed Interim Dean from during a national search resulting in the appointment of Dr. Christopher Silver as Dean in the summer of 2006. Dr. Silver previously served as Professor and Head of the Department of Urban and Regional Planning at the University of Illinois at Urbana-Champaign

The College name was changed under Dean Stein in 2000 from the College of Architecture to the College of Design, Construction, and Planning in an attempt to better recognize the five college programs. The Department of Architecture was also elevated to the School of Architecture during the renaming process.

The School of Architecture doubled enrollment from 320 to 651 in the 14 years between 1968 and 1982, under the direction of Arnold Butt, Chair. It was during this period, in 1970, that the Department adopted the "4 + 2" curriculum structure, with a four-year pre-professional Bachelor of Design in Architecture degree followed by a two-year professional Master of Architecture degree. John McRae served as Chair from 1982 until 1987, when he was appointed Dean of the School of Architecture at Mississippi State University. Robert Segrest served as Chair from 1988-90 after a national search. Professor Leland Shaw was appointed Interim Director from 1990 to 1991. In 1991, after a national search, Robert McCarter, previously on the faculty at Columbia University, was appointed as Chair and later Director when the Department was elevated to the status of a School of Architecture in 2000. Robert McCarter resigned his position and returned to the faculty in 2001 and Professor Gary Ridgdill served as Interim Director from 2001-2003.
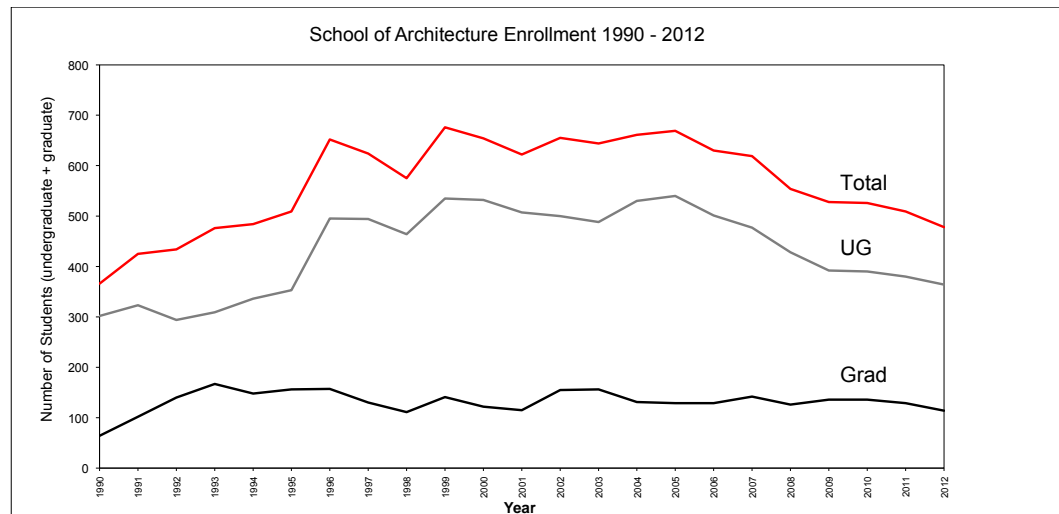
School of Architecture enrollment history 1990 to 2012

After a national search in 2002, Martha Kohen, a professor and practicing architect from Uruguay was appointed Director during the summer of 2003. She returned to the faculty in 2008. Associate Professor Martin Gold was appointed Interim Director in 2008 and was appointed Director in 2009. He continues to serve in this position. Director Gold graduated from the UF School of Architecture with his M.Arch in 1994 and returned to teach at the SoA 1996. Director Gold is a registered architect in the State of Florida and is NCARB certified. In 2008, the administration was restructured under Director Gold to include two Assistant Director positions – one for the graduate and PhD program and one for the undergraduate program. Assistant Directors Nancy Clark (Graduate) and John Maze (undergraduate) were appointed from within the faculty.

The program has been rooted in regional modernism drawing from the work of Paul Rudolph, Alfred Browning Parker regionally and Le Corbusier, Alvar Aalto and Carlo Scarpa internationally. During the period from 1968 to 1982, the program advanced critical thinking, the arts, and environmental design philosophies in early design studios and emphasizing applying architectural systems, guided by appropriate conceptual intention, in the upper division and the graduate program. Most of the upper division faculty during this period engaged in architectural practice or the arts. A richer theoretical perspective emerged in the upper division through the 1980's, supported by additional courses in Theory and History that guided the graduate program particularly during the leadership of Robert Segrest. During the 1990's, the program continued to advance current theoretical architectural discourse while striving to balance professional expectations to prepare students both intellectually and for the practical aspects of practice.

During the period from 2002 to 2009, four professors and senior associate professors retired. Three others took positions at other institutions including Kim Tanzer who is now the Dean of Architecture, University of Virginia and Robert MacLeod, Director of Architecture at the University of South Florida.

In 2012, the School of Architecture launched the Citylab-Orlando Master of Architecture program in collaboration with the University of Central Florida (UCF) and Valencia College (VC) to provide a 2+2+2 degree track toward professional registration. The inaugural class of 17 students initiated the two-year Master of Architecture program in the fall of 2012. In December of 2011, Dr. Frank Bosworth was selected through a national search as Assistant Director in the School of Architecture to administer the program. The program is located in downtown Orlando in the UCF Emerging Media Center – a collaborative of digital and traditional media arts including game design, motion capture, animation, and traditional printing arts.

The SoA currently has four international programs that engage students in travel and studio experiences overseas including locations in Mexico (summer), East Asia (summer), Mumbai (spring), and our flagship program in Vicenza, Italy (fall and spring semesters). VIA celebrated its 25th anniversary in 2010. There is also a two-week intersession program in Paris between the spring and summer semesters.

Mission

The School of Architecture is dedicated to providing an excellent educational experience for students intending to enter the profession of architecture. The curriculum and educational context is designed to advance humanity through research, understanding, critique, and synthetic creativity as a basis for proposing built environments. Students must be perceptive, skilled and inventive – capable of both understanding and creative action in a responsible manner – while continuing to learn throughout their lives to grow as visionary professionals. This educational mission instills in our students a strong social, ethical, and environmental consciousness along with the foundational skills, focused discipline, and desire to take on both leadership and collaborative perspectives toward improving human environments through architectural practice.

The graduate program leverages teaching, research, and service activities within the university community by engaging design studio modalities in the service of knowledge generation and applied design. This strategy provides faculty and students opportunity toward advancement of individual topics of study through design, analytical, and creative modalities. Reflective inquiry, self-assessment, and professional feedback on the architectural proposals produced by students while guided by faculty frame the evolution and advancement of program pedagogy. Students are expected to develop philosophical foundations, strategic conceptualizations, and schematic architectural proposals through an iterative process that nurtures intellectual growth, advances fundamental design skills, promotes self-discipline, and produces self-directed architectural languages able to serve humanity and that can inspire a lifelong career.

The program success has been largely based on a talented and motivated student body, the talents and experience of a highly diverse faculty dedicated to advancing the discipline of architecture within the context of the academy – and more recently preparing students for the dynamic changes occurring in the profession in the early part of the 21st Century. Interdisciplinary collaboration, verbal and graphic communication skills, self-directed avenues of inquiry/invention, and engagement in 'real' contexts are necessary capacities for success. SoA faculty participate in and promote interdisciplinary projects within the College and beyond setting the example for collaboration and exposing students to critical knowledge from outside the discipline to guide architectural design particularly in the areas of sustainability and ecological sensitivity – the University of Florida community uniquely includes all of the major professions and collegiate disciplines on one campus.

I.1.2 Learning Culture and Social Equity

Design studio is the core pedagogical modality of the program as is typical of most design-based programs. Studio is a positive collaborative context enabling the process of architectural design in all its aspects and fosters speculation, synthetic thinking, critique, analysis, and most importantly self-directed modes of inquiry and synthetic responses. The SoA emphasizes a strong focus on studio culture through scholarly rigor, expectation for excellence, coordinated support courses, engagement of national and international experts, and appropriate facilities and supplies.

Initiated in the fall of 2008, a highly motivated group of students initiated the Studio Culture Committee (SCC) and in the spring of 2009 established themselves as an official UF student organization. This status provides access to Student Government funds in addition to a base allocation of $500 from the School of Architecture. SCC representatives attend SoA Faculty and Curriculum Committee meetings when appropriate and provide student input into curricular decisions. They developed the following mission statement:

> Purpose: The Studio Culture Committee is a student-initiated organization that seeks to promote respect, collaboration, engagement, and innovation among students, faculty, and staff of the UFSoA.
>
> Initiatives: improving safety, sustainability, and studio workstations within our School
> Activities: student forums, social function, and educational seminars.
> Email: uf.arc.scc@gmail.com

Academic and professional ethics and integrity are stressed throughout the program and reinforced in course syllabuses, course assignments and the University of Florida Student Honor Code – http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php. As most of our students travel overseas, this is especially important for our students to be respectful particularly to the many different cultures we encounter. Also, as students work and live in close proximity to each other through much of the program – establishing etiquette is critical. Violations of student conduct are referred to the UF Dean of Students Office (DSO) for recommendations on actions to be taken or for the DSO to take charge of the case directly. The DSO maintains, reviews, and updates UF policies regarding student conduct, academic integrity, and disciplinary action. As policy changes are made, the SoA administration is notified and these updates are transmitted to faculty by e-mail and as information items during faculty meetings.

Student admission into the undergraduate B.Des program is administered by the University of Florida Office of Admissions as guided by the following mission statement:

> The University of Florida is committed to creating a community that reflects the rich racial, cultural and ethnic diversity of the state and nation. No challenge that exists in higher education has greater importance than the challenge of enrolling students and hiring faculty and staff who are members of diverse racial, cultural and ethnic groups. This pluralism enriches the university community, offers opportunity for robust academic dialogue and contributes to better teaching and research. The university benefits from the richness of a multicultural student body, faculty and staff who can learn from one another. Such diversity will empower and inspire respect and understanding among us. The university does not tolerate the actions of anyone who violates the rights of another person. Through policy and collective practice, the university strives to embody a diversity that is truly reflects the state and nation.

Admission to the graduate program is conducted by the School of Architecture Graduate Admissions Committee through a review of candidate academic and design qualifications without regard to their ethnic background, race or gender. The Graduate Admissions Committee follows the University of Florida rules and regulations with regard to equal opportunity and FERPA regulations.

University of Florida rules and regulations that implement the UF mission and regulate diversity and social equity must be ratified by the University of Florida Faculty Senate to ensure the faculty is provided an opportunity to review and shape UF policy and implementation. Rules are generally reviewed annually and when changes are recommended, the faculty is notified, asked for comment and only then are changes presented to the Faculty Senate for ratification. Our faculty and student diversity data is provided in Section I.2.1 below.

I.1.3 Response to the Five Perspectives

A. Architectural Education and the Academic Community. The School of Architecture embraces a strong liberal-arts based foundational education drawing from disciplines of art, literature, and philosophy in addition to core sciences to support synthetic design drawn from strong cultural awareness and that proposes innovation. Faculty, staff, and students engage in scholarly and service activities through community design projects, community service and collaborations with other disciplines within and outside the college. This perspective is evidenced in the course descriptions, faculty resumes, and studio course work projects.

B. Architectural Education and Students. The School of Architecture, as part of the core mission, engages students in the international discourse of the responsibilities of architects, as professionals, leaders and arbiters of the built environment with regard to culture, ecology, and resource use. Nominally 80% of the students participate in studio abroad programs. All work with communities throughout the state, and collaborate with important disciplines in related areas that might include the Department of English, Theater and Dance, Engineering and the Institute of Food and Agricultural Sciences. The SoA strives to create a context engagement in knowledge from other disciplines, and through design, to translate that information into thoughtful, ecologically, and culturally responsive architecture.

C. Architectural Education and the Regulatory Environment. Students in the program are encouraged to register with IDP once they enter the upper division of the program to become familiar with the process of

registration and to be in touch with the issues of focus put forward by the National Council of Architectural Registration Boards in concert with architectural practice. Understanding of these issues and the requirements for registration are reinforced in support courses and the design studio where core knowledge is translated into architectural design. Assistant Professor Bradley Walters serves as our NCARB IDP Education Coordinator and attends annually the IDP Coordinators Conference. Within our Professional Practice course, students engage professional documents, standards of practice, and meet with practicing architects from many backgrounds and contexts. Planning ordinances and Florida Building Code issues are stressed in upper division and the graduate program studios, in particular, with regard to the special circumstances of coastal environments (and hazards), water issues and sensitive ecologies that comprise much of the Florida environment.

D. Architectural Education and the Profession. Preparing students for entry into the profession as Intern Architects has been a core mission of the School of Architecture since its inception in 1925. The curriculum is designed to provide critical thinking and foundational skills in lower division courses, translate those skills into architectural proposals in the upper division – while addressing important cultural and social issues. Then students work directly on 'real' architectural scenarios in the graduate M.Arch program. In the upper division, undergraduate studios (D5 and D8), and graduate studios (G1 and G3), students are exposed to 'clients' as part of the required studio pedagogy. Projects range from proposals within the Florida landscape for philanthropic groups to community design projects engaging citizens and stakeholders around Florida. Often, students make independent academic and public presentations to receive both 'client' and academic feedback. Professionals engage in mid-term and final studio critiques, evaluate student advancement toward professional preparation, and provide feedback to the administration and faculty on areas of success and for improvement. Recently, comment has focused on the impressive technical drawing and representation skill with suggestions to work on verbal communication and writing skills.

E. Architectural Education and the Public Good.   The program stresses international and local engagement – learning from varied and diverse cultures and applying that knowledge in local communities through design. This is demonstrated through studio abroad programs, studio research trips, and studio project types such as urban ecology that advance social issues, ecological sensitive, and energy efficiency. Many of the Masters Research Projects (MRPs) specifically address the social responsibility of the profession, either through architectures of environmental sustainability or socially driven projects such as affordable housing, shelter for disadvantaged populations, or projects that celebrate cultural excellence. Students develop their MRP 'thesis' independently from their personal and educational experiences and the range of socially responsible issues evidenced in the MRP projects suggest that students have internalized and embraced social responsibility. A few students have won AIA Florida research awards for their MRP projects.

I.1.4 Long-Range Planning

School curricular objectives are put forward both by the administrative team and the faculty. Longer-term initiatives are generally borne from questioning how to improve programs in terms of preparing students for success in traditional practice, teaching, and the many emerging architecturally related fields. Discussion derives from the effectiveness of computer modeling, the growing expectation for written and verbal communication skills, and how to prepare students to become self-directed, thoughtful, and confident in their abilities. These objectives are discussed among the faculty at the end of each semester with representative work from all of the design studios. The administration makes notes of the suggestions and criticisms from the discourse and works to formulate long-term implementation strategies, strategic adjustments, or test scenarios to advance the program. Developed proposals are presented initially to the committee most directly affected, such as the Curriculum Committee for consideration, revision, refinement, or rejection. Once approved by a committee, objectives go before the faculty as a whole for ratification.

Regarding budgetary long-range planning, the program has been facing a situation of 'response to budget contractions' in varying degrees over the past five years. In parallel, the administrative team has proposed multiple strategies to improve the financial resources and program independence. Some have resonated

with the faculty and are being pursued within the UF administrative structure. With faculty support, the administrative team moves initiatives forward in collaboration with the Dean and University Provost's Office.

With regard to scheduling, faculty development and opportunities for teaching abroad, the administration has implemented a three-year teaching schedule that targets long-term changes, leaves, retirements and anticipated faculty hires. This schedule is update nominally every six months and distributed to faculty for review. This method provides stability and predictability for faculty and students when scheduling seminars and elective courses outside the prescriptive course of study.

Facilities long-range planning from approximately 2001 to 2008 focused on a new building that would have almost doubled the current space. Based on a study of population trends from 2005 to 2010, it was clear that the current facilities would be ample given the distribution of studios over fall, spring and summer semesters. Although there is still the discussion of a new facility, it has been scaled back to a building addition/annex rather than a complete new building. Various proposals for smaller renovations and studio furnishing improvements are underway. Current renovation strategies have been developed through seminar courses, student competition proposals, and faculty proposals based on calls for ideas from the Dean. The DCP Building Committee reviews the proposals and makes recommendations to the Dean for implementation.

Detailed analysis of enrollment trends, budget forecasts, long-term employment data (Bureau of Labor Statistics), tuition analysis (national and regional), and the three-year teaching schedule represent some of the sources of data used in developing long-term objectives. Citylab-Orlando is an example of working through a long-term partnership with architectural professionals in Orlando, the University of Central Florida and Valencia College to expand curricular opportunities for students and the implementation of a funding model that is more stable than state budget allocations.

Long-term initiatives, achievements and progress reporting is made to the Dean of the College of Design Construction and Planning in writing and is presented to the College faculty at the beginning of the fall semester during the College-wide retreat. Although the trajectory is long-range, adjustments, refinements and re-aiming regularly occurs.

I.1.5 Self-Assessment Procedures

As noted in 1.4 above, assessment is an integral part of our long-range planning. The most effective self-assessment activity is the end of semester curricular review occurring each December and May. This includes an exhibit of work from the studios from each level in the program from the semester – much like the NAAB Visiting Team Room. Studio coordinators and faculty present the context of the studio in terms of pedagogical objectives, project strengths and weaknesses, and the relationship of student knowledge/progress relative to other studios. Although it can get contentious, the difficulties and success are usually clear and ideas for improvement are usually presented and debated – it is highly effective.

Each faculty member is evaluated by their students near the close of each semester.   Student responses to evaluation criteria are used as part of the basis for evaluating teaching and reported on in annual evaluations, tenure and promotion. In 2010 the University transitioned to electronic faculty evaluations with 19 criteria of evaluation with the first 10 criteria being used by the administration to assess faculty teaching effectiveness. Recent response rates for studio and seminar courses range from 85% to 95% and general education and service courses (courses open to all students) dropping to as low as 35%. The overall response rate is between 50% and 55%. Generally, the expectation of faculty is that they achieve evaluation ratings that are at or above the College and School means – nominally 4.0 within a range of 1.0 (poor) to 5.0 (excellent). When evaluations show a pattern of falling below 3.0, it is recommended that faculty take measures to address the situation. Measures could include addressing particular comments from students and/or attending teaching enhancement workshops offered by the University.

Primary Faculty Evaluation Criteria

1. Description of course objectives and assignments
2. Communication of ideas and information
3. Expression of expectations for performance in this class
4. Availability to assist students in or out of class
5. Respect and concern for students
6. Stimulation of interest in course
7. Facilitation of learning
8. Enthusiasm for the subject
9. Encouragement of independent, creative, and critical thinking
10. Overall rating of the instructor

The program Director is evaluated every other year by the faculty through an independent evaluation agency. The program Director evaluates the assistant directors. All of the administrative faculty teach classes and are evaluated by their students with regard to their teaching effectiveness. There is not a mechanism in place for student evaluations of administrators other than individual feedback presented to the Associate Dean or the Dean of Students Office.

Assessment by our graduates is conducted regularly through their attendance during mid-term and end of semester reviews. As part of our NAAB APR, the SoA conducts a survey of our alumni. The responses include recent and alumni that have been in practice and lead firms. The following section includes the results of the alumni survey:

The UF School of Architecture is currently being reviewed for re-accreditation by NAAB. As a member of the Professional Liaison Committee, we are asking for your assistance in conducting Alumni evaluations our program. Your responses to the following questions can help us in this assessment process. Please share these questions with all members of your firm who may have graduated from the University of Florida, and encourage them to complete the survey. Thank you, in advance, for your assistance in this process.

1. If you attended graduate school for a professional degree after earning your B.Design Arch from the University of Florida, how did the School prepare you for graduate work?

Very Well   (13) 86.7%   Adequately (2) 13.3%   Poorly (0) 0%   No response (3)

2. How well do you feel your B.Design Arch prepared you for an entry-level professional position?

Very Well   (10) 58.8%   Adequately (7) 41.2%   Poorly (0) 0%   No response (1)

3. How well do you feel your M.Arch prepared you for an entry into professional practice?

Very Well   (10) 71.4%   Adequately (4) 41.2%   Poorly (0) 0%   No response (4)

4. If you are in a position to supervise a University of Florida M.Arch graduate, how would you assess their educational background and level of preparedness for professional practice?

Exceptional (12) 80.0%   Average (3) 20.0%   Poorly (0) 0%   No response (3)

5. If you are in a position to hire an entry-level employee, how would the fact that the applicant graduated from the University of Florida School of Architecture influence your decision?

Positively   (16) 100.0%   Negatively (0) 00.0%   Not at all (0) 0%   No response (2)

6. If you have participated as a visiting juror on School of Architecture student design reviews, how would you say the work reflects upon the students' education at the University of Florida?

Exceptional (15) 93.8%   Average (1) 6.3%   Poorly (0) 0%   No response (2)

7. How would you rate the University of Florida's School of Architecture's relationship to the profession over the past five years?

Exceptional (12) 66.7%   Acceptable (5) 27.8%   Poorly (1) 5.6%   No response (0)

8. Overall, how would you rate the University of Florida's architecture program over the last five years?

Exceptional (15) 83.8%   Average (3) 16.7%   Poorly (0) 0%   No response (0)

9. What strengths do you see in the University of Florida M.Arch graduates working with you?

Design Skills (18) responses 100%
Very good at parti formulation
they are good designers
creative, uninhibited yet rational
and understanding real situations.
excellent understanding of design
approach
Exceptional
Excellent design skills that I can
trust are thoughtful.
Very strong
Excellent understanding of process
Excellent
Strong, creative problem solvers
Creative, excellent graphics,
computer and model making skills.
OK
best design ability
very strong
Excellent

Professionalism (14) responses 93.3%
very dedicated
rigorous & well- rounded
Very good
Exceptional
Top ranked professionalism
Strong...potential high with
experience
Hard working ethic
Well prepared
Communicate very well, team
players. Interested in professional
growth.

Lacking
Professional, but personal
Average
Acceptable

General Ability (12) responses 80.0%
Process is very iterative which is
needed to drive good solutions.
Excellent
Impressed with broad range
Knowledge of systems, programs,
and international work.
Good, having no previous
experience in an architectural office
Adequate
Excellent all around ability.
Overall...well prepared and able
Well rounded
Well prepared in design, thinking
process.
OK
Very strong
Excellent

Other (5) responses 33.3%
Great critical and big picture
thinkers.
Was good with our clients
Exceptional work ethic
Willing to challenge and question
through discussions.
Committed and passionate about
the profession.

10. What weaknesses do you see in the University of Florida M.Arch graduates working with you? Please give your weakness to the following:

Design Skills (10) responses 76.9%
To focused on magazine aesthetics and favor form making over real solutions that solve real problems, like sustainable strategies.
No perceived weaknesses
Please see above for strengths; no concerns.
Ability to apply practical with conceptual.
Lack of knowledge/experience with codes, details/technical knowledge.
No issues
Needs more technical input
No weakness. Their design process is very strong a has prepared them well.

Professionalism (9) responses 69.2%
Tend to take the "artist" view of the profession or don't have a conception of it beyond the traditional Howard Roark genius view.
No perceived weaknesses
Please see above for strengths; no concerns.
n/a
Lack of professional business skills
No issues
Needs more professional involvement

Not really weak. They learn most of this quickly in the profession

General Ability (8) responses 61.5%
To individual instead of team focused.
Too focused on "their" idea instead of creating something with a team.
No perceived weaknesses
Please see above for strengths; weakness would be mainly relying on computers and forgetting about hand sketching.
UF grads have performed at a very high level.
A little weak
Could be more informed about the practice of architecture as a business.
OK
They have always been the strongest.

Other (4) responses 30.8%
Not focused on real and impactful solutions.
Have not had M. Arch working for us.
I have hired UF students for over 30 yrs...will continue to.
Technology, understanding of construction – weak.

In 2012, in response to the Southern Association of Colleges and Schools (SACS) accreditation requirements, the SoA has implemented a survey measurement tool to statistically evaluate SACS Student Learning Objectives (SLOs) at the level of: well met, met, or not met. Studio critics from outside the program are asked to complete and evaluation of each student's final presentation from each studio course for each of the following SLOs:

Knowledge:
- Ability to acquire, interpret and analyze information as it relates to the design process.
- Ability to use critical thinking and knowledge of architectural systems to identify and assess problems.
- Ability to develop design responses in a competent and ethical manner.

Skills:
- Ability to individualize an area of focus and develop a self-directed inquiry.
- Ability to work collaboratively toward integrative proposals.

Professional Behavior:
- Engage in the advancement of the discipline of Architecture.
- Understand the economic, ethical and aesthetic aspects of professional practice.

The measurement tool was implemented in December of 2012 and data will be compiled and evaluated in early spring 2013.

The administrative team considers outside metrics as an another important evaluative tool in assessing the strengths and weakness of the program including ARE pass rates and general trends that might be addressed such as consistent low (or high) scores in an area; informal feedback from firm leaders around the state hire SoA graduates (and those who don't) and/or have hired graduates over a longer period of time; former faculty who return for studio reviews; participation in studio reviews at other programs; Design Intelligence rankings; GRE scores of our graduate class; informal discussions with tenured and adjunct faculty; and direct participation on reviews and reflection upon the work.

The results of these assessment methods are used to guide the curriculum in terms of courses offered and the refinement of pedagogical objectives; distribution of pedagogical objectives (Student Performance Criteria) within the curriculum; alignment of design objectives with preceding studios, support courses and parallel support courses; strategic use of travel (student and faculty); and the types of models, drawings and explorative or descriptive media that should be utilized to achieve pedagogical goals.

Program Strengths
- Studio design teaching recognized nationally for excellence and innovation
- Faculty has strong research and publication record – national and international
- Faculty design proposals and architectural practice recognized nationally and internationally through both publication and award
- Young, talented and productive faculty represent 25% of the faculty body.
- Strong PhD level faculty with record of publication and expanding engagement with PhD students
- PhD and M.Arch students have strong record of publication – national and international
- Students received state research/design awards for their Masters Research Projects – AIA Florida.
- Architectural acoustics and architectural technology teaching and research recognized nationally and internationally for excellence
- Engagement of internationally recognized practicing architects through the Ivan Smith Distinguished Visiting professor program.
- Citylab-Orlando satellite program launched in Orlando, Florida offering a component of studios that explore architecture and urbanism in the evolving post-war American city.
- Faculty active in ACSA and other professional conferences
- Faculty actively engaged in architectural practice – 47% registered and involved in some level of practice
- Cross disciplinary collaboration – Integrated Project Delivery (IPD) course including architecture, building construction, and landscape architecture
- UF recognized Certificate in Sustainable Architecture – appears on student transcripts
- Evolving curriculum regularly evaluated and considered relative to professional liaison recommendations and engagement with other programs in the US
- Faculty active in University, City and County environmental planning decisions
- Faculty active in state-wide leadership in environmental design issues
- Diverse faculty brings together experience from world-wide universities
- Diverse and highly qualified student body – national and international influence
- High acceptance rates of undergraduates to top architecture graduate schools
- Architecture Registration Exam pass rate trends are at or better than national averages
- Graduate tuition is set at approximately $28,000 (includes 2 years) placing the program as one of the best values in education in the US
- Scholarships exceeding $100,000 per year providing supplemental support for more than two-thirds of each entering graduate class
- Scholarship funding for students to attend conferences with accepted papers/presentations
- Graduate Teaching Assistant opportunities to engage our most talented graduate students in our undergraduate teaching mission benefiting undergraduates while providing financial support and valuable experience to graduate students
- Private, professional funding for nationally-recognized SoA Lecture Series, offering Continuing Education Units for professionals

- Vicenza Institute for Architecture, Continuing Education Tours – for professionals
- Vicenza Program excellence – fall or spring semester in Vicenza, Italy
- Summer travel abroad studios – East Asia, Mexico, Mumbai
- Almost 80% (nominally for the past 5 years) have participated in one of the studio abroad programs noted above.
- Architrave student run annual publication – nationally recognized.
- Active Community Design Center
- Active in Architecture + Construction Alliance (A+CA) a collaborative of programs with both architecture and construction degree programs
- Active involvement with the Professional Liaison Committee and sub groups around the state
- Active participation with AIA Florida including convention planning and governance of the AIA Florida Foundation
- Major facilities upgrades between 2009 and 2012
- Addition of FabLab digital fabrication facility and laboratory manager

Program Weaknesses
- Unpredictable support from the Florida Legislature and senior UF administration – no long-term philosophy or strategy available
- Limited number of full-professors guiding program (five) – two are nearing retirement
- Limited resources to fund junior faculty research and travel to disseminate their work nationally, internationally, and to seed their research development
- Limited direct access to urban environments – scale of local community
- Number of faculty currently engaged in robust practices
- Current job market for graduates is weak

Program Initiatives

The School of Architecture has developed significant initiatives since the last NAAB visit including the Citylab-Orlando program and our developing FabLab digital fabrication facility that has been reported on in annual reports. Other more recent initiatives that respond to changes in the financial structure and course delivery opportunities within the Florida University system are also included below:

- Citylab-Orlando, a five-year effort in collaboration with the University of Central Florida and Valencia College in Orlando, accepted an inaugural class of 17 students in the fall of 2012. Students will take the bulk of their courses in Orlando – with some Gainesville students attending studios in Orlando – with their final senior semester in Gainesville working with faculty on their Masters Research Project. Dedicated Citylab-Orlando faculty, faculty from Gainesville, and adjunct faculty from the Orlando area will teach students in the program.
- Citylab-Sarasota is a working proposal to expand the Citylab institutional model to Sarasota, Florida with a complimentary curriculum focused on three specific areas: regional modern architecture as sustainable design; architectural preservation; and the architecture of cultural arts. The program has strong support from the local Sarasota Architecture Foundation (SAF), American Institute of Architects (AIA Gulf Coast Chapter), Sarasota County, and the City of Sarasota. The intended launch is fall 2014.
- The *Enhanced Enrollment Option* lower division (first two years) is an attempt to offer more flexibility to students seeking to enter the professional program as freshmen at the University of Florida. Currently, students who transfer to UF must complete 60 hours at another institution (two years) then transfer to our professional program – requiring another four years of required coursework (6 years to the B.Des degree). Under the best circumstances, this requires them to spend five years for the four-year Bachelor of Design pre-professional degree. The Enhanced Enrollment Option, partners the College of Design Construction and Planning with Santa Fe College (a local institution) to provide foundational general education courses (currently over enrolled at UF) while DCP provides the preparatory professional and studio courses at UF. Intended to soft launch is summer 2013.
- Expansion of PhD support from College and School through scholarships, internal grants, travel funds, and teaching assistantships

- Enhance the digital output facilities to foster research and collaboration with other research disciplines in terms of form analysis, physical modeling, and visual communication
- Hire additional faculty from funds generated by new program initiatives
- Work with College of Design Construction and Planning for continued facilities improvements

Part One (I): Section 2 – Resources

I.2.1 Human Resources & Human Resource Development

Faculty and Staff

The School of Architecture faculty is composed of a talented and diverse group including 23 full-time tenured and tenure accruing faculty, two Senior Lecturers and five to seven adjunct professors. The program student body is nominally 520 students and 27.5 FTE faculty, the student to faculty ratio is approximately 19:1. The balance of expertise on the faculty is well aligned with the program pedagogy and NAAB requirements for student performance. Recent hires in the areas of design studio, digital design, architectural structures, and environmental technologies have brought talented and experienced faculty to the program resulting in a balance of academic scholarship and professional experience. Please refer to Sections 3.3 Faculty Credentials for credential summaries and Section 4.3 Faculty Resumes to review their experience.

Faculty rights and administrative policies, such as hiring procedures, grievances, and general assignments are governed by the *Collective Bargaining Agreement* (CBA) between the University of Florida Board of Trustees and the United Faculty of Florida, FEA, NEA, AFT, AFL-CIO – 2010-2013. A copy of this agreement, the faculty handbook, and diversity statements can be found at http://www.hr.ufl.edu/labor-relations/union.asp#uff. In addition, the College of Design Construction and Planning Faculty Council has developed a College Constitution recently updated and ratified (November 2012). The Constitution can be found at: http://www.dcp.ufl.edu/faculty. The CBA is quite clear on performance criteria and the level of performance expected within the university system. Annual evaluations of all faculty members are conducted in accordance with the CBA.

The School of Architecture subscribes to all EEO/AA and additional diversity policies that are held and administered by the University of Florida -- http://www.hr.ufl.edu. All members of faculty search committees are required to complete diversity and affirmative action training prior to serving and all positions that open are reviewed by and posted through the University Human Resources office to ensure compliance with all regulations and that advertisements promote diversity.

School of Architecture Faculty Ethnic Diversity

	Current	Previous visit
American Indian	0%	3%
Asian	17%	6%
Black	3%	6%
Hispanic	6%	3%
White	65%	74%
Other	6%	6%

Data rounded to nearest even percentage

The administrative support staff consists of an office manager, two program assistants, one office assistant, and one part-time assistant. The number of staff is ample to meet our institutional obligations and to support the students in the program. We hope to add one additional assistant for outreach, graphic layout, media directed toward development, and assistance with periodic reporting including SACS, Florida Board of Governors, and the NAAB.

Tenured and tenure-accruing faculty in the School of Architecture have teaching, research, and service requirements as part of their appointment. Lecturers, visiting faculty and adjunct faculty generally only have

teaching responsibilities but often engage in research and service activities. Faculty assignments are made through a long-range teaching schedule (three years in advance) and as semesters approach, changes are made as needed generally to accommodate faculty development or personal leaves. Each semester, faculty review and agree to their specific assignment which generally assigns 15 to 25 percent to research, 50 to 65 percent to teaching, and the balance to service and other administrative assignments such as internal and external committees. In terms of course load, full-time faculty members typically teach two studios, one support course, and one seminar per year (four courses during the year is typical). In addition, faculty members supervise one to four Masters Research Project students and/or one to three PhD students. Our program is predominantly teaching oriented with research as a secondary focus – typical for professional degree programs in the US yet a bit unique within a research institution the size of the University of Florida.

Tenure accruing faculty may "apply when ready" for tenure but must apply within seven (7) years of their appointment as a tenure accruing faculty. In the last Visiting Team Report, there was concern that our faculty may be at a disadvantage in this large "research one" institution and the SoA and DCP administration should take steps to transmit the value of design faculty within the University system. In the 12 years since 2000, ten of eleven people have been tenured through the University system – not including one faculty member hired with tenure.

The University has traditional sabbatical development opportunities (1 full-year and 1 full-semester) each academic year within the College. Faculty members are eligible after each consecutive seven years of employment (since hire or the last sabbatical). Half-pay year-long sabbaticals are also available upon request but not often utilized. Since 2010, five faculty members have been on either one-year or one-semester sabbaticals within the School. In 2010, the University initiated a Faculty Enhancement Opportunity Fund (FEO) to support faculty development, seed research investigation, or initiate other scholarly work. This opportunity is competitive and open across the University. The award replaces their teaching assignment with the activities presented in their proposal, provides seed or travel funds, and provides the funding for adjunct professors to cover the courses. One faculty member has applied for and received this funding since 2010. All requests for unpaid developmental leave have been honored. During the 2011/2012 academic year, two faculty are on professional development unpaid leave – one working on a PhD at McGill University and the other doing research in Israel.

Institutional faculty development opportunities also include College-wide seed grants over the past five years averaging $50,000 per year with SoA faculty receiving on average $18,000 per year over that period. These funds are allocated based on faculty directed proposals and are generally distributed to ensure opportunity for the largest group of interested faculty.

Students

The School of Architecture is committed to recruiting a diverse and talented student body drawing from First-Time-in-College (FTIC) students; transfer students with Associates Degrees from both pre-professional foundational programs and general education transfers; and students with Bachelor Degrees in other disciplines – through our Core program. Of the 400 FTIC student applicants to UF during 2011 who declared a DCP major, approximately 90% were for architecture. Of those initial 400, typically only about 100 are accepted into UF. The 2012 freshmen class is typical of the standards for acceptance into the University over the past five years with the middle 50% of students achieving a High School GPA of 4.0 - 4.4, SAT of 1810 - 2080, and ACT of 27 - 29. In addition to the high admission standards, acceptance criteria are weighted toward math and science (the actual algorithm has not been provided). It has been postulated that this weighting decreases the competitiveness of students focusing their education in the creative rather than STEM coursed in high school. Historically, students with creative arts foundations in high school are exceptionally successful within the architecture program and have been targeted for recruitment.

The School of Architecture, in compliance with University Policy, accepts all FTIC that declare architecture as their major that have been admitted to the University of Florida. During the late 1990's the program has had as many as 300+ students in the freshman class. Perceived and real economic challenges in the profession and the UF admissions weighting system has reduced this FTIC number to approximately 130 students. Currently there are approximately 520 students in the School of Architecture, with 400 seeking the Bachelor

of Design degree program (250 in the lower division [first and second year], and 150 in the upper division [third and fourth year]).   There are 128 graduate students including103 in the Master of Architecture degree program, 20 in the Master of Science in Architectural Studies degree program, and 7 Ph. D. students in the Architecture program. Enrollment has been reduced by about 25% in the undergraduate program over the past five years but seems to have leveled at about 400 students. Graduate enrollment has remained fairly stable at about 125 students drawn from the US and abroad but primarily from the SoA undergraduate program.

Students entering the Bachelor of Design in Architecture program, either FTIC or transfer, are required to take the prescribed curriculum outlined in the Curriculum Matrix. The UF School of Architecture has been designated as the statewide curriculum coordinating program and any changes made must be reported to the other state programs for compliance. All students successfully completing the first two years of the curriculum, from UF or any other state program, are eligible to submit their work for the "Pin-Up" review – a competitive review process to select the best 110 students for admission to the upper division program. Student submissions include a 4′ by 8′ area of actual work (models and drawings) representing their achievement in the lower division program. Student work is available for faculty review for one to two days. The Pin-Up is scored (10 high to 1 low) by UF faculty and weighted against the student's architecture course GPA (x 5.0), non-architecture course GPA (x 2.5), and the Pin Up score (x 4.0) for a total possible high score of 70. The top 110 candidates from a nominal application pool of 150 to 180 students are accepted into the upper division program. Students unsuccessful with Pin-Up either change majors, seek to continue in architecture at another institution, or reapply the following year.

The undergraduate program provides a strong preparatory program for students entering advanced professional degree (M.Arch) programs as evidenced by their acceptance and success within the top graduate programs in the US including Harvard, MIT, University of Pennsylvania, Princeton, Columbia, Berkeley, SCI-Arc, and Washington University at St. Louis – it is estimated that 10% to 17% of our students are accepted into these programs annually. Our undergraduate students make up 50% to 60% of our graduate program in addition to international and students from other programs in the US.

The School of Architecture offers three paths toward a professional Master of Architecture degree in addition to the non-professional Doctor of Philosophy and Master of Science in Architecture degree tracks. Professional program curricular details are included in Part Two, Section 2.2 Professional Degrees and Curriculum.

Once accepted into the Master of Architecture program, students must maintain a 3.0 GPA and cannot receive lower than a C in any course. Given the sequential nature of the program, students cannot proceed without successful completion of all studio courses.

Students are encouraged to take advantage of the vast multidisciplinary resources of the University of Florida through elective classes and potential collaborations with other students on design projects and their Masters Research Project (MRP). There is a diverse selection graduate seminar courses within the program that often includes students from other disciplines. Graduate students can take courses from any other discipline on campus as qualifying electives when they are at or above the 3000 course designation level.

Student scholarship is supported through a highly motivated faculty and excellent physical facilities with 24-hour studio access, and production support including plotters in each studio, 24-hour access to laser cutters, access to both gypsum and resin based rapid prototyping machines, access to a three-axis CNC router, and access to a traditional well-appointed woodshop.

The University of Florida Dean of Students Office (DSO) (http://www.dso.ufl.edu) provides institutional support for UF students with regard to student responsibilities, conduct code, and dispute resolution. Students with special needs or circumstances are counseled by the DSO office and any special assistance or support they may need is transmitted to the SoA from the Dean of Students Office. Nancy Clark, Assistant Director-Graduate Programs is the primary advisor to graduate students. In addition, the College has student advisors and also the DSO office will advise students should issues not being adequately addressed at the School or College level or that are beyond the expertise of program advisors. Any emotional

difficulties or concerns for students coping abilities are reported to the DSO.

In general, student advising begins with our letter of offer to students outlining the many programs they might engage. There is a group welcoming reception and individual meetings with each student when they arrive. Within the first semester, students are introduced to a range of faculty that they might consider as their advisor for the Masters Research Project (MRP). It is important for students to establish a scholarly direction early, find appropriate faculty to work with, and initiate a body of work that can support their MRP.

As noted above almost 80% of the student body participates in travel abroad programs. Additionally, our graduate studios often include a travel component that may be funded externally. In recent years, students have traveled to New York, Los Angeles, San Francisco, Dallas and multiple locations around Florida as part of their studio or seminar course.

School of Architecture students are well engaged with professional and collegial organizations and societies including NOMAS, AIAS (one of the largest US chapters), Architecture College Council (AAC), Alpha Rho Chi, Tau Sigma Delta, Asian Architecture Interest and Awareness group (AAIA), and the Architrave Magazine committee – editorial and publication of the student run magazine. The AIAS chapter is active nationally and within Florida.

Current Student Organization Leadership (2012/13 academic year):

ACC(Architecture College Council)
President- Nika Banapour (Fall), Johan Bueno (Spring)
Treasurer- Levi Wiegand (Fall), Rolando Lopez (Spring)
VP- Mitch Clarke
Secretary- Patrycja Dragan
Spokesperson- Charles Green Jr.

SCC(Studio Culture Committee)
President - Adam Mahardy
Treasurer - Patrycja Dragan
Promotions - RJ Walker

APX(Alpha Rho Chi)
Worthy Architect - Derrick Archer
Worthy Associate Architect, Executive - Tahiri Jean-Baptiste
Worthy Associate Architect, Education - Roxana Hazrati
Assistant Worthy Associate Architect, Education - Chelsea Wagner
Worthy Estimator - Katie Zuefle
Worthy Scribe - Amber Desiree Forbes
Worthy Superintendent - Mason Ip
Worthy Clerk: Scott Capon
Social Director - Patrycja Dragan
Service Director: Scott Capon
Professional Director: Jessica Elliott
Communications Director: Augie Sklar
Recruitment Director: Lin Wright

AIAS(American Institute of Architecture Students)
President- Sarah Glass
VP- Miko Manduza(Fall), Elizabeth Cronin (Spring)
Treasurer- Tracey Weismann
Social Chairs- Miguel Casteneda and RJ Walker
Historian- Mitch Clarke
Publicity Chair- Corina Ocanto
Secretary- Becca Gawron

ARCHITRAVE
Editors in Chief- Rolando Lopez and Antony Darce
Editor at large- Corina Ocanto
Creative Director- Miguel Castaneda
Marketing Director- Sarah Glass
Graduate Advisor- Derrick Archer
Writing Director- Elizabeth Cronin

Research-based design modalities promoted within the SoA offer students opportunities to work on complex projects that will provide philosophical frameworks, establish conceptual feasibility, and challenge status-quo methodologies. These opportunities occur within the Advanced Graduate 3 studio, seminar courses, and through MRP projects. Students also engage 'real world' situations through collaborations with the Florida Community Design Center, by working with faculty on research projects, and though design competitions. This work is supported by funding for student travel to present their work and through the DCP Research Showcase – a two-day event featuring the work of students working independently and with faculty. In the case of the Florida Community Design Center, student projects, directed by faculty have received AIA Florida design awards.

Additional resources and activities that support our students and the academic mission are listed with the primary faculty liaison or coordinator:

Architecture Lecture Series	Charlie Hailey
ACSA representative	Bradley Walters
Architecture Archive	Mark McGlothlin,
Architecture Gallery and Exhibits	Bradley Walters
State Architecture Archive, George A. Smathers Libraries	Martin Gold
Jury/External Critics Schedule	Lisa Huang
Website	Martin Gold, Nancy Clark, John Maze, Mark McGlothlin (Archive)
Library Liaison	Martin Gundersen
Architrave Liaison	Charlie Hailey, Alfonso Perez-Mendez

I.2.2 Administrative Structure & Governance

The program is administered by Director Martin Gold in collaboration with Nancy Clark, Assistant Director in charge of graduate programs; John Maze, Assistant Director in charge of undergraduate programs; and Frank Bosworth, Assistant Director in charge of Citylab-Orlando. The administrative team sets the program agenda with ratification from the faculty on curricular, human resource and major facilities issues. Faculty assignments, teaching schedules, daily administrative operations, liaison, and development activities are managed by the School Director.

School of Architecture Administrative Structure
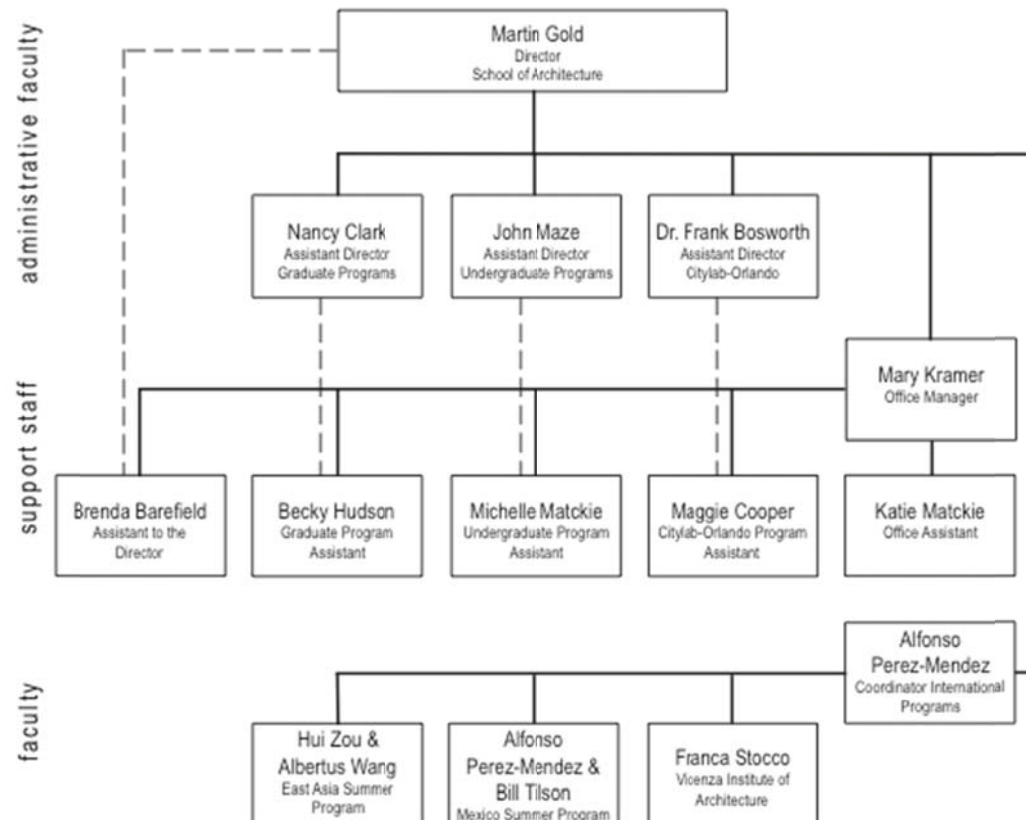
The Assistant Directors, within their specific areas, manage recruitment, counsel students and coordinate the curriculum in collaboration with the curriculum committee. Each of the assistant directors has an administrative assistant. The administrative team also consults with the Administrative counsel on issues as they arise. Initiatives, policy changes and development strategies are presented to the faculty at regular monthly meetings for consideration and feedback. Issues that will come to a vote are included in the agenda as information items at least one month before appearing as an action item and call for vote.

Director Gold has a 12 month appointment at 1.0 FTE and teaches at least one course per semester including summer. Assistant Directors are on 9 month appointments at 1.0 FTE, teach three courses per year and receive administrative stipends.

Alfonso Perez-Mendez serves as the International Programs Coordinator overseeing recruiting, overall scheduling and liaising with the international center and our administrative director in the Vicenza Institute of Architecture, Ms. Franca Stocco. Alfonso receives an administrative stipend for his activities. Franca is on a 12 month 1.0 FTE in support of her year-round activities to manage the facility, coordinate travel while students are in Italy, coordinate housing, and facilitate issues that naturally arise with large groups of students traveling abroad.

Assistant Professor Bradley Walters, AIA serves as the SoA Intern Development Program (IDP) Education

Coordinator. He attends the annual IDP Coordinator training sessions, conducts workshops within the program, and is available to students for counsel and ratification of their required documentation. He has served in this position for four years.

College of Design Construction and Planning
Administrative Structure
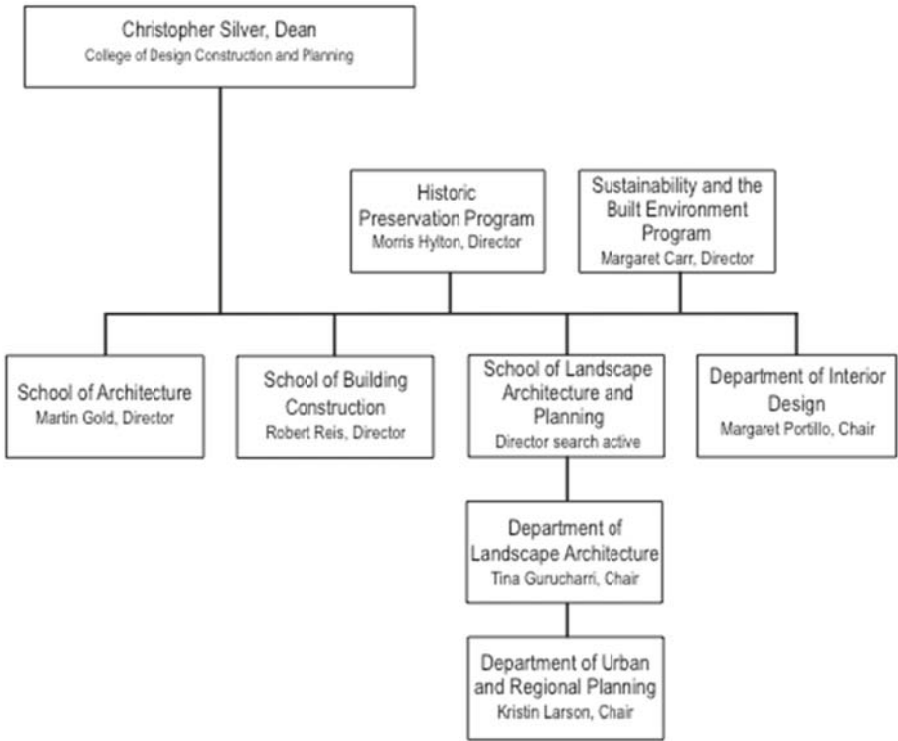
School of Architecture Committee Structure and Current Members:

SoA Committees
2011-2012

Faculty Advisory Committee	Nancy Clark (AD Graduate) John Maze (AD Undergraduate) Guy Peterson (professional liaison) Alfonso Perez-Mendez (Professor) Lee-Su Huang (Assistant Professor) Bradley Walters (Assistant Professor)
Curriculum Committee	Nancy Clark (AD Graduate)(initiating Chair) John Maze (AD Undergraduate) Gary Siebein (Design/Technology) Hui Zou (History/Theory) Alfonso Perez-Mendez (Design/International) Bradley Walters (Design/Technology) Bill Tilson (Design/Theory)
Tenure Promotion and Mentoring Committee	All tenured faculty
Merit Pay Committee	To be elected as required (5 members)
Search Committee	To Be appointed as required
Graduate Admissions Committee	Nancy Clark (Chair) Martin Gold Bill Tilson Alfonso Perez-Mendez John Maze Bradley Walters
Design Studio Committee	Mark McGlothlin (initiating Chair) Alfonso Perez-Mendez Bill Tilson Lisa Huang Donna Cohen
Technology Committee	Michael Kuenstle (initiating Chair) Lee-Su Huang Stephen Belton Gary Siebein Nawari Nawari
History and Theory Committee	Hui Zou (initiating Chair) Martin Gundersen Vendana Bewaja John Maze
SoA Awards Committee	Martha Kohen (Chair) Nancy Clark, Martin Gold

	Guy Peterson, John Maze
	Bradley Walters, Hui Zou,
	Ann Baker

| Library Liaison | Martin Gundersen (Chair) |
| | Alfonso Perez-Mendez, Hui Zou |

Strategic Planning/	
NAAB prep committee	Nancy Clark (Chair)
(3 year appointment)	Martin Gold
	John Maze
	Bradley Walters
	Stephen Belton
	Lisa Huang

DCP Administrative Assignments

Permanent Committees:

| College T&P Committee (elected) | Gary Siebein At-Large, Chair(2nd year of 3) |
| | Charley Hailey (1st year of 2) |

| Computer/Technology Committee | Lee-Su Huang |

| FabLab | Lee-Su Huang |

| College Curriculum Committee | Mark McGlothlin |

| College PhD Committee | Gary Siebein |

Faculty Council	Donna Cohen (3rd year of 3)
(elected)	Bradley Walters (2nd year of 3)
	Mark McGlothlin (1st year of 3)

Ad Hoc Committees:

| Awards Committee | Martha Kohen |

| Commencement Committee | Van Beweja |

| Historic Preservation Committee | Guy Peterson |

| ICCHP Governing Board | Guy Peterson |

| Public Relations Committee | Bradley Walters |

| Space Committee | John Maze |

| Sustainability Committee | Nawari Nawari |

| Sustainability Governing Board | Van Baweja |

| Witter's Competition Committee | Tom Smith |

Other College Assignments:

UF Faculty Senate	Bradley Walters, Nawari Nawari
Administrative Council (Senate member)	Bradley Walters
Graduation Marshals	Lisa Huang (2011/12 – 2012/13) Lee-Su Huang (2011/12-2012/13) Lucky Tsaih (2012/13-2014/15)

I.2.3 Physical Resources

The School has made great advances in physical resources during the past four years. Dean Chris Silver has made facility enhancement an important element of his tenure including the initiation of the *Pride in Place* fundraising campaign; making the case for and receiving federal stimulus funds ($250,000); reorganizing the allocation of space within the current facility toward improved efficiency of use; and making minor renovations to capture underutilized space. Initiated in 2008, and finally realized in 2010, the SoA was able to equip each studio with a large format plotter and 11x17 printer to support the shift in studio work to digital output. Also in 2010, in collaboration with the College of Fine Art and supported with $350,000 in investment by UF Dean of Research, Dr. Win Phillips, SoA inaugurated the FabLab digital fabrication facility equipped with two laser cutters, gypsum based and resin based rapid prototyping machines (3D printers), and later in 2011 a three-axis CNC router. As the student population has decreased, and the fact that we have captured more space, we have released studio space for critique spaces and substantially reduced crowding in studios that was problematic through the 1990's. Summer studio abroad programs – initially focused on exposing our students to other cultures – have been extremely well attended absorbing up to 90 students who would otherwise be in studios in the fall or spring semesters on campus. The School of Architecture facilities are in great shape, continue to improve and although budgets are quite limited, substantial physical resource gains have been made to improve the quality of the program.

Dedicated studio space for each M.Arch student includes two 3'x5' desks. The SoA has ample lecture and interactive learning spaces including the 3D output facilities noted above, wood shop facilities (1,200 sf), computer laboratories with both Mac and PC platforms, and a gallery space for presentation of work and exhibits. Each full-time faculty has a dedicated office (100 - 150 sf) (occasionally, part-time faculty will share office space). Our Ph.D. level graduate teaching assistants have dedicated workstations in either shared offices or a studio. The facilities are in compliance with all local fire and life safety codes and with the Americans with Disabilities Act.

Students enrolled in the first year undergraduate curriculum have 'hot desk' studio space – multiple studios are scheduled in the same space during the day. Studio space is available 24-hours per day and on weekends (but limited during scheduled courses), is secured through code/card access, and provides a vibrant studio culture during evenings and weekends. Faculty feel that the hot desk model, during the formative early design studios, serves the pedagogical mission and that congestion, dialogue and competition in the evenings and weekends contributes to the intensity and success of the entire undergraduate program. The hot desk strategy also allows any student enrolled in the University of Florida (approximately 2,000 new freshmen each Fall) to try and experience 'architecture' as an academic major without any prerequisite qualifications. Even though enrollments are down presently, they are not low enough to provide dedicated desks for each entry-level student and the current model maintains elasticity to accept larger numbers of students.

Although the SoA does not encourage all-night sessions in the studio, the Student Nighttime Auxiliary Patrol (SNAP) provides nightly escorts anywhere on campus to persons upon request. We recommend this service to students traveling alone on campus after dark. This service is staffed by students equipped by and supervised by the University Police Department (UPD). Escorts are routed on foot and driven trips. A person requesting an escort may contact SNAP via telephone at 392-SNAP (92-7627). The requester provides their first name, location of pick-up and destination to the dispatcher who determines the best

method of meeting the requester's need for escort. Then a walking or driving escort is dispatched to the student's location.

The School of Architecture currently has 58,000 sf of dedicated space including recently captured space in Fine Arts Building C (FAC), the Vicenza Institute of Architecture program space (serves up to 40 students per semester), the Florida Community Design Center (shared space), and Citylab-Orlando (one large 3,000 sf studio space, office space and available lecture spaces) resulting in the addition of 13,000 square feet since 2004, a 22% increase in space in parallel with a 20% reduction in students.

The *Pride in Place* campaign seeks to provide funding for a rain cover over the currently open courtyard (planned in the original building design but not implemented) this would greatly extend the use of the space for critiques and even evening lectures. Other renovations that expand the gallery facilities and add enclosed critique space are also included. In parallel, a building addition of approximately 10,000 square feet is in the early discussion and development phases. Sponsored by the original architect, Albert Socol, the College is working to assemble an external committee to fund raise for the project.

The School of Architecture physical resources support high quality studio based education as evidenced in our academic success — achieving all 37 of the NAAB Student Performance Criteria (2007 NAAB Visiting Team Report). Our facilities are quite good but certainly can be improved and multiple strategies are in process toward that end.

I.2.4 Financial Resources

Financial resources appropriated to the School of Architecture by the State of Florida have been reducing since 2007/8 from $3.4 million then to $3.1 million in 2010/11 – a 20% reduction over four years. Although this has been quite difficult to adjust to, it parallels a reduction in enrollment that is estimated to be approximately 20% – largely from the undergraduate lower division cohort of students, with graduate enrollment holding fairly steady.

The School of Architecture has $4 million in endowed student scholarships yielding annual scholarships totaling $130,000. Our faculty endowment of $2 million results in an annual budget of approximately $70,000. Scholarships are primarily utilized to recruit top students to the program, support students with financial needs with a strong desire to attend study abroad programs, and occasionally to respond to emergency circumstances where our students are in jeopardy of being forced to leave the program for unexpected financial reasons.

In 2010, the University of Florida instituted the Responsibility Center Management (RCM) budget model. Summarized, colleges should get all of the funds they generate directly and then pay back a service fee to fund the University administration. Currently the payback fee is about 12%. The implementation has been quite difficult, unpredictable, and ultimately reduced operating funds of the program. After two years under the model, the financial landscape seems to have stabilized but future funding is difficult to predict as RCM relies on complicated mathematical manipulations and weighting factors. The program is operating with the expectation that funding will be provided to meet the basic program costs.

In addition to tuition that is paid to the state and then reallocated to the SoA in the form of budget allocation, the SoA charges both materials fees and equipment fees to undergraduate students to support the physical infrastructure. The cap on these fees is $30 per credit hour for equipment and $50 per course for materials, the fees can stack and our average charge per course is $180.00. The University highly regulates these fees. Materials fees must be expended in the semester they are collected and equipment fees must be amortized over the life of the equipment. The current focus of these resources is to provide plotting capabilities in the studio, projection for 'paperless' critiques, and furniture upgrades. All studios now have plotting and furnishing is in process.

Contributions to the UF Foundation for discretionary support of the program range from $10,000 to $20,000 per year.

School of Architecture Budget Allocation 2008-2012

Year	Salaries w/benefits	OPS w/benefits	Fee Waivers*	Expenses	TOTAL	
2007-2008	$ 2,702,645	$ 393,627	$ 151,917	$ 150,078	$ 3,398,267	
2008-2009	$ 2,621,655	$ 371,071	$ 162,512	$ 78,231	$ 3,233,469	
2009-2010	$ 2,374,986	$ 517,610	$ 222,637	$ 122,350	$ 3,237,583	
2010-2011	$ 2,381,461	$ 508,861	$ 218,833	$ 135,677	$ 3,244,832	
2011-2012	$ 2,270,376	$ 482,684	$ 233,976	$ 94,135	$ 3,081,171	

* Prior to 2010, fee waivers were not included as annual budget allocations - they are included here for all years for clarity

Annual budget summary including major expense categories for academic years 2008-2012. Expenses includes all operating expenses such as faculty travel, computer and software upgrades, and office supplies.
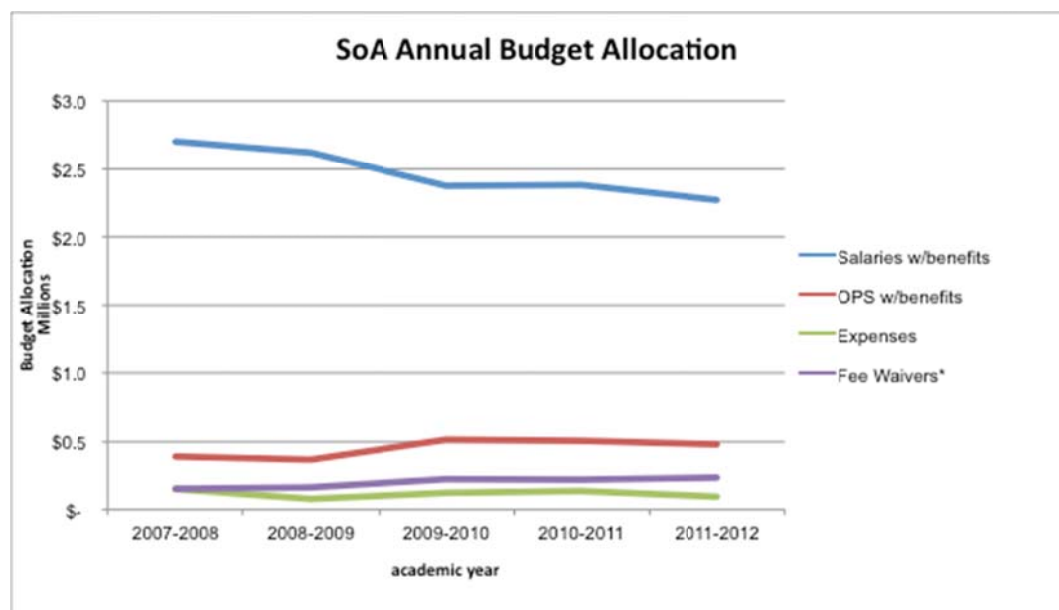
Chart illustrating budget allocations annually from 2007/8 through 2011/12.

School of Architecture Scholarships 2008-2012

year	Annual Budget from Endowments		Endownment Capital	
	Scholarships	Faculty	Scholarships	Faculty
2007-2008	$ 185,405	$ 109,500	$ 3,947,600	$ 2,347,009
2008-2009	$ 141,800	$ 115,500	$ 3,121,699	$ 1,835,686
2009-2010	$ 132,340	$ 114,000	$ 3,258,373	$ 1,929,224
2010-2011	$ 156,300	$ 73,000	$ 4,095,678	$ 2,168,765
2011-2012	$ 128,000	$ 65,300	$ 3,915,772	$ 2,071,682

Annual endowments including contributions and donations to support students and faculty.

School of Architecture Material & Supply Fees

	income	expense	balance
2007-2008	$ 66,153	$ 64,251	$ 1,902
2008-2009	$ 52,714	$ 52,310	$ 404
2009-2010	$ 53,197	$ 52,635	$ 562
2010-2011	$ 57,349	$ 52,460	$ 4,889
2011-2012	$ 247,973	$ 247,758	$ 215

Materials and Supply fees are charged to students for materials consumed within the context of the course. The materials must be nominally exhausted at the end of the course or the funds returned to the students.

School of Architecture Equipment Fees

	income	expense	balance
2007-2008			$ -
2008-2009	$ 19,202	$ 8,610	$ 10,593
2009-2010	$ 62,593	$ 50,409	$ 12,185
2010-2011	$ 93,719	$ 47,928	$ 45,791
2011-2012	$ 89,528	$ 46,970	$ 42,559

Equipment Fees were established in 2008/9 to allow programs to amortize costs of equipment over multiple semesters. The equipment must be utilized by the students directly and can only be applied in the undergraduate program.

Graduate Tuition - University of Florida

	Cost Per Credit Hour In-state	Cost Per Credit hour out-state	
2007-2008	$ 312	$ 942	
2008-2009	$ 341	$ 971	
2009-2010	$ 395	$ 1,120	
2010-2011	$ 455	$ 1,180	
2011-2012	$ 518	$ 1,243	

Graduate tuition has been increasing nominally by 15% per year with an additional 15% in 2011 for the College of Design Construction and Planning.

Revenue graduated from tuition in the graduate program is estimated at approximately $1.79 million annually. Based on the 2011/12 student population and the credit hour tuition ($147.49 per credit hour) charged to students, the undergraduate annual tuition revenue is approximately $1.68 million to the University of Florida not including additional fees totaling $57.27 per credit hour above the base tuition. Combined, the graduate and undergraduate tuition revenue is estimated to be $3.47 million.

I.2.5 Information Resources

The dedicated Architecture and Fine Arts (AFA) Library, located adjacent to the Architecture Building has a physical collection of over 125,000 bound volumes; houses over 1500 multimedia titles; 1,400 architectural drawings and photographs; 20,000 microform units; and 6,000 art/architecture postcards. The Library holds about 2,700 periodical titles including over 250 current subscriptions. AFA's special collections consist of approximately 2,800 titles, and over 1,000 historic preservation documents and projects created by students from the College of Design, Construction & Planning and Fine Arts. This dedicated facility combining fine art

and architecture collections is an extraordinary resource and perfectly scaled to provide both great diversity and high accessibility.

The main library in the UF | George A. Smathers Libraries system holds over 4 million bound volumes on site and students can receive any library holding within the State of Florida university system within 48 hours by ordering it on-line. The Smathers Libraries also houses the University of Florida Architecture Archive in partnership with the School of Architecture since 2004. Although young, the collection is growing rapidly and holds a large body for work from noted Florida architects and is a resource that has been utilized by graduate and Ph.D. students to support their research and publication efforts.

The entire University of Florida Campus is wirelessly networked providing unlimited access to all students and faculty through high-speed broad-band wireless connectivity. Through this network students also have free access multiple electronic data sources including ARTstor, Lexis-Nexis, JSTOR, SCIPIO and PubMed among others. These publication troves provide important information and image databases supporting program scholarship. Courses are supported electronically through E-Learning services utilizing Sakai technology. E-Learning provides multiple services to support faculty in translating courses for electronic access, acts as a course database and supports course messaging and electronic discussions. Most SoA faculty utilize E-Learning regularly to support their courses. Others, have course or research topic websites (or a combination) that is supported through the DCP Information Technology Department and the University of Florida.

Students are required to own computers capable of operating current graphic software (Adobe Creative Suite, AutoCAD, Revit, Rhino, etc.), but also have access to high powered computers with this software through the UF/DCP computing lab located in the Architecture Building. The lab is open to all university students with priority reservations to DCP programs. Architecture students also have access to the Building Construction BIM lab (multiple high-powered computers with 3D graphics capabilities).

Part One (I): Section 3 – Institutional and Program Characteristics

I.3.1 Statistical Reports

Statistical information is included in this section regarding social equity and student success within the program and institutional setting. It is supplemental to the narrative in Section II Resources.

Program Student Characteristics

Demographics: School of Architecture Student Ethnic Diversity (2011/12 AY)

Undergraduate		*Graduate*	
American Indian	1%	American Indian	2%
Asian	14%	Asian	7%
Black	4%	Black	5%
Hispanic	23%	Hispanic	9%
White	54%	White	42%
Other	2%	Other	28%
No response	2%	No response	6%

Data rounded to nearest even percentage

Qualifications: School of Architecture Qualifications for Entry

Undergraduate Qualifications Controlled by UF Admissions – class entering in 2012
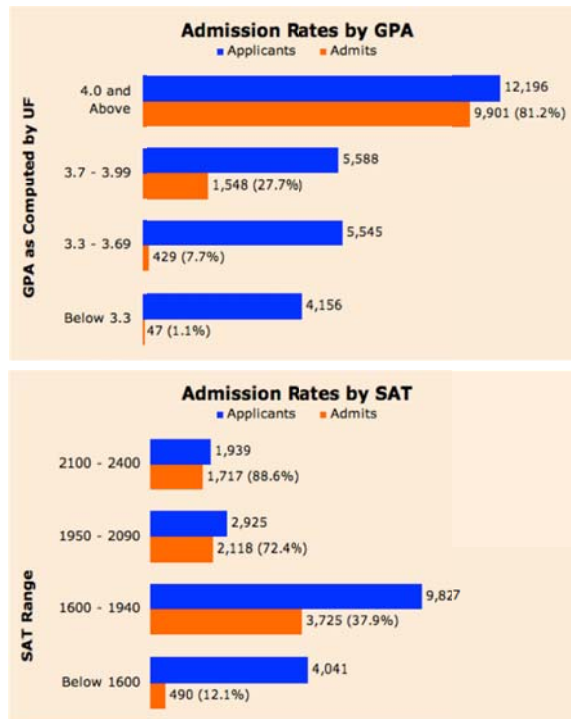
Graduate Admissions Qualifications (set by program) – multiple years

Graduate Admissions Summary						
	2012	2011	2010	2009	2008	2007
Total Applicants	191	225	222	194	171	147
University of Florida	30	44	75	70	68	67
National	57	91	128	49	36	40
National UF	27	41	72			
National Non UF	27	131	56			
International	134	134	93	75	67	40
International UF	3	3	3			
Average GPA	3.4	3.33	3.38	3.26	3.33	3.84
Average GRE	1177	1124	1137	1050	1123	1230
	2012	2011	2010	2009	2008	2007
Accepted to SoA	111	103	83	86	68	64
University of Florida	27	38	57	60	49	48
National	40	44	61	6	4	5
National UF	24	35	54			
National Non UF	14	9	7			
International	71	59	22	20	15	11
International UF	3	3	3			
Average GPA	3.4	3.47	3.54	3.01	3.26	3.84
Average GRE	1164	1140	1120	1137	1080	1148
	2012	2011	2010	2009	2008	2007
Attending SoA	29	30	34	37	31	30
University of Florida	12	17	26	30	26	30
National	17	16	26	1	3	0
National UF	11	15	24			
National Non UF	7	1	2			
International	12	14	8	6	2	0
International UF	3	2	2			
Average GPA	3.43	3.51	3.46	3.55	3.11	3.48
Average GRE	1115	1074	1116	1123	1030	1004

Summary of graduate cohort academic qualifications from 2007 to 2012. Data does not include Core program students that enter the graduate program during their second or third year adding approximately 10 to 15 students to each new graduate cohort.

Time to Graduation

The University of Florida graduation rate is nominally 88%, one of the highest in the AAU institutions. Statistics below show the matriculation/graduation rates based on the number of student transitioning at the end of the spring 2012 semsester.

	Entered	Graduated/Matriculated
Lower Division (2 year timeline)	110	80
Upper Division (2 year timeline)	90	85
Graduate M.Arch (2 year timeline)	41	38

Additional University of Florida Institutional Characteristics information can be found at:
http://www.ir.ufl.edu/oirapps/factbooktest/IPEDS/pdf/instcharacter/ipedsic.pdf

Program Faculty Characteristics

Demographics: School of Architecture Faculty Ethnic Diversity (2011/12 AY)

	Current	Previous (2007)
American Indian	0%	3%
Asian	17%	6%
Black	3%	3%
Hispanic	6%	6%
White	68%	80%
Other	6%	2%

Faculty Promoted Since Last Visit

2011	Charles Hailey	promoted to Associate Professor (tenured)
2011	Hui Zou	promoted to Associate Professor (tenured)
2009	Mark McGlothlin	promoted to Associate Professor (tenured)
2008	John Maze	promoted to Associate Professor (tenured)

Faculty Maintaining Licenses*

Stephen Belton	Maine	2012-present
Stephen Bender	Florida	2008-present
Frank Bosworth	Florida	2012-present
Charles Hailey	Florida	2010-present
Lisa Huang	New York	2011-present
Martha Kohen	Uruguay	2007-present
Martin Gold	Florida	2007-present
Michael Kuenstle	Florida/New York	2007-present
Nawari Nawari	Florida/Ohio (engineer)	2010-present
Alfonso Perez-Mendez	Florida/New York/Spain	2007-present
Guy Peterson	Florida/Arizona/Massachusetts Indiana/Michigan	2009-present
Mick Richmond	Florida/Oregon	2010-present
Gary W. Siebein	Florida	2007-present
Tom Smith	Florida	2010-present
Bradley Walters	Florida/New Jersey	2006-present

*This list represents current faculty and does not include faculty who have retired or separated during the period since the last APR.

I.3.2 Annual Reports

The School of Architecture completed its last accreditation review during the spring of 2007. The next report was not due until the fall of 2008 – and was submitted at that time. As part of the review, the SoA submitted a Focused Evaluation (FE) report during the summer of 2009. The FE report addressed issues of physical resources that had been perceived to be unaddressed in the 2007 visit and the prior visit. The FE review team did not require a second FE visit and accepted the strategies and accomplishments made since 2007 as reported in our 2009 FE report. All of our Annual Report submissions, including the Focused Evaluation, were done through the electronic submittal process and will be provided to the Visiting Team by the NAAB as per the 2009 Conditions for Accreditation (I.3.2 Annual Reports, page 17 & 18). The following statement is intended to be in compliance with this section.

All reports submitted to the NAAB through the electronic reporting process since the last site visit are accurate and are consistent with all other institutional reporting.

Martin Gold, Director, School of Architecture.

I.3.3 Faculty Credentials

The following credential narratives provide a brief overview of faculty teaching assignment, expertise and interests in supplement to the more detailed resumes also included in Section IV.4.3 Faculty Resumes. Narratives below are substantially limited for space while attempting to amply frame each faculty member's contribution to the mission of the School of Architecture. In general, most faculty teach within the studio course sequence, teach a required lecture/seminar courses, and teach elective seminar courses within the course of a one-year appointment. Faculty (currently 8) with Doctoral Research Faculty status (DRF) typically participate on Ph.D. committees in addition to the four course teaching assignment. All full-time tenure accruing and tenured faculty and some full-time adjunct professors also supervise Masters Research Projects (MRP) (a thesis equivalent) and typically have 2 to 4 students under supervision during the fall and spring semesters in addition to the activities listed below:

Claude Armstrong, Adjunct Assistant Professor (Spring 2012)
   Prof. Armstrong teaches Materials and Methods and has previously taught in the historic preservation program. He is a partner in the firm Armstrong + Cohen Architecture and has won international and state design awards.

Baweja, Vandana, Assistant Professor (2009 – present)
   Dr. Baweja teaches in the history/theory theory lecture and seminar course sequence at the undergraduate and graduate levels. She has international experience with expertise in sustainable design theory and cultural aspects of sustainability. Her research is published internationally and she is working to develop a PhD course of study in sustainable cultures.

Belton, Stephen, Assistant Professor (2010 – present)
   Assistant Professor Belton teaches design studio primarily in the lower and upper division, undergraduate level and in the Materials and Methods 1 course. He has experience in design oriented architectural firms in the United States and Spain. As a junior faculty member, he is moving toward professional licensure in Maine, has applied and his status is pending. His research interests lie in fabric formed concrete systems and the relationship between form making and materiality.

Stephen Bender, Adjunct Assistant Professor (2008 – present)
   Prof. Bender teaches in the lower and upper division studio sequence generally teaching one studio per semester. His expertise is in innovative housing, container structures and sustainability through his professional practice MW Bender Architecture LLC. In recent years has been working to advance the

Design 6 studio course with regard to integrating sustainable practices and comprehensive design issues.

Nancy Clark, Associate Professor, Assistant Director (1995 – present)
Prof. Clark currently serves as the Assistant Director overseeing the graduate program in addition to teaching graduate studios, seminars and coordinating the Ivan Smith visiting professor program. Her scholarship is rooted in contemporary practice through her work in the office of Richard Meier. She is a partner in the firm Clark + Kuenstle Associates Architects specializing in modern architecture responsive to the coastal landscapes of Florida. The work has won AIA Florida Awards.

Donna Cohen, Associate Professor (1997 – present)
Prof. Cohen, in collaboration with other faculty, coordinates the first year course sequence with specific oversight of Design 2. She brings an explorative perspective to the process of making, through analytical drawing and modeling as both measurement and critique drawn from her background at the Cooper Union. She also teaches in the upper division studio sequence and has developed a graduate seminar focused on African architecture. She is a partner in the firm Armstrong + Cohen Architecture and has won international and state design awards.

Wendy Fok, Adjunct Assistant Professor (Spring 2011)
Prof. Fok taught a graduate (G2) and an undergraduate studio (D4) during the spring 2011 semester. Her expertise is in parametric based design and form generation derived through computer analysis and modeling.

Martin Gold, Associate Professor, Director (1995 – present)
Prof. Gold is the Director of the School of Architecture serving as Director/Interim Director since 2008. He continues to teach graduate design studios focused on issues of emerging urbanism, infrastructure, sustainable architecture, and teaches a course in architectural lighting design. His expertise is in context responsive architecture and tine integration of environmental technologies and design. He maintains a small architectural practice, is a member the American Institute of Architects and from 2005 through 2011 was the Executive Director of the Florida Community Design Center. His work in combining research-based design and professional projects has received national, state and local design awards.

Roy Graham, Professor, Director of the Architecture Preservation Program (2003 – 2012)
Professor Graham taught the architectural preservation course sequence that was supplemental to the professional degree program. He has extensive experience in architectural preservation is a Fellow of the American Institute of Architects and Fellow of the US/ICOMOS. He was given a Lifetime Achievement Award from the Florida Trust for Historic Preservation in 2011. Roy retired on phased retirement.

Martin Gundersen, Associate Professor (1980 – present)
Prof. Gunderson teaches primarily in the lower division undergraduate studio sequence, teaches history, and graduate seminars on regional modern architecture – Florida modern. He has conducted lectures and prepared exhibits on Florida modernism that are traveling nationally. He coordinates with faculty teaching lower division and has been instrumental in developing the curricular pedagogy in the first two years.

Ron Haase, Professor, FAIA (Fall 2010)
Professor Haase taught undergraduate Design 5 studio in the fall of 2010. Haase is an emeritus faculty member of the SoA, maintains a practice locally, and is a noted expert in Florida vernacular architecture. He has written a book on vernacular architecture and has won many design awards for his projects.

Charles Hailey, Associate Professor (2003 – present)
Dr. Hailey teaches upper division undergraduate and graduate design studios, architectural history and theory. His recent studio teaching has embraced design-build projects and Integrated Project Delivery (IPD) through collaboration with the M.E. Rinker School of Building Construction. He has published two

substantial books on context responsive architectures/cultures. He returns in the fall 2012 from a one-year sabbatical (2011/12). He is a licensed architect in the State of Florida.

Adeline (Nina) Hofer, Associate Professor (1989 – present)
    Prof. Hofer teaches undergraduate and graduate design studios, history and theory courses, and graduate seminars. She co- directed the Master of Science in Architectural Pedagogy Program with Martin Gundersen. Her expertise in Curriculum has been recognized with invitations to speak at conferences and programs, and with two invitations to stand as an external examiner (from Clemson and University of Arizona) Since 2010, she has been on full professional development leave working on a PhD at McGill under the supervision of Alberto Perez-Gomez.

Lee-Su Huang, Assistant Professor (2010 – present)
    Assistant Professor Huang teaches graduate and upper division undergraduate design studios in addition to digital production courses. His expertise is in parametric modeling and digital fabrication. In addition to his teaching, he administers the FabLab digital fabrication laboratory supervising on full-time staff person and one GTA. He is conducting research in parametric modeling, publishes and is engaged in national and international conferences on digital design and fabrication.

Lisa Huang, Assistant Professor (2011 – present)
    Assistant Professor Huang teaches lower division undergraduate design studios and graduate seminars exploring relationships in material explorations and joinery. Lisa is the coordinator of the Architecture Design 1 studio course and coordinates first year pedagogy with other faculty. She has over fifteen years of experience working in international award winning firms including Richard Meier, Leslie Gill Architect, Kohn Pedersen Fox, and was a senior designer and project manager at Office dA of Boston, MA from 2002-2010. She is a registered architect in the state of New York and is a member of the American Institute of Architects since 2004.

Nitin Jayaswal, Adjunct Assistant Professor (2009 – 2011)
    Prof. Jayaswal teaches undergraduate design studios in the lower division on a part-time basis. He is an experienced sculptor, designer and contractor for specialized architectural renovations/constructions.

Martha Kohen, Dipl Arch CANTAB 1972, Professor (2003 – present)
    Professor Kohen served as Director of the School 2003-2008. Currently she teaches upper division undergraduate design studios and graduate lecture and seminar courses. She coordinates our Research Methods course and works with students to identify appropriate faculty to supervise their MRP projects. Kohen also develops and leads community design projects within the studio framework, typically Design 5 or Design 8, and occasionally as an independent study project. This work has received grant funding and lead to the incorporation of student work in the formation of municipal planning projects. She is a registered architect in Uruguay. She is a registered architect in Uruguay since 1985, where she directed her firm MKRO from 1989 to 2003.

Michael Kuenstle, Associate Professor (1997 – present)
    Prof. Kuenstle teaches upper division undergraduate design studios, graduate design studios, architectural structures (graduate and undergraduate), and a graduate seminar in coastal construction. He coauthored a structures textbook with Prof. Nawari, Nawari last year and conducts funded research on code compliance for the Florida Department of Education. He is a partner in the firm Clark + Kuenstle Associates Architects specializing in modern architecture responsive to the coastal landscapes of Florida. The work has won AIA Florida Awards.

John Maze, Associate Professor, Assistant Director for Undergraduate Programs (2001 – present)
    Assistant Director, Prof. Maze overseas the undergraduate curriculum and the Core curriculum admissions as well as the semester course and room scheduling. Professor Maze's research focuses on the digital interface and its role in the architectural design process and studio pedagogy. He developed and initiated in 2009, the course ARC 1000: Architecture + Humanity, and introduction to the disciplines of architectural philosophy and practice. The course recently received 'General Education' status from the University of Florida Curriculum Committee and is developing in popularity on campus (100+

enrollment). He is also the state coordinator for architectural curricula in Florida – other state programs must have parallel curricula with the University of Florida in architecture.

Mark McGlothlin, Associate Professor (2002 – present)
Prof. McGlothlin teaches lower and upper division undergraduate studios and co-coordinates the first year design curriculum, teaches Materials and Methods of Construction 2 and mentors several graduate students in their Master's Research Projects. McGlothlin was instrumental in the development of the digital fabrication lab and was Co-PI for Team RE: FOCUS, the UF submission to the 2010 Solar Decathlon Europe Competition. The house placed eighth overall while also winning the Communications contest, placed second in Energy Balance (Photovoltaics), and winning the View's choice Web contest. Prof. McGlothlin has published the work on the RE: FOCUS house, while also continuing his research into design tools and techniques.

Nawari Nawari, Assistant Professor (2009 – present)
Dr. Nawari teaches architectural structures at the graduate and undergraduate level and teaches Building Information Modeling (BIM). His background is in civil and structural engineering and computer modeling of structural systems and he publishes prolifically on these subjects. He has authored a book and coauthored another structural textbook with Michael Kuenstle that is used in the structures courses. Nawari maintains his professional license in Florida and Ohio and engages in professional structural consulting.

Alfonso Perez-Mendez, Professor, Coordinator of International Programs (1996 – present)
Professor Perez-Mendez teaches studios at all levels, graduate seminars and the required Graduate Professional Practice Course. He coordinates all SoA international programs and is Co-Director of the Mexico summer travel program. He has published notable books and articles on mid-century modern architecture in the US and Latin America. He has had an extensive practice and has been registered as an architect in Spain, and New York and maintains his current license in Florida.

Guy Peterson, FAIA, Adjunct Associate Professor (2008-2010)
Prof Peterson teaches graduate and upper division undergraduate studios and a graduate seminar on Florida Modernism. He is the principal of Guy Peterson | Office for Architecture, Inc., Sarasota Florida. He has won numerous state design awards for his build work in Sarasota, his work has been published extensively including the recent *50 US Architects*, Damir Sinovcic, Design Book Press, April 2012, and he is a Fellow of the American Institute of Architects.

Michael Richmond, Adjunct Assistant Professor (2009 – present)
Prof. Richmond teaches undergraduate design studios, Environmental Technology 1, and has also taught History 1. His professional and research activities focus on leveraging energy efficiency through architectural materials, detailing, and design; and the intersection between building usage and energy consumption. He maintains a professional practice and is registered in Oregon and Florida.

Ruth Ron, Assistant Professor (2007 – present)
Prof. Ron teaches undergraduate design studio and digital design methodologies including 3D modeling software, parametric analysis tools, and parametric modeling. She publishes articles and presents papers on the applications of these tools in design and conductions visualization research utilizing advanced modeling techniques. Since 2010 she has been on professional development leave.

Peter Rumpel, Adjunct Associate Professor, FAIA (Fall – 2010)
Prof. Rumpel taught undergradute studio Design 5 in the fall of 2010. He has taught at the SoA occasionally since the 1980's. He is an award-winning architect and maintains practice CRG Architects Inc. in St. Augustine Florida. His expertise is regional modernism and historic preservation.

Shivjit (Chevy) Sidhu, Adjunct Assistant Professor (2002 – present)
Prof. Sidhu teaches undergraduate and graduate design studio and supervises MRP projects. Since 2008, he has been located in Mumbai, India and supervises MRP students interested in studying there during their final semester. His expertise is in contemporary design, the translation of technology into

architectural sustainability, sustainable urban fabric, and affordable housing. He is a practicing architect in India.

Gary Siebein, Professor, FAIA, FASA, (1980 – present)
Professor Siebein teaches graduate level design studio and graduate seminars in the environmental technologies with a focus on acoustics and life safety. Siebein is internationally recognized as a leading expert in architectural acoustics and soundscape modeling. He publishes and conducts funded research extensively and supervises PhD students and MRP projects. He maintains an active consulting practice and is a registered architect in Florida.

Thomas Smith, Adjunct Associate Professor (2006 – present)
Prof. Smith teaches upper division undergraduate studios, Environmental Technology, and a graduate seminar in European sustainable architecture. He has taught the Integrated Project Deliver (IPD) studio course in collaboration with the M.E Rinker School of Building Construction and the Department of Landscape Architecture. He has practiced architecture for 20 years and maintains a limited professional practice and is licensed in Florida.

William Brian Smith, Adjunct Assistant Professor (2011 – 2012)
Prof. Smith taught undergraduate design studios in the upper and lower division. He has teaching experience from Columbia University and excellent design skills.

Franca Stocco, Instructor, Program Director Vicenza Institute of Architecture (VIA)(1989 – present)
VIA is the University of Florida School of Architecture permanent program in Vicenza, Italy. Franca teaches the required Italian Language and Culture course for graduates and undergraduates at VIA. She has extensive experience in Italian culture and speaks Italian as a native speaker, and English fluently. As VIA's Program Director, she oversees all logistics for up to 40 students in a given semester. She has steadily improved the logistics of the program over the past 20 years making it, arguably, the best overseas program within the UF system. She studied Economy a the University of Verona, and Political Sciences a the University of Padova.

William Tilson, Professor, Assistant Dean (1980 – present)
Professor Tilson teaches graduate and upper division undergraduate design studios, architectural theory and supervised PhD students. He has a half-time appointment as Assistant Dean including the oversight of the Master of Science in Architectural sustainability, a one-year non-professional degree program. He conducts funded research and publishes on historic urbanism, urbanism and tourism in Florida. Tilson is the Co-Director of the Mexico summer studio abroad program.

Giovanni Traverso, Adjunct Associate Professor (2010 – present)
Prof. Traverso, teaches Environmental Technology III, a graduate seminar on the integration of lighting design and architecture. He completed his Architecture degree at IUAV (Venice University Institute of Architecture) in 1994. That same year he specialized at Bartlett School University College London UCL, London with an M.S. in Light and Lighting. He is a licensed architect in Italy and the EU, has practiced architecture for 16 years and maintains the professional practice traverso-vighy.

Shin-Jyun (Lucky) Tsaih, Assistant Professor (2012 – present)
Dr. Tsaih was hired in the spring of 2012 to teach in the environmental technology course sequence at the undergraduate and graduate levels. Her research is in the area of architectural acoustics and music performance. As a PhD student, she frequently presented her research at the national and international acoustic meetings.

Jairo Vives, Adjunct Assistant Professor (2010 – present)
Prof. Vives teaches undergraduate lower division design studio and Introduction to Digital Design. His expertise is in digital for making and he is a graduate of the SCI-Arc program. He has professional experience but is not licensed.

Rebecca Walker, Adjunct Assistant Professor (2010 – 2012)
Prof. Walker is a recent graduate from the program and teaches undergraduate lower division design studios. She was an outstanding student and served as a Graduate Teaching Assistant during her graduate studies and has professional practice experience although she is not yet licensed.

Bradley Walters, Assistant Professor (2008 – present)
Prof. Walters teaches design studios, lectures on materials and methods, and advises graduate students. He has over 12 years of professional practice experience and is a Co-Pi on the Solar Decathlon Europe project erected in Madrid, Spain in 2010. He has a strong publication record including the work of the Decathlon, the development of speculative drawing techniques as tools in the design process, and a body of award-winning design work completed with Hillier Architecture. He maintains a practice as Bradley Walters Architect, serves as a Chapter Director for AIA Gainesville, and is registered to practice in Florida and New Jersey.

Albertus Wang, Adjunct Assistant Professor (2007 – current)
Prof. Wang teaches undergraduate design studios in the upper and lower division. He is the Co-Director of the East Asia summer studio abroad program. He has professional practice experience in the US and China although he is not registered.

Hui Zou, Associate Professor (2003 – current)
Dr. Zou teaches history and theory courses at the graduate and undergraduate levels and is the Co-Director of the East Asia summer studio abroad. Dr. Zou has published extensively including two books on the encounter between eastern and western architectural cultures.

Part One (I): Section 4 – Policy Review

The School of Architecture will provide policy review documents, as outlined in the 2009 Conditions for Accreditation, for review by the Visiting Team in the Visiting Team Room:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
    - Position descriptions for all faculty and staff
    - Rank, Tenure, & Promotion
    - Reappointment
    - EEO/AA
    - Diversity (including special hiring initiatives)
- Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

ii. Part Two – Educational Outcomes and Curriculum

Part Two (II): Section 1 – Student Performance – Educational Realms & Student Performance Criteria

II.1.1 Student Performance Criteria

The following matrixes tabulate the distribution of the most appropriate representation of student performance criteria within the program curriculum. School of Architecture faculty implement a policy of positive redundancy in that the SPC established by the NAAB are fluid and embedded throughout the modes of learning in the curriculum – studio, lecture, seminar. The SPC are currently shown, as prescribed in the NAAB Conditions and Procedures for accreditation only showing specific detail for our M.Arch and Core M.Arch programs. The SoA is able to provide more detail with regard to the pre-professional B.Des program and demonstrate how the SPC are integrated into the totality of the professional curriculum.

STUDENT PERFORMANCE MATRIX 2013 - MASTER OF ARCHITECTURE [2 year track]

SPC expected to have been met in preparatory or pre-professional education, if applicable

SPC met in NAAB accredited program

Realm A

Criterion	Description	Type
A.1	COMMUNICATION SKILLS	Ability to
A.2	DESIGN THINKING SKILLS	Ability to
A.3	VISUAL COMMUNICATION SKILLS	Ability to
A.4	TECHNICAL DOCUMENTATION	Ability to
A.5	INVESTIGATIVE SKILLS	Ability to
A.6	FUNDAMENTAL DESIGN SKILLS	Ability to
A.7	USE OF PRECEDENTS	Ability to
A.8	ORDERING SYSTEMS SKILLS	Understanding of
A.9	HISTORICAL TRADITIONS AND GLOBAL CULTURE	Understanding of
A.10	CULTURAL DIVERSITY	Understanding of
A.11	APPLIED RESEARCH	Understanding of

Realm B

Criterion	Description	Type
B.1	PRE-DESIGN	Ability to
B.2	ACCESSIBILITY	Ability to
B.3	SUSTAINABILITY	Ability to
B.4	SITE DESIGN	Ability to
B.5	LIFE SAFETY	Ability to
B.6	COMPREHENSIVE DESIGN	Ability to
B.7	FINANCIAL CONSIDERATIONS	Understanding of
B.8	ENVIRONMENTAL SYSTEMS	Understanding of
B.9	STRUCTURAL SYSTEMS	Understanding of
B.10	BUILDING ENVELOPE SYSTEMS	Understanding of
B.11	BUILDING SERVICE SYSTEMS	Understanding of
B.12	BUILDING MATERIALS AND ASSEMBLIES	Understanding of

Realm C

Criterion	Description	Type
C.1	COLLABORATION	Ability to
C.2	HUMAN BEHAVIOR	Understanding of
C.3	CLIENT ROLE IN ARCHITECTURE	Understanding og
C.4	PROJECT MANAGEMENT	Understanding of
C.5	PRACTICE MANAGEMENT	Understanding of
C.6	LEADERSHIP	Understanding of
C.7	LEGAL RESPONSIBILITIES	Understanding of
C.8	ETHICS AND PROFESSIONAL JUDGMENT	Understanding of
C.9	COMMUNITY AND SOCIAL RESPONSIBILTY	Understanding of

Courses:
- ARC 6241 ADVANCED STUDIO 1
- ARC 6355 ADVANCED STUDIO 2
- ARC 6356 ADVANCED STUDIO 3
- ARC 6979 MASTER'S RESEARCH PROJECT
- ARC 6505 ADVANCED STRUCTURES
- ARC 6644 ENVIRONMENTAL TECHNOLOGY 3
- ARC 6XXX HISTORY/THEORY
- ARC 6281 PROFESSIONAL PRACTICE
- ARC 6242 RESEARCH METHODS
- ARC 6913 MRP/THESIS PREP

LEGEND:
- primary location
- secondary location

STUDENT PERFORMANCE MATRIX 2013- MASTER OF ARCHITECTURE CORE [4 year track]

SPC Criteria

REALM A
- A.1 Ability to COMMUNICATION SKILLS
- A.2 Ability to DESIGN THINKING SKILLS
- A.3 Ability to VISUAL COMMUNICATION SKILLS
- A.4 Ability to TECHNICAL DOCUMENTATION
- A.5 Ability to INVESTIGATIVE SKILLS
- A.6 Ability to FUNDAMENTAL DESIGN SKILLS
- A.7 Ability to USE OF PRECEDENTS
- A.8 Understanding of ORDERING SYSTEMS SKILLS
- A.9 Understanding of HISTORICAL TRADITIONS AND GLOBAL CULTURE
- A.10 Understanding of CULTURAL DIVERSITY
- A.11 Understanding of APPLIED RESEARCH

REALM B
- B.1 Ability to PRE-DESIGN
- B.2 Ability to ACCESSIBILITY
- B.3 Ability to SUSTAINABILITY
- B.4 Ability to SITE DESIGN
- B.5 Ability to LIFE SAFETY
- B.6 Ability to COMPREHENSIVE DESIGN
- B.7 Understanding of FINANCIAL CONSIDERATIONS
- B.8 Understanding of ENVIRONMENTAL SYSTEMS
- B.9 Understanding of STRUCTURAL SYSTEMS
- B.10 Understanding of BUILDING ENVELOPE SYSTEMS
- B.11 Understanding of BUILDING SERVICE SYSTEMS
- B.12 Understanding of BUILDING MATERIALS AND ASSEMBLIES

REALM C
- C.1 Ability to COLLABORATION
- C.2 Understanding of HUMAN BEHAVIOR
- C.3 Understanding og CLIENT ROLE IN ARCHITECTURE
- C.4 Understanding of PROJECT MANAGEMENT
- C.5 Understanding of PRACTICE MANAGEMENT
- C.6 Understanding of LEADERSHIP
- C.7 Understanding of LEGAL RESPONSIBILITIES
- C.8 Understanding of ETHICS AND PROFESSIONAL JUDGMENT
- C.9 Understanding of COMMUNITY AND SOCIAL RESPONSIBILITY

Courses (SPC met in NAAB accredited program)

- ARC 2201 ARCHITECTURAL THEORY I
- ARC 4220 ARCHITECTURAL THEORY II
- ARC 1701 ARCHITECTURAL HISTORY I
- ARC 1702 ARCHITECTURAL HISTORY II
- ARC 3743 ARCHITECTURAL HISTORY III
- ARC 3503 INTRO TO STRUCTURES
- ARC 3610 ENVIRONMENTAL TECHNOLOGY 1
- ARC 6621 ENVIRONMENTAL TECHNOLOGY 2
- ARC 2461 MATERIAL & METHODS 1
- ARC 3463 MATERIAL & METHODS 2
- ARC 2180 INTRO TO DIGITAL ARCHITECTURE
- ARC 3181 ADVANCED DIGITAL
- ARC 4310 BIM/DIGITAL
- ARC 4071 GRAD STUDIO CORE 1
- ARC 4072 GRAD STUDIO CORE 2
- ARC 4073 GRAD STUDIO CORE 3
- ARC 4074 GRAD STUDIO CORE 4
- ARC 6241 ADVANCED STUDIO 1
- ARC 6355 ADVANCED STUDIO 2
- ARC 6356 ADVANCED STUDIO 3
- ARC 6979 MASTER'S RESEARCH PROJECT
- ARC 6505 ADVANCED STRUCTURES
- ARC 6644 ENVIRONMENTAL TECHNOLOGY 3
- ARC 6XXX HISTORY/THEORY
- ARC 6281 PROFESSIONAL PRACTICE
- ARC 6242 RESEARCH METHODS
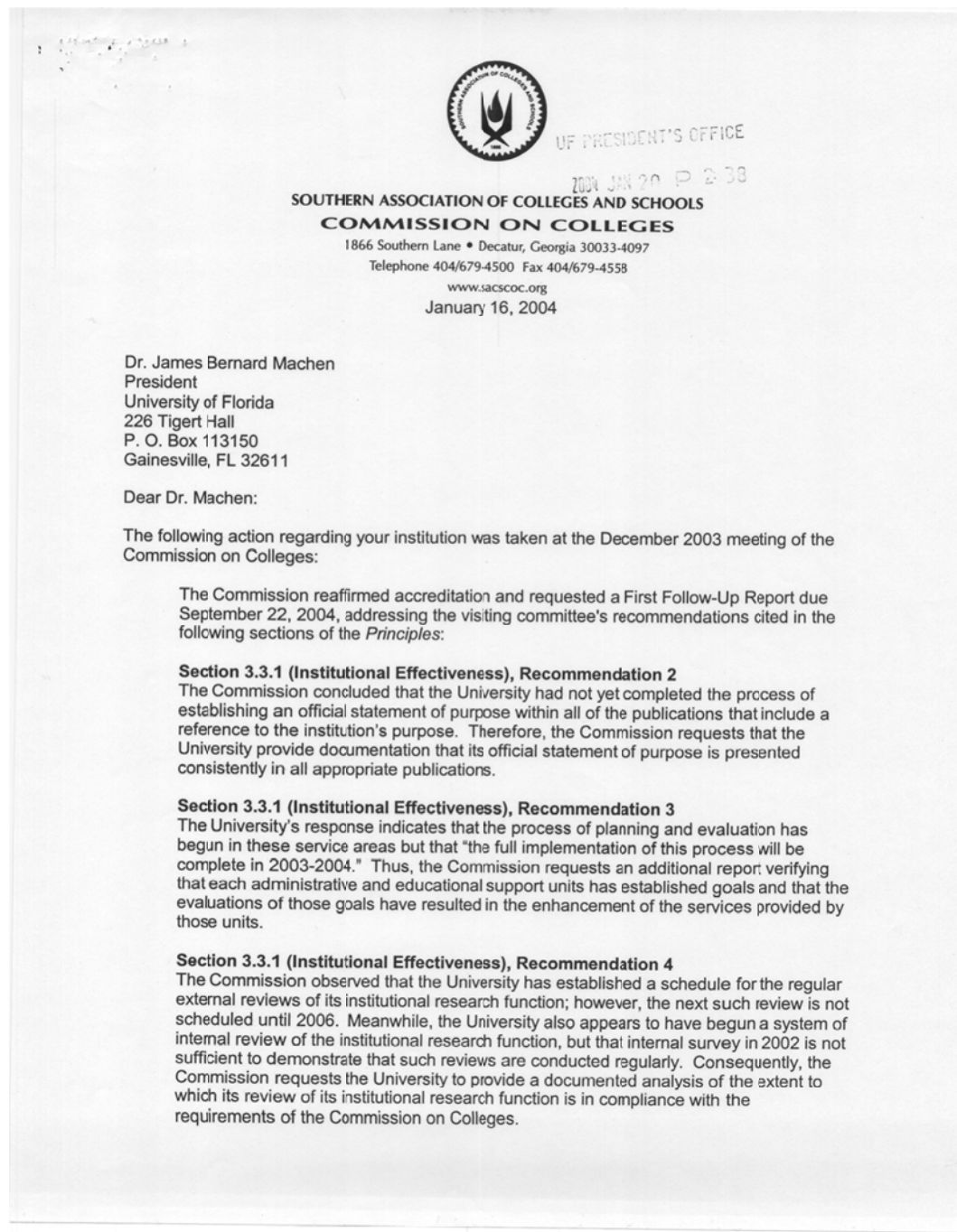- ARC 6913 MRP/THESIS PREP

LEGEND:
- primary location for SPC
- secondary location

Part Two (II): Section 2 – Curricular Framework

II.2.1 Regional Accreditation

UF PRESIDENT'S OFFICE

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SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 16, 2004

Dr. James Bernard Machen
President
University of Florida
226 Tigert Hall
P. O. Box 113150
Gainesville, FL 32611

Dear Dr. Machen:

The following action regarding your institution was taken at the December 2003 meeting of the Commission on Colleges:

The Commission reaffirmed accreditation and requested a First Follow-Up Report due September 22, 2004, addressing the visiting committee's recommendations cited in the following sections of the *Principles*:

Section 3.3.1 (Institutional Effectiveness), Recommendation 2
The Commission concluded that the University had not yet completed the process of establishing an official statement of purpose within all of the publications that include a reference to the institution's purpose. Therefore, the Commission requests that the University provide documentation that its official statement of purpose is presented consistently in all appropriate publications.

Section 3.3.1 (Institutional Effectiveness), Recommendation 3
The University's response indicates that the process of planning and evaluation has begun in these service areas but that "the full implementation of this process will be complete in 2003-2004." Thus, the Commission requests an additional report verifying that each administrative and educational support units has established goals and that the evaluations of those goals have resulted in the enhancement of the services provided by those units.

Section 3.3.1 (Institutional Effectiveness), Recommendation 4
The Commission observed that the University has established a schedule for the regular external reviews of its institutional research function; however, the next such review is not scheduled until 2006. Meanwhile, the University also appears to have begun a system of internal review of the institutional research function, but that internal survey in 2002 is not sufficient to demonstrate that such reviews are conducted regularly. Consequently, the Commission requests the University to provide a documented analysis of the extent to which its review of its institutional research function is in compliance with the requirements of the Commission on Colleges.

Dr. James Bernard Machen
January 16, 2004
Page Two

As you know, the *Principles of Accreditation* became effective January 1, 2004. The Commission's December 2003 actions were taken under the *Criteria for Accreditation*. The above action requiring a future report refers to the applicable section of the *Principles*. (An abbreviated copy of the *Principles* is enclosed for your reference.)

Guidelines for the additional report also are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive them. If they have questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send the original and **three copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must remedy deficiencies within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution is not in compliance with the *Principles of Accreditation*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. (See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")

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

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:ch

Enclosures

cc: Dr. David A. Carter

II.2.2 Professional Degrees and Curriculum

The School of Architecture offers three paths toward a professional Master of Architecture degree in addition to the non-professional Doctor of Philosophy and Master of Science in Architecture degree tracks.

Professional Degree Tracks:

- *Master of Architecture – two-year program (52 semester credit hours)*. Requires a qualifying pre-professional degree equivalent to the Bachelor of Design in Architecture (typical 120 credit hours). Applicants are evaluated on their undergraduate performance, course sequence, course content with regard to SPC qualification, and may require additional coursework to meet the accredited degree requirements. The degree program requires a total of 172 semester credit hours.
- Master of Architecture Core Program – *four-year program (54 semester credits undergraduate + 52 semester credits graduate for a total of 106 semester credit hours)*. Accepts students with previous bachelor degrees in fields unrelated to architecture or design (typically with 120 credit hours). The degree program requires a total of 240 semester credit hours.
- *Master of Architecture – one-year program (30 semester credit hours)*. Requires a NAAB accredited professional B.Arch degree that qualifies the candidate for licensure and entry into this program. This has not been subscribed in recent years and typically candidates come from practice with registration seeking qualification for academic employment.

The Master of Architecture program only accepts students with qualifying pre-professional credentials such as the Bachelor of Design in Architecture. Additionally, candidates must demonstrate skill in graphic communication, writing, scholarly achievement (GPA and GRE), support form a mentoring individuals (3), and in some cases proof of English language competency. Student transcripts and portfolios are reviewed for overall excellence in studio and high performance in technology, structures, and building materials. The SoA requires a portfolio of work and student letter of intent in addition to traditional metrics. Based on the changes in the NAAB accreditation – specifically the focus on the professional degree independently of the pre-professional program – admissions will also include a detailed review of course work and syllabuses from SPC qualifying courses.

Master of Architecture (M.Arch) Degree Program (two-year)

The curriculum outlined below includes all required courses, required options, and open elective courses leading to the NAAB Accredited Master of Architecture degree (52 semester credit hours). In some cases, additional course work may be required to meet accreditation requirements. Students will be notified if additional coursework is a requirement of their acceptance into the program.

FIRST YEAR		CR	SECOND YEAR		CR
FALL	ARC 6241 Advanced Studio 1	6	ARC 6356 Advanced Studio 3		6
	ARC 6505 Struc Wood Steel Conc	4	ARC 6913 MRP/Thesis Prep		2
	Elective*	3	History/Theory Option**		3
			Elective*		2
	Total Credits: Fall Semester 1	**13**	**Total Credits: Fall Semester 2**		**13**
SPRING	ARC 6355 Advanced Studio 2	6	ARC 6971Thesis or ARC 6979 MRP		6
	ARC 6242 Research Methods	2	ARC 6281 Professional Practice		3
	Environmental Technology Option	3	Elective*		3
	Elective*	3			
	Total Credits: Spring Semester 1	**14**	**Total Credits: Spring Semester 2**		**12**

TOTAL GRADUATE-LEVEL CREDITS REQUIRED FOR M.ARCH DEGREE = 52

*Electives are courses freely chosen by students to broaden their intellectual perspective, creative opportunity, and develop knowledge allied to the profession. Any course outside the program that is 3000 level or higher qualifies for graduate elective. Courses within the discipline must be 5000 or above.

**Options must be from a group of qualified courses within subject area option. Students will have three to four different choices in each subject area over the course of two years. At least one course in each option category is available each semester.

Program outline given to potential and current M.Arch students for planning and tracking

The Master of Architecture Core program is design to provide a path to the profession for students who already have successfully complete either a Bachelor or Master degree in a non-pre-professional discipline. The four-year (106 semester credit hour) curriculum includes all NAAB SPC requirements that would be traditionally achieved in the 4+2 model. Students take the same professional course regime as our

traditional pre-professional degree students in addition to an accelerated studio sequence – seven studios plus a Masters Research Project.

MArch Core Master of Architecture Degree: Core TRACK   Fall/2012

	First Year	CR	Second Year	CR	Third Year	CR	Fourth Year	CR
FALL	ARC 4071 Core Studio 1	6	ARC 4073Core Studio 3	6	ARC 6241 Advance Studio 1	6	ARC 6356 Advanced Studio 3	6
	ARC 1701 Architectural History 1	3	ARC 3503 Intro to Structures	3	ARC 6221 Environmental Technology 2	3	ARC 6913 MRP/Thesis Prep	3
	ARC 2201 Architectural Theory 1	3	ARC 4220 Architectural Theory 2	3	ARC6705 Architectural History 3	3	Graduate History/theory Option	3
			ARC 2180 Intro To Digital Arch	3			Elective	3
	Total Credits: Fall Semester 1	12	Total Credits: Fall Semester 2	15	Total Credits: Fall Semester 3	12	Total Credits: Fall Semester 4	14
	First Year	CR	Second Year	CR	Third Year	CR	Fourth Year	CR
SPRING	ARC 4072 Core Studio 2	6	ARC 4074 Core Studio 4	6	ARC 6355 Advanced Studio 2	6	ARC 6971 thesis or ARC 6979 MRP	6
	ARC 2461 Material & Methods 1	3	ARC 3463 Material & Methods 2	3	ARC 6242 research Methods	2	ARC 6281 Professional Practice	3
	ARC 1702 Architectural History 2	3	ARC 3610 Environmental Tech 1	3	ARC 6505 Wood, Steel, & Conc. Structure	4	Elective	3
			ARC 3181 Adv. Digital Arch	3	Environmental Technology Option	3		
			or					
			ARC 4310 Building Information Mod	3				
	Total Credits: Spring Semester 1	12	Total Credits: Spring Semester 2	15	Total Credits: Spring Semester 3	15	Total Credits: Spring Semester 4	1

The Option courses are a selection of courses in a given subject area, from which students choose and take to meet the designated requirements. Typically, two or three choices in each option category are offered during the Fall and Spring Semesters, depending on scheduling logistics, faculty assignments and student demand. At least one course in each option category is available each of these semesters.

Electives are courses freely chosen by students to broaden their intellectual horizons, creative resources and professional background. Any graduate course (numbered 5000 or higher) within or outside of the UF School of Architecture meets the elective requirements.

Program outline given to potential and current M.Arch Core students for planning and tracking

Off-Campus Programs

Citlab-Orlando is an extension of the Master of Architecture program located in downtown Orlando, Florida. The facility is 1.75 hours travel time from the UF campus. Physical and financial resources are detailed in Part One: Section 2 Resources. Students are required to take the two-year M.Arch curriculum and to spend their final MRP semester on the Gainesville campus under the supervision of UF faculty. Students are also encouraged to and do participate in our international studio abroad programs.

The Vicenza Institute of Architecture is a one-semester (fall) studio abroad program for graduate students in the first semester of the second year – Advanced Graduate Studio 3. With approval of the Assistant Director: Graduate Programs, the VIA Program Director, and MRP advisor, a student may select to do their MRP project at the VIA program. Students are required to present the MRP on the home campus in Gainesville.

Studio Mumbai provides an opportunity for students to do their MRP project in Mumbai, India. This option is only available if students prepare in the year prior to their MRP, complete locally available required coursework, and the stay is limited to the MRP project semester (spring of second year). The facilities include studio space in the offices of Apostrophe A+uD (13-N Dilwara Building, Maharshi Karve Road, Mumbai, IN 400021) under the supervision of Adjunct Assistant Professor Shivjit Shidhu. At the time of this writing, two students have done this program.

II.2.3 Curriculum Review and Development

The most effective self-assessment activity is the end of semester curricular review occurring each December and May (end of fall and spring semester). This curricular review includes an exhibit of work from the studios from each level in the program – much like the NAAB Visiting Team Room. Studio coordinators and faculty present the context of their respective studios in terms of pedagogical objectives, project strengths and weaknesses, and the relationship of student knowledge/progress relative to other studios. Although it can get contentious, the difficulties and success are usually clear and ideas for improvement are usually presented and debated – it is highly effective.

The Administrative team also considers outside metrics as an evaluative tool in assessing the strengths and weakness of the program including; ARE pass rates and general trends that might be addressed such as consistent low (or high) scores in an area; feedback from firms around the state that have hired recent graduates and/or have hired graduates over a longer period of time; former faculty who return to for studio reviews; participation in studio reviews at other programs; Design Intelligence rankings; GRE scores of our graduate class; informal discussions with tenured and adjunct faculty; and direct participation on reviews and reflection upon the work.

Suggestions for curricular modifications are typically developed through the committees outlined in Section I.2.1 Administrative Structure and Governance. Typically, and issue would be put forward to one of the topical committees such as the Technology Committee or History Theory Committee for research, consideration, discussion, and preparation of a formalized motion to forward to the Curriculum Committee. After review, discussion, modification and/or ratification, the motion is then put forward to the faculty for a vote. This method is an integral part of the long-range planning and strategic development detailed in Section I.1.4 Long-Range Planning.

Part Two (II): Section 3 – Evaluation of Preparatory/Pre-professional Education

Students are required to submit application dossiers in addition to metrics of scholarly acheivement and each applicant is independently reviewed by no fewer than four faculty serving on the Graduate Admissions Committee who render an opinion of "acceptability" by ranking candidates from 10 to 1 (10 is high, 1 is low) – "0" is considered unacceptable. This overall evaluation is based on their portfolio of work, GRE score, GPA, and the content of coursework as assessed from the student transcripts. A student must receive two independent unacceptable ratings to be dropped from consideration. From a typical pool of 180 to 230 applicants, top ranking 80 to 100 candidates are typically invited to the program. Top scoring students are offered teaching assistant positions and scholarship funds. Normally, this delivers a class of 30 to 40 students entering the two-year M.Arch program.

In response to the substantial change in NAAB Accreditation Conditions and Procedures, the Graduate Admissions Committee will review portfolio submissions of those being offered acceptance into the program for evidence of having met Student Performance Criteria (SPC) from their pre-professional courses for SPC A.8, A.9, B.4, B.8, B.9, B.10, B.11, and B.12. If there is not enough evidence of having met particular criteria, the letter of offer will include a request for additional information such as course syllabuses and the stipulation additional coursework may be needed beyond the 52 credit hour track to meet SPC. The following evaluation checklist is used to evaluate student application packages for SPC:

University of Florida Master of Architecture Admissions Review 2012

Student Name: Reviewer:

	Met	Not Met
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.	☐	☐
A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.	☐	☐
B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.	☐	☐
B.8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.	☐	☐
B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.	☐	☐
B.10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	☐	☐
B.11. Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.	☐	☐
B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	☐	☐

Graduate Admissions Student Performance Criteria Review Checklist (revised 2012)

Admissions to the Master of Architecture Core program are conducted in the same manner as the two-year M.Arch with the addition of more scrutiny of student letters of intent and statistical scoring as portfolios are typically undeveloped or not included.

Portfolio review is a critical aspect of both acceptance into the graduate program and an opportunity to contour the intellectual and philosophical character of the program. The Graduate Admissions Committee works diligently to bring both diverse perspectives and excellence in terms of design skill, graphic communication, strong architectural fundamentals, and practice experience into the professional degree

program. Highly scoring portfolios will show not only skill with computer generated form; parametric modeling and rendering; but also and understanding of and skill integrating the fundamentals of plan and sectional organization; integrated schematic development (materiality, building systems and structure) that resolve architectural issues; strong graphic skills; and strong conceptual clarity of critical thinking with regard to architectural form with individually developed modes of process. These later qualities generally elevate portfolios to the highest rankings garnering financial support and opportunity to teach in the undergraduate program.

Part Two (II): Section 4 – Public Information

II.4.1 Statement on NAAB Accredited Degrees

The following statement is posted on our website, is included in the University of Florida Graduate Catalog, and is included in any recruitment materials disseminated to potential students:

> In the United States, most state 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 U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-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 consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.
>
> The University of Florida School of Architecture offers the following NAAB-accredited degree programs:
>
> M. Arch. (pre-professional degree + 52 graduate credits)
> M. Arch. (professional degree + 30 graduate credits)
> M. Arch. (non-pre-professional degree + 54 undergraduate credits + 52 graduate credits)
>
> Next accreditation visit for all programs: 2013

II.4.2 Access to NAAB Conditions and Procedures

The School of Architecture will send, via e-mail, notices to all students regarding the upcoming accreditation visit, a statement of the process and its importance, and links to the NAAB website with directions to the *2009 NAAB Conditions for Accreditation* and the *2012 NAAB Procedures for Accreditation* governing our accreditation.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the School of Architecture makes available to all students, parents, staff, and faculty, through our website*, links to the following resources:

> www.ARCHCareers.org
> The NCARB Handbook for Interns and Architects
> Toward an Evolution of Studio Culture
> The Emerging Professional's Companion
> www.NCARB.org
> www.aia.org
> www.aias.org

www.acsa-arch.org

*Copies of non-electronic information is cataloged in our Architecture and Fine Arts Library.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is in the process of making available to the public, through our website, the following documents:

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
Current APR
Current Visiting Team Report, including attachments and addenda

II.4.5 ARE Pass Rates

In order to assist parents and prospective students, as part of their planning for higher/post-secondary education, the School of Architecture directs them to the Architecture Registration Exam (ARE) pass rates through our website:

http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx

iii. Part Three – Progress Since Last Site Visit

Part Three (III): Section 1 – Summary of Responses to the Team Findings

Executive summaries and detailed responses regarding the progress made in consecutive years in response to the previous Visiting Team Report and recommendations are included in the annual reports to be provided to this Visiting Team by the NAAB. There were two conditions not met and five causes of concern that will be discussed below. All SPC criteria were met with seven well-met categories: Critical Thinking Skills, Graphic Skills, Non-Western Traditions, Use of Precedents, Construction Cost Control, and Architectural Practice.

III.1.a. Responses to Conditions Not Met

8 Physical Resources

As the result of not meeting this condition in 2007, and the fact that the physical resources condition was also a concern during the 2001 accreditation, the SoA was required to submit a Focused Evaluation in 2009. The Focused Evaluation demonstrated that (1) the SoA had more accurately accounted for the space that it had, added more space, and optimized the use of space based on expanding international programs (fewer students in fall and spring); and (2) that the expectation for space made to the 2007 Visiting Team during the visit was part of a proposed significant expansion (desired space), rather than a case of needed space. Based the new building proposal shown to the Visiting Team, it doubled the space shown as available at the time. The Focused Evaluation was accepted by the NAAB review team in 2009 without requiring a second site visit.

The SoA continues to work toward capturing more space, improving current facilities, and optimizing the space available.

10 Financial Resources

The SoA continues to struggle under shrinking State of Florida funding and uncertainty with regard to future budget allocations and the mechanisms used to determine funding allocations. The SoA has taken steps to operate as effectively as possible, develop internal revenue streams and to add fees to students that directly to cover costs associated with their professional education while trying to maintain our status as a high market value institution with very competitive tuition and fees.

III.1.b. Responses to Causes of Concern

A. University/School context

Although a concern was raised regarding the University's recognition of the value of studio culture and the design process – and that this might hinder faculty advancement – there have been no indications that this is the case in the past seven years. In-fact, the studio model has been adopted in a University-wide undergraduate "capstone" course in sustainability leading to a certificate.

B. Physical Resources Impact on the School of Architecture

As noted in the Focused Evaluation and other areas of this report related to physical resources, we have made significant improvements. Based on the fact that all SPC's were met and seven were well-met, the physical limitations did not show evidence of impeding scholarship and learning. Of course, left unchecked that may occur. The SoA takes the physical resources of the program very seriously and has made significant progress in that regard since the last VTR. This includes substantial upgrades to the present facilities, addition of space, and substantial improvements in digital output – 2D and 3D.

C. Faculty Transition

At the time of the previous visit, the SoA faced multiple retirements in a short period of time – they now have retired and new faculty have been hired. There has been a net reduction in faculty and transition from solely tenured and tenure track faculty to a mix of permanent and adjunct faculty. This has provided improved flexibility and engaged architects who maintain active practices. This, in addition to the 20% reduction in our lower division student cohort, has balanced the loss of senior faculty to some degree. More faculty are still needed.

One issues still to be addressed is the relative youth of the faculty and limited number of senior full-professors in the program. The SoA is working to support the promotion of Associate Professors to Full Professor and seeks to hire senior faculty in the near future. Dr. Frank Bosworth joined the faculty as a new Full Professor in 2012.

D. Studio Culture

As per the recommendation of the Visiting Team, the Studio Culture Committee has been nurtured and has been quite active in terms of improving the studios (restocking emergency kits, painting, and facilitating mentoring). The group has official university status and works at the College level with the other design disciplines. Current Officers include:

> **Studio Culture Committee Officers**
> President - Adam Mahardy
> Treasurer - Patrycja Dragan
> Promotions - RJ Walker

D. Student Advising

Since the last VTR, the SoA has restructured the administration appointing faculty administrators for the graduate and undergraduate programs, with staff assistants, to coordinate curriculum and advise students within their degree programs. In addition, changes at the College level have improved communications between SoA advising and DCP advising. The SoA is still working to improve communication with students and support their education through our updated website and current administrative structure.

Part Three (III): Section 2 – Summary of Responses to Changes in the NAAB Conditions

The effectiveness of a 'School' is drawn largely from the rich and diverse faculty and students that comprise the undergraduate, professional and non-professional degree programs and there is concern that this richness is misunderstood when only the M.Arch program is vetted by the NAAB – a program should be considered in its entirety. With regard to vetting pre-professional requirements form other programs, this is new territory and that will need time for evaluation. Preliminary reviews of portfolio submission suggest that some of the criteria can be effectively measured by the work presented but it is difficult when projects are presented without a narrative context. Even with syllabuses from courses that contextualize the work alignments between the studio program, and the interaction between 'support' course and studio – which is critical in terms the 'be-able-to' levels of knowledge – are difficult to assess. This difficulty then acts upon schools to perhaps ascribe too much content within the final two years of education for lack of ability to evidence the vetting process and to ensure their students meet the SPC. Alternatively, this has lead the SoA to consider an alternative model of a 3.5 year M.Arch with advance placement for those holding pre-professional degrees. Ultimately, this could require students to take more courses in the service of meeting SPC while bringing additional revenue to the school – but will be more costly to students.

Finally, broader and more redundant coverage of material is better pedagogically than the move toward focusing into a few (1 to 2) courses to evidence the SPC as an evaluation strategy. It is clear this is not the intention of the NAAB to be myopic but rather a mechanism to improve the ability of the visiting team to evaluate if schools 'have met' the core accreditation standards. That being said, the faculty in end-of-semester curricular reviews, have great concerns over where the SPC will be met (evidenced) and this tends to load particular course and perhaps absolve others. Please consider, especially in the light of focus on only the M.Arch degree within 4+2 programs, looking more broadly (over multiple courses) at the SPC for both depth and redundancy and secondly, to convey that intention to schools should it come to pass.

iv. Part Four – Supplemental Information

Part Four (IV): Section 1 – Description of Policies and Procedures for Evaluating Student Work

Student work is evaluated as appropriate to the course varying in degree of subjectivity (studio) and objectivity (standardized tests). Each course syllabus establishes the criteria for evaluation in terms of assessing student performance and assigning grades. Each instructor is the arbiter of evaluating the work of students in their specific course. Should a student feel a grade was assigned incorrectly, then a formal appeal process can be initiated. In the undergraduate program, the Pin-Up process involves most of the faculty evaluating with work of the lower division studios. As noted above, at the end of every semester, the work is evaluated by the faculty at-large. Professional architects evaluate the work each semester during mid-term and final reviews. They provide feedback to the studio faculty and administration regarding their perception of the work.

Part Four (IV): Section 2 – Course Descriptions

ARC 6979	Master's Research Project
ARC 6940	Supervised Teaching
ARC 6934	The European Approach to Sustainable Design
ARC 6913	Architectural Research 3: MRP/Thesis Preparation
ARC 6912	Architectural Research 2: East Asian Architecture
ARC 6912	Architectural Research 2: Poetics of Climate, Culture, and Construction (Mexico)
ARC 6912	Architectural Research 2: Advanced Topics in Digital Architecture
ARC 6912	Architectural Research 2: LEED
ARC 6911	Architectural Research: Introduction to Digital Architecture
ARC 6911	Architectural Research: Sustainable Urbanism
ARC 6911	Architectural Research: Material Explorations: Joints & Assemblages
ARC 6911	Architectural Research: Natural/Artificial Lighting
ARC 6883	Vernacular Architecture & Sustainability
ARC 6793	Advanced Topics in Regional Architecture: Florida House
ARC 6793	Advanced Topics in Regional Architecture: African Architecture
ARC 6793	Strains of Modernism: Florida Modernism
ARC 6705	Architectural History 3
ARC XXXX	Environmental Technology 3: Technology Course Option
ARC 6685	Environmental Technology 3: Life Safety Systems
ARC 6670	Lighting Design Seminar
ARC 6643	Architectural Acoustics
ARC 6611	Advanced Architectural Technologies: Building Design and Construction for Coastal Environments
ARC 6512	Structural Modeling
ARC 6505	Architectural Structural Systems: Wood, Steel, and Concrete
ARC 6399	Advanced Topics in Urban Design: Modern South Asian Architecture and Urbanism 1757 – Now
ARC 6357	Advanced Topics in Architectural Design: The Landscape Approach in Architecture
ARC 6357	Advanced Topics in Architectural Design: Cuba Modernism
ARC 6356	Advanced Studio 3
ARC 6355	Advanced Studio 2
ARC 6311	Building Information Modeling
ARC 6281	Professional Practice
ARC 6242	Research Methods
ARC 6241	Advanced Studio 1
ARC 6226	Intercultural Perspectives in Architecture
ARC 6212	Topics in Phenomena and Architecture
ARC 4620	Environmental Technology 2
ARC 4310C	Building Information Modeling
ARC 4220	Architectural Theory 2
ARC 4074	Core Studio 4
ARC 4073	Core Studio 3
ARC 4072	Core Studio 2
ARC 4071	Core Studio 1
ARC 3743	Architectural History 3
ARC 3610	Environmental Technology 1
ARC 3503	Introduction to Architectural Structures
ARC 3463	Materials and Methods of Construction 2
ARC 3181	Advanced Topics in Digital Architecture
ARC 2461	Materials and Methods of Construction 1
ARC 2201	Theory of Architecture 1
ARC 2180	Introduction to Digital Architecture
ARC 1702	Architectural History 2
ARC 1701	Architectural History 1

MASTER'S RESEARCH PROJECT

Course Number: ARC 6979

Credits: 1-10

Course Description (limit 25 words)
Individual student exploration of the discipline of architecture and demonstration of fully developed abilities in architectural design and research.

Course Goals & Objectives (list)
- Requires demonstration of mastery of all aspects of previous architectural education.
- Requires individual student to articulate and engage a project entirely of their own definition.
- Requires individual student to convincingly define significant aspects of architecture, and employ these aspects in design or research.
- Provides opportunity for individual student to make contribution to the exploration and development of the discipline of architecture.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)

Specific requirements are determined by each MRP committee. Collective requirements include:
- Precedent implementation (20%)
- Program research and definition (10%)
- Contextual Analysis –archival and field research (10%)
- Project design development (40%)
- Presentation and Documentation Skills (20%)

Prerequisites
ARC 6356
ARC 6242
ARC 6913

Textbooks/Learning Resources
Independently determined as per student's research topic and approved by the designated MRP committee.

Offered (semester and year)
Fall, Spring, Summer A,B and C terms, annually

Faculty Assigned
All Graduate Faculty

SUPERVISED TEACHING

Course Number: ARC 6940

Credits: 2

Course Description (limit 25 words)
This course introduces students to pedagogical structures, the obligations of professional degree programs, and hands-on teaching in the design studio.

Course Goals & Objectives (list)
- Practicum or the direct participation of the student teacher in our lower division curriculum, most often in the design studio curriculum but occasionally in other areas.
- Development of student teachers' ability to discuss and evaluate their own effectiveness as design educators.
- Develop an awareness of the history of architectural education and practice, diverse curricular structures, and pedagogical strategies.
- Recognize the role of architectural education in professional degree programs and in the processes of individual licensure and practice.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Working as a Teaching Assistant in Design Studios (50%)
- Teaching methods and studio strategies (14%)
- Expectations, proximity, and maintaining professional relationships with students (6%)
- History of Architectural Pedagogy and Curricular Structures (6%)
- SOA Undergraduate Curriculum + Studio Projects + Curricular Relationships (6%)
- Topical Discussions: Beginnings / Endings and Iterative Processes, Making at 1:1, Digital Craft, Making Things v. Spaces (6%)
- NAAB Accreditation and Student Performance Criteria (6%)
- B.Design, M.Arch, IDP: Obligations of Prof. Practice, Pedagogy, and Paths to Teaching at the University level (6%)

Prerequisites
Admission into the University of Florida Graduate School of Architecture

Textbooks/Learning Resources
Angélil, Marc. *Inchoate: An Experiment in Architectural Education* (Swiss Federal Institute of Technology, Zurich, 2003)
Caragonne, Alexander. *The Texas Rangers: Notes from an Architectural Underground* (The MIT Press, 1995)
Deamer, Peggy. *First Year: The Fictions of Studio Design*
  (http://www.peggydeamer.com/images/fictionsofstudiodesign.pdf, 2005)
Education of an Architect, Ed. Elizabeth Diller, Diane Lewis, and Kim Shkapich (Rizzoli International Publications, 1988)
Love, Timothy. *Kit-of-Parts Conceptualism* (Harvard Design Magazine, 2003)

Offered (semester and year)
Fall and Spring terms, annually

Faculty Assigned
Martin Gundersen (F/T)
Lisa Huang (F/T)
Mark McGlothlin (F/T)
Bradley Walters (F/T)

THE EUROPEAN APPROACH TO SUSTAINABLE DESIGN

Course Number: ARC 6934

Credits: 3

Course Description (limit 25 words)
This course explores European strategies and design concepts relating to sustainable design.

Course Goals & Objectives (list)
- Discuss the status of the environment
- Explore European environmental assessment methods including the major categories measured, calculations of thermal performance and energy use, classifications regarding building type, climate and geography, and consideration of both active and passive strategies
- Develop a conceptual understanding of sustainable design principles with an emphasis on innovative design projects
- Conduct case study analysis of thermal performance including active and passive technologies, hvac systems and resulting energy use per square foot per year
- Explore the relationship between sustainability and esthetics

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Study and discuss European environmental assessment methods (5%)
- Evaluate case studies for high-rise, low-rise, housing, university, and solar cites projects (35%)
- Quick paced design projects for specific site, typology and program (35%)
- Introduction to ecotect software (5%)
- In depth case study of recent European project (20%)

Prerequisites
Graduate student, ET1, ET2

Textbooks/Learning Resources

Required
Hawken, Paul; Amory Lovins and L. Hunter Lovins, *Natural Capitalism Creating the Next Industrial Revoluton*, (Boston: Little, Brown and Company, 1999).

Recommended
Givoni, B. *Man, Climate and Architecture*, (London, England : Applied Science Publishers, 1976)
Heerwagen, Dean. *Passive and Active Environmental Controls*, (New York, N.Y. : McGraw Hill, 2004)
Herzog, Thomas. *Solar Energy in Architecture and Urban Planning*, (Munich: Prestel, 1996)
Heschong. L., *Thermal Delight in Architecture*, (Cambridge, Massachusettes: MIT Press, 1979)

Offered (semester and year)
Fall and Spring terms, annually

Faculty Assigned
Thomas Smith (F/T Senior Lecturer)

ARCHITECTURAL RESEARCH 3: MRP/THESIS PREPARATION

Course Number: ARC 6913

Credits: 2

Course Description (limit 25 words)
This course guides students through their individual research process and presentation of the investigation preceding the Master Research Project. It is complemented by the weekly individual tutoring by the MRP Committee members.

Course Goals & Objectives (list)
- The course guides the students to undertake a sustained individual research for the project or thesis required for their MArch. Degree.
- Following the presentation of a common timetable by faculty for the course, each student is individually assisted by his MRP Committee members in the development of the research, through weekly or biweekly meetings.
- At the end of term, the student concludes his/her research with the determination of his MRP project location and scope.

Student Performance Criterion/a Addressed (list number and title)
A.11. Applied Research

Topical Outline (including percentage of time in course spent in each subject area)
- Individual investigation(50%)
- Analysis and Critical Thinking (20%)
- Written communication skills (20%)
- Visual communication skills (10%)

Prerequisites
ARC6242 Research Methods

Textbooks/Learning Resources
Chicago Manual of style
Graham Foundation Abstracts
Borden, Ian and Ruedi, Katerina , *Dissertation: an architectural student's handbook* (Architectural Press 2000)
Chi, Lily. *Design as research*. (JAE 54/4 May 2001)
Denzin, Norman and Lincoln, Yvonna . *The Sage Handbook of qualitative research* (Sage publications 2005)
Groat, Linda and Wang, David. *Architectural Research Methods* (Wiley 2001)
Hekel, Frank and Clocker Robert. *Thesis* (Thresholds Spring 1996)
Lerup, Lars. *Building the unfinished* (London: Sage 1977)
Mau,Bruce. *Massive change*, (New York Phaidon 2000)
Pallasma, Juhani. *The eyes of the skin*, (Chichester: Wiley Academic, 2005)
As assigned by the MRP Committee Members individually

Offered (semester and year)
Fall terms, annually

Faculty Assigned
All Graduate Faculty (tenured and tenure track, as selected by students)

ARCHITECTURAL RESEARCH 2: EAST ASIAN ARCHITECTURE

Course Numbers: ARC 6912, section 9200

Credits: 3

Course Description (limit 25 words)
This course introduces students to the theories of cross-cultural architectural and urban design within the East Asian (including South East Asian) context.

Course Goals & Objectives (list)
• This seminar course emphasizes the interaction between travel, design, reading and writing. The close interaction between the seminar and studio incorporates the entire East Asia program and helps enhance the student's integrative thinking between design imagination and theoretical criticality.
• The seminar is composed of reading assignments, discussions during travel in Summer A, and independent research and paper writing in Summer B.
• The seminar emphasizes the depth of theoretical thinking and its relationship with the design process. The course trains the student in how to observe and engage in East Asian/South East Asian regional cultures and how to transform their critical observations into design judgments and imagination.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10.   Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
• Travel and discussion in Summer A (50%)
• Research paper in Summer B (50%)

The course is structured as follows:
1) Summer A, read the reading assignments online and discuss with professors on urban architecture issues throughout the daily travel and the joint studio.
2) Summer B, continue the reading and independent research process, and discuss with professors about paper writing during the extended studio or through email communication.
3) By the end of July, submit the research paper.
4) Revise the paper following the professors' review and edit the paper for the school gallery exhibition of the EA program in October.

Prerequisites
University admission

Textbooks/Learning Resources
Zou, Hui. *A Jesuit Garden in Beijing and Early Modern Chinese Culture* (Purdue University Press, 2011).
---. *"The Narrative Structure of Cross-Cultural Architecture,"* Architecture Studies, vol. 2, ed. Southeast University (China) & AA School of London (UK) (The China Architecture & Building Press, 2012).
Other reading assignments posted on the university e-learning course website.

Offered (semester and year)
Summer C term, annually

Faculty Assigned
Albertus Wang (adjunct)
Hui Zou (F/T)

ARCHITECTURAL RESEARCH 2: POETICS OF CLIMATE, CULTURE, AND CONSTRUCTION (MEXICO)

Course Number: ARC 6912

Credits: 3

Course Description (limit 25 words)
The seminar examines new strategies of sustainable place making in the tropics.

Course Goals & Objectives (list)
- This is a standard reading and discussion graduate seminar intended to develop research techniques, and analytical capabilities. The fundamental requirements are three: reading and participation in all class discussions, one formal presentation to the class, and one graduate research paper.
- While integrated into a companion undergraduate and graduate vertical studio, the seminar stands on its own and its credits are accepted for various College of Design, Construction and Planning sustainability minors and certificates. As a requisite of the travel requirements and program costs, however, it is required to be taken in conjunction with ARC 6356 Advanced Graduate 3 Design Studio (6 credits) or ARC 4930 Design 8 (6 Credits). For Undergraduates ARC Design 7 is an acceptable alternative for undergraduates with approval by the course instructors).
- The seminar and the studio require three weeks of travel to Mexico during Summer B. The two courses are limited to a maximum of 24 students.
- The requirements of this seminar are two graduate writing papers of 2,500 words each.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- The Creation of Place in the Landscape: Geography, Climate and Culture in the Making of Place (8.33%)
- Historical Precedents and Design Potential of the Agri-Cultural Landscape (8.33%)
- Landscape and Architectural Form, Formative Possibilities, and Tentative Justifications (8.33%)
- Lure of the Literal: Lessons in Sustainability from the Vernacular (8.33%)
- Thoughts on Mexican Culture and sustainability (8.33%)
- Sustainability topics for the studio Logic (8.33%)
- Site and Context in relation to the seminar issues (8.33%)
- Bringing the Site to the Table in light of the seminar issues (8.33%)
- Introduction to Luis Barragan under the point of view of water issues material sustainability and local culture (8.33%)
- Mexico City-Historical/Ecological Background in relation to the issues of the seminar (8.33%)
- Guanajuato: Historical/Ecological Background in relation to the issues of the seminar (8.33%)
- Putting it all together: Seminar issues at stake in a house by Office d'A (8.33%)

Prerequisites
University admission and Graduate standing

Textbooks/Learning Resources
Required course reader, distributed electronically to students, covering the following topics: 1) Practical issues concerning tropical architecture, 2) Glenn Murcutt as an example for an architecture based on Place, 3) The polemic of Critical Regionalism (with Barragán in mind), 4) Barragán-limited readings to supplement lectures, 5) Landscape Issues, and 6) History, Haciendas, Guadalajara

Offered (semester and year)
Summer C term, annually

Faculty Assigned
Alfonso Perez-Mendez (F/T)
William Tilson (F/T)

ARCHITECTURAL RESEARCH 2: ADVANCED TOPICS IN DIGITAL ARCHITECTURE

Course Number: ARC 6912

Credits: 3

Course Description (limit 25 words)
This course introduces students to advanced digital representational techniques including advanced modeling, parametric modeling, digital fabrication, and advanced rendering.

Course Goals & Objectives (list)
- This course expands on basic digital design skills acquired in ARC 2180 and covers complex geometries, complex layered systems, and planning for fabrication using parametric logics.
- Students learn to model, construct, and represent complex geometries as well as produce analytical drawings of architectural elements using a combination of digital tools.
- Emphasis is placed on the mathematical/logical principles behind generative/parametric design processes, where multiple solutions to the same problem are shown through examples and tutorials. Students learn to discern the advantages/disadvantages of each approach from design, modeling, and management viewpoints, while learning to apply the correct method to each situation.
- Throughout the semester students present analytical research case studies, learning to recognize, appropriate, and deploy the major parametric design paradigms and logics at a variety of scales.
- This exposure to a wide range of projects and design approaches helps students analyze the inherent strengths and weaknesses of differing approaches while learning to combine them creatively for application in design project situations.
- Using a group fabrication project, the course helps students understand the basic guidelines and workflows of preparing files for various contemporary digital fabrication techniques.
- Students learn to build, manage, and represent highly complex scenes for high-quality renderings and animations.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Advanced NURBS and SubD modeling, parametric modeling (50%)
- Advanced rendering and scene management (30%)
- Digital fabrication (20%)

Prerequisites
ARC 2180 or equivalent

Textbooks/Learning Resources
Assorted tutorials developed by faculty and GTAs, distributed to students via UF Sakai e-Learning Online Courseware Management System.
Web tutorials developed by McNeel Software, Autodesk Inc., Chaos Group, and various academic institutions as open-source teaching resources.
H. Pottmann, A. Asperl, M. Hofer, A. Kilian, D. Bentley. *Architectural Geometry* (Bentley Institute Press. 2007)
Kolarevic, Branko. *Manufacturing Material Effects: Rethinking Design and Making in Architecture* (Routledge. 2008)
Woodbury, Robert. *Elements of Parametric Design* (Routledge. 2010)
Burry, Jane & Mark. *The New Mathematics of Architecture* (Thames & Hudson. 2010)
Iwamoto, Lisa. *Digital Fabrications: Architectural and Material Techniques* (Princeton Architectural Press. 2009)
Picon, Antoine. *Digital Culture in Architecture* (Birkhäuser Architecture. 2010)
Tedeschi, Arturo. *Parametric Architecture with Grasshopper* (Le Penseur, 2011)

Offered (semester and year)
Spring term, annually

Faculty Assigned
Lee-Su Huang (F/T)
Ruth Ron (F/T)

ARCHITECTURAL RESEARCH 2: LEED ESSENTIALS OF GREEN BUILDINGS AND SUSTAINABLE DESIGN

Course Number: ARC 6912

Credits: 3

Course Description (limit 25 words)
This course introduces students to integrated sustainable design, Construction, and Operation, and the green building rating systems.

Course Goals & Objectives (list)
- Understand LEED and other green building rating systems.
- Think critically and develop a personal appreciation for sustainable build environment and living.
- Understand the importance of individual and group actions that contribute to solving environmental problems.
- Address the concept of green buildings critically and ethically.
- Provide hands on experience on LEED projects and actively participate in LEED project on campus and surrounding community.
- Learn the high-performance building design, construction, and operations strategies, including: 1) Energy design strategies, 2) Water conservation strategies, 3) Green Material and methods for high performance building, and 4) Commissioning process, why and how, role of architect/Engineers, contractor and Owner.
- Develop green building specifications for LEED projects.
- Prepare students for the LEED Green Associate exam, and meet the pre-requisite for the exam.
- Prepare students to manage green projects from inception to post occupancy.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
Research, reports, field trips (60%)
Presentation skills (40%)

Prerequisites
University admission

Textbooks/Learning Resources
Various publications, case studies, and white papers
Short version of LEED reference guide

Offered (semester and year)
Spring terms, annually

Faculty Assigned
Bahar Armaghani (adjunct)

ARCHITECTURAL RESEARCH: INTRODUCTION TO DIGITAL ARCHITECTURE

Course Number: ARC 6911

Credits: 3

Course Description (limit 25 words)
This course introduces students to basic digital representational techniques including 2D drafting, raster and vector graphics programs, digital publishing, 3D modeling, and digital rendering.

Course Goals & Objectives (list)
- This course familiarizes students with the basic theoretical and practical foundations of digital representational techniques utilized in contemporary architectural practice.
- Through weekly lecture and lab sessions, students are guided through tutorials and exercises designed to increase proficiency with a wide variety of digital production tools.
- The fundamental theoretical and computational principles of how the various programs operate is presented to provide students with a solid understanding of the digital processes at work.
- Proficiency is expected in the core 2D programs (Autocad, Photoshop, Illustrator, InDesign), 3D programs (Sketchup, Rhinoceros), as well as digital rendering engines (Brazil, VRay).
- Beyond the ability to operate efficiently in the above programs, particular emphasis is put on the ability to navigate and work between these programs; interoperability and exchange of design data is a fundamental facet of contemporary digital practice.
- Skills are tested at periodic intervals through semester projects involving close integration of design studio projects and the digital representation of said projects. The project demonstrates the student's ability to integrate all programs and techniques and produce a comprehensive design presentation.
- Beyond the technique, students asked to gradually integrate these tools into their design process to aid in the creation of place, space, and architecture. Conveying design intent through diagrams, atmospheric renderings, spatial composition, and graphic composition are issues brought up and discussed within the broader course context.

Student Performance Criterion/a Addressed (list number and title)
A.3.   Visual Communication Skills

Topical Outline (including percentage of time in course spent in each subject area)
- 2D Drafting (15%)
- Raster/Vector Graphics (30%)
- 3D Drafting/Modeling (20%)
- Digital Rendering (20%)
- Graphical Layouts (15%)

Prerequisites
University admission

Textbooks/Learning Resources
Assorted tutorials developed by faculty and GTAs, distributed to students via UF Sakai e-Learning Online Courseware Management System.
Online software tutorials provided by UF IT-contracted Lynda.com website.
Web tutorials developed by McNeel Software, Autodesk Inc., Chaos Group, Adobe Software, and various academic institutions as open-source teaching resources.
H. Pottmann, A. Asperl, M. Hofer, A. Kilian, D. Bentley. *Architectural Geometry* (Bentley Institute Press. 2007)

Offered (semester and year)
Fall term, annually

Faculty Assigned
Jairo Vives (F/T, Adjunct Professor)
Lee-Su Huang (F/T)
Rebecca Walker (Adjunct Professor)

ARCHITECTURAL RESEARCH: SUSTAINABLE URBANISM

Course Number: ARC 6911, section 7150

Credits: 3

Course Description (limit 25 words)
This seminar introduces students to the multiple dimensions of urban sustainability, at the level of upgrade of existing cities and in proposed new settlements.

Course Goals & Objectives (list)
- The course analyses the urban evolution and current situation worldwide in statistical terms, geographically and historically. The seminar collaboratively, through analysis and discussion determines the intervening factors and their interrelation.
- The course introduces an experiential dimension, through the invited lectures, interviews and visits to Local Authorities and expert operators of components of the Urban Sustainability frame.
- Students conduct individual research, applying and combining research methodologies, culminating with a collective presentation and discussion of each proposal. All students peer review all the proposals, and submit a final essay. The seminar products are assembled in an inclusive joint document.
- The course includes examples from Latin America, Europe, Middle East, Asia and North America. Students develop their own interest focus through a 2000 word individual essay, peer reviewed and discussed.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Collaborative research (20%)
- Individual research (40%)
- Written communication skills (20%)
- Visual communication skills (20%)

Prerequisites
Graduate School admission

Textbooks/Learning Resources
Chicago Manual of style
Graham Foundation Abstracts
Farr,Douglas., *Sustainable Urbanism*, (Wiley 2007)
Davis, Mike, *Planet of slums: Poverty 's niche in the Ecology of the City*, (Orion 2006)
Denzin, Norman and Lincoln, Yvonna. *The Sage Handbook of qualitative research* (Sage publications 2005)
Groat, Linda and Wang, David. *Architectural Research Methods* (Wiley 2001)
Jacobs, Jane, *The Nature of Economies* (Vintage Books 2001)
Ramadier, Thierry, *Transdisciplinarity and challenges:the case of urban studies* (Futures vol36 2004)
Ruano, Miguel, *Eco Urbanism : Sustainable Human Settlements: 60 Case studies* (Gustavo Gili 1999)

Offered (semester and year)
Fall term, biannually

Faculty Assigned
Martha Kohen (F/T)

MATERIAL EXPLORATIONS: JOINTS AND ASSEMBLIES

Course Number: ARC 6911

Credits: 3

Course Description (limit 25 words)
This workshop seminar focuses on research and investigations of material properties and behaviors to speculate on building potentials through physical experimentations and drawings.

Course Goals & Objectives (list)
- Develop research abilities to uncover material properties, processes, application and limitations in order to maximize its potential in architectural propositions
- Explore new uses and ways of working with conventional materials and processes
- Speculate on the architectural possibilities of standard and non-standard materials
- Work hands-on with materials as a generative design process

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
Research and speculation (40%)
Synthesis and implementation (50%)
Presentation skills (10%)

Prerequisites
Graduate Standing

Textbooks/Learning Resources
Various resources on materials, assemblies and details.

Offered (semester and year)

Fall term

Faculty Assigned
Lisa Huang (F/T)

ARCHITECTURAL RESEARCH: NATURAL / ARTIFICIAL LIGHTING

Course Number: ARC 6911

Credits: 3

Course Description (limit 25 words)
The course presents lighting both as an integrative effort between natural and artificial sources, and as a tool for the perception of space in architecture.

Course Goals & Objectives (list)
- This seminar, building on knowledge presented to students in the undergraduate Environmental Technology II course, aims to develop expertise regarding the integration of natural and artificial light as an integral part of the design of the built environment.
- In order to introduce the students to current design techniques, photometric principles and technical information are complemented with design project work and visits to buildings to study examples of advanced lighting techniques.
- Lighting concepts are both revised and expanded to relate to the quantity and various quality features of light.
- Students learn to understand the human response, specifically by considering how hard data figures are influenced and modified by the rhythms of the day, the cycles of light and darkness throughout the year.
- Students learn how to analyze, calculate, and measure different artificial lighting sources for their possible incorporation into the lighting design project, as well as considering critical issues such of the color of lighting.
- Hands-on modules will introduce the students to a methodology for lighting design that includes scale models both for daylight and sunlight prediction and for the use of fiber optics to simulate artificial lighting.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Introduction to the culture of light both as an expressive tool and as a technical design tool (9%)
- Lighting concepts and definitions (9%)
- Natural lighting (9%)
- Presenting a design methodology for natural lighting (9%)
- Artificial lighting sources (9%)
- Color and lighting (9%)
- Integration of daylight and artificial lighting in a new building (10%)
- Simulating artificial light on a scale model (9%)
- Considering the lighting design project (9%)
- Light and historical preservation (9%)
- Night workshop (9%)

Prerequisites
University admission and Graduate standing

Textbooks/Learning Resources
Required course reader, distributed electronically to students, including the following topics: 1) perception, 2) lighting fundamentals, 3) daylight, 4) materials for architecture, and 5) lighting designer experiences.

Offered (semester and year)
Fall terms, annually

Faculty Assigned
Giovanni Traverso (adjunct)

VERNACULAR ARCHITECTURE AND SUSTAINABILITY

Course number: ARC 6883

Credits: 3

Course Description (limit 25 words)
In this course we will look at the location of vernacular architecture in the discourse of architectural sustainability.

Course Goals & Objectives (list)
- To examine the location of vernacular architecture in the discourse of architectural sustainability.
- To look at how has vernacular architecture been constructed, represented, and consumed in the environmental histories of architecture.
- To debate how vernacular architecture has been constructed as a pedagogic object of sustainability and as a set of relationships between human beings and their environment.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
- Vernacular Architecture and Climate Responsiveness (12.5%)
- House Form and Culture (6.25%)
- Émigré Architects: Vernacular Architecture and the Postmodern Critique Of Modernism(6.25%)
- Vernacular Architecture and The Production of Knowledge (6.25%)
- Earth Architecture (6.25%)
- Vernacular Architecture In Americas (6.25%)
- Tropical and Bioclimatic Architecture (6.25%)
- Hippie Environmentalism: Turning The Geodesic Into Vernacular (6.25%)
- Islamic Architecture and Environmentalism (6.25%)
- Hassan Fathy In Egypt; Laurie Baker In India; And Geoffrey Bawa in Sri Lanka (6.25%)
- Learning From Vernacular Settlements (6.25%)
- Slums As Vernacular Architecture (12.5%)
- Presentations (12.5%)

Prerequisites
Undergraduate standing

Textbooks/Learning Resources
See syllabus for reading list. No textbook required.

Offered (semester and year)
Fall term, biannually

Faculty Assigned
Vandana Baweja (F/T)

ADVANCED TOPICS IN REGIONAL ARCHITECTURE: FLORIDA HOUSE

Course Number: ARC 6793

Credits: 3

Course Description (limit 25 words)
The Florida House workshop is a research, seminar, and design endeavor.

Course Goals & Objectives (list)
- The course utilizes the north and central Florida legacy of modern domestic architecture as the archive for research.
- Thorough and critical documentation of these architectural landmarks using photograph, digital modeling, interviews, measured drawing, and diagrammatic inquiries.
- Presentations, discussions, travel and analysis, & design investigation form the basis of the course.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
Analysis and documentation (50%)
Design implementation (50%)

Prerequisites
University admission and Graduate status

Textbooks/Learning Resources
Direct documentation, interviews and historical precedent of Florida Modern Architecture from 1950-1970.

Offered (semester and year)
As announced

Faculty Assigned
Martin Gundersen (F/T)

ADVANCED TOPICS IN REGIONAL ARCHITECTURE: AFRICAN ARCHITECTURE

Course Number: ARC 6793

Credits: 3

Course Description (limit 25 words)
Seminar on the histories and theories of the built environment in Africa, examines historic through contemporary architecture, including rural, town, and urban contexts.

Course Goals & Objectives (list)
- The seminar provides a forum for informed discussion of the role of the architect in contemporary Africa.
- Student presentations on assigned topics and readings expand understanding of architecture in context and culture.
- Seminar sessions are augmented by conversations with African practitioners, and by visits from experts in the region and across the university that focus on the linkage between design and construction ideas in African culture Student projects encourage linkages between design studio and history theory seminar.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
Foundations for Contemporary African Environments: Nomadic Architecture, Culture of Craft (25%)
Heritage Management Eco-Tourism (25%)
Colonization and the Modern Movement (25%)
Sustainable Practices in Developing Nations (25%)

Prerequisites
University admission

Textbooks/Learning Resources
Folkers, Jan, Modern Architecture in Africa Sun (January 1, 2010)

Offered (semester and year)
Fall or Spring

Faculty Assigned
Donna Cohen (F/T)

ADVANCED TOPICS IN REGIONAL ARCHITECTURE: STRAINS OF MODERNISM: THE FLORIDA MODERN

Course Number: ARC 6793

Credits: 3

Course Description (limit 25 words)
The course explores the identity of an architecture engaged by a regional sense of place.

Course Goals & Objectives (list)
- Students trace the characteristics of Florida's modern architecture and its regional influences of time and place by looking at the integration of climate, culture, materials and technology to create a sustainable regional architecture.
- Students explore through a series of case studies the work of modernist Florida architects from the post-war period through today and the relationship between nature and architecture in Florida's diverse climate zones and how advances in technology, materials, building codes and regional labor forces have impacted the identity of a Florida regionalism.
- Seminar sessions are augmented by a series of guest lectures from practicing Florida architects, field trips to examples of regional Florida work and small design studies demonstrating the students understanding of regional influences and how to incorporate these characteristics in today's building climate. Students also study the regional passive and sustainable design principles of early Florida work and how they have been rediscovered today in our current culture of "Green Architecture".

Student Performance Criterion/a Addressed (list number and title)
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
Research and Case Studies (50%)
Design and Building Detail Studies (25%)
Presentation skills and Final Essay (25%)

Prerequisites
University admission

Textbooks/Learning Resources
Florida Modern, Jan Hochstim, Rizzoli
Paul Rudolph, The Florida Houses, Christopher Domin and Joseph King, Rizzoli
The Sarasota School of Architecture, 1941-1966, John Howey, MIT Press
Four Florida Moderns – The Architecture of Alberto Alfonso, Rene Gonzalez, Chad Oppenheim and Guy Peterson, Saxon Henry, WW Norton and Company, Inc.
The Architecture of Alfred Browning Parker – Miami's Maverick Architect, Randolph C. Henning, University Press of Florida

Offered (semester and year)
Fall and Summer A terms, annually

Faculty Assigned
Guy W. Peterson, FAIA (F/T Senior Lecturer)

ARCHITECTURAL HISTORY 3

Course Number: ARC 6705

Credits: 3

Course Description (limit 25 words)
This course surveys 20th- and 21st-century world architecture and urban design, emphasizing relations between architectural disciplines and meanings of "contemporary," "critical history," and "global practice."

Course Goals & Objectives (list)
- To extend the survey of architectural history into more recent practices across the globe.
- To investigate the effects of social, political, material, technological, and cultural forces on the design and construction of the built environment.
- To explore the role of architects in contemporary society.
- To study the influences of globalization on the worldwide practice of architecture.
- To challenge students to think (and in the future, to practice) critically with knowledge of architectural precedents.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Historical Traditions and Global Culture (70%)
- Architectural Precedents (20%)
- Presentation and Communication skills (10%)

Prerequisites
History 1 and 2 (or by special permission)

Textbooks/Learning Resources

Required
Alan Colquhoun, Modern Architecture (Oxford: Oxford University Press, 2002).
Michael Fazio, Marian Moffett, Lawrence Wodehouse. *A World History of Architecture* (New York: McGraw-Hill, 2008).

Recommended (selections from each text)
Jianfei Zhu, *Architecture of Modern China: A Historical Critique*, Routledge, 2008.
Jon T. Lang, *A Concise History of Modern Architecture in India*, Orient Blackswan, 2002
Jean-Paul Bourdier and Thi Minh-Ha Trinh, *Drawn from African Dwellings*, Indiana University Press, 1996.
Sandy Isenstadt and Kishwar Rizvi, *Modernism and the Middle East: Architecture and Politics in the 20th Century*, University of Washington Press, 2008.
Antoni Folkers, *Modern Architecture in Africa*, Sun, 2010.
Jorge Glusberg, ed., *Latin America* (World Architecture 1900-2000: A Critical Mosaic), Springer, 2001.

Optional
Kenneth Frampton, *Modern Architecture: A Critical History* (London: Thames and Hudson, 1992 and 2007).
Peter Gössel and Gabriele Leuthäuser, *Architecture in the Twentieth Century* (New York: Taschen, 2001)
Phaidon Atlas of Contemporary Architecture: Travel Edition (London: Phaidon, 2005).

Offered (semester and year)
Fall term, annually

Faculty Assigned
Vandana Baweja (F/T)
Charlie Hailey (F/T)

ENVIRONMENTAL TECHNOLOGY 3: TECHNOLOGY COURSE OPTION

Course Number: ARC 6670, ARC 6685, ARC 6643 (ARC 6642, ARC 6911)

Credits: 3

Course Description (limit 25 words)
The ET 3 technology course option allows students to focus on topical areas while meeting core performance and pedagogical objectives set forth and maintained by the Environmental Technology Committee. Multiple courses meet the goals and objectives.

Course Goals & Objectives (list)
- Engage students in research, analysis and either integrated design synthesis or comprehensive evaluation of systems within buildings;
- Explore human interactions with built environments - physiological responses, psychology, emotive and qualitative;
- Physical properties of the topic focus area – light, sound, atmosphere, fire;
- Study of precedents leading to current practice;
- Explorations that advance precedent through emerging materials, technologies or advanced control;
- Developing integrated architectural schemes or analytical reports that incorporate envirtonmental technologies as systemic to buildings;
- Develop ethical and ecologically sensitive strategies that support sustainable architecture.

Student Performance Criterion/a Addressed (list number and title)
A.11. Applied Research
B.3.   Sustainability
B.8.   Environmental Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Basic principles, physical properties, design criteria, and human perception/response (20%)
- Precedent analysis of applied technologies in buildings – basis for current practice (20%)
- Materials research, systems evaluation, energy assessment, safety assessment and design integration (35%)
- Analysis of ET systems approaches – modeling or physical measurement (20%)
- Presentation of ET concepts, strategies and design integration (5%)

Prerequisites
E.T. 1 and E.T. 2 or equivalent

Textbooks/Learning Resources
See individual course descriptions

Offered (semester and year)
Courses offered regularly through spring and fall – two to three each semester.

Faculty Assigned
Martin Gold (F/T)
Stan Kay (F/T Department of Theater and Dance)
Gary Siebein (F/T)
Tom Smith (F/T Senior Lecturer)
Lucy Tsaih (F/T)

LIFE SAFETY AND PLUMBING SYSTEMS

Course Number: ARC 6685

Credits: 3

Course Description (limit 25 words)
This course develops understanding of life safety and environmental systems and abilities in sustainability issues and design principles

Course Goals & Objectives (list)
- Lecture/seminar course that explore the issues of life safety in the theories and practice of sustainable architectural design.
- In the first part of the semester students investigate the historical development of fire safety codes and practices through the investigation of famous fires from the burning of Rome to the present time. Each student leads a seminar discussion and prepares a written paper on the role a famous fire has played in the development of fire safety practice.
- In the second part of the semester students explore a case study application of fire safety design principles in a large scale building project. Each student will select a project for investigation in conjunction with the instructor. Each week analysis of height/area, occupancy, construction type, flame spread and fire resistance ratings for assemblies, architectural passive life safety systems, egress, mechanical smoke control, alarm, standpipe, sprinkler and other fire safety systems are presented in seminar presentations in class. Students apply the analysis techniques to their case study building each week. The weekly work is reviewed in class. A comprehensive life safety analysis and design manual for the case study project which can assist in the transition into practice for many students is the final submission for the class
- Research methods in environmental systems are explored to give students an understanding of the ways in which human behavior, quantitative fire growth theories and building systems can be assessed and transformed into physical design and evaluated using state-of-the-art fire modeling.

Student Performance Criterion/a Addressed (list number and title)
A.11. Applied Research
B.3. Sustainability
B.8. Environmental Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Introduction, environmental technology and sustainability theories in architecture, history of fires in buildings, life safety theories in architecture, life safety issues in sustainable architectural design (30%)
- Research and sustainability performance criteria for life safety and environmental systems (10%)
- Fire growth, physics of fire, fire performance of building materials (20%)
- Comprehensive building analysis of life safety issues in a complex building including active and passive life safety systems (40%)

Prerequisites
E.T. 1 and E.T. 2 or equivalent

Textbooks/Learning Resources
NFPA. *Life Safety Code Handbook* (NFPA. Latest edition)
Florida Building Code (Latest edition on line)

Offered (semester and year)
Fall 2012, Fall 2011, Fall 2008, Fall 2007

Faculty Assigned
Gary W. Siebein (F/T)

LIGHTING DESIGN SEMINAR

Course Number: ARC 6670

Credits: 3

Course Description (limit 25 words)
The course engages students in design problems investigating theoretical, conceptual, and practical applications of illumination systems through speculative and analytical inquiry.

Course Goals & Objectives (list)
- Students research relations between Light and Culture - theoretical and historical precedents in light/lighting;
- Explore human interactions - physiological responses, emotive and qualitative properties of light;
- Physical properties of light - day light and electric light – through spectral evaluation and properties of reflectance;
- Learn about the variety of light sources used in buildings;
- Engage lighting design criteria as established by the IESNA and related subjective studies;
- Develop integrated architectural schemes that incorporate lighting parameters through design conceptualization and schematic application;
- Explore lighting design tools that support speculation, critical inquiry and schematic analysis;
- Make presentations of their proposals for critique and submit for competitive evaluation.

Student Performance Criterion/a Addressed (list number and title)
A.11. Understanding of Applied Research
B.3. Ability to Sustainability
B.8. Understanding of Environmental Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Basic principles, physical properties, design criteria and perception (20%)
- Precedent analysis of applied lighting in design oriented conditions (20%)
- Product research, light distribution evaluation, energy analysis and design integration (50%)
- Light modeling analysis of schematic proposals (5%)
- Presentation of design integration and lighting strategies (5%)

Prerequisites
E.T. 1 and E.T. 2 or equivalent

Textbooks/Learning Resources
Concepts in Architectural Lighting, Second Edition. M. David Egan, McGraw Hill, 2001. ISBN: 0070205876.
In Praise of Shadows, Junichiro Tanizaki, et al. Leete's Island Books; 1988. ISBN: 0918172020.
Illuminating Society of North America Lighting Handbook (current edition), Mark S. Rea, Editor in Chief, IESNA. ISBN: 0-87995-150-8 (Ninth Edition).

Offered (semester and year)
Spring 2012, Fall 2011, Fall 2010, Spring 2009, Spring 2008

Faculty Assigned
Martin Gold (F/T)
Stan Kay (Department of Theater and Dance)

ARCHITECTURAL ACOUSTICS

Course Number: ARC 6643, ARC 6642, and ARC 6911

Credits: 3

Course Description (limit 25 words)
This course develops understanding of acoustical and environmental systems and abilities in sustainability issues and design principles

Course Goals & Objectives (list)
- Lecture/seminar course that explores theories, principles and techniques that allow one to understand potentials for architectural acoustics to become part of the basis for creative, sustainable architectural design.
- The primary goal of this course is to develop advanced understandings and abilities in the history, theories and design applications of acoustical principles in the design of sustainable buildings.
- Students are involved in processes of parametric modeling to explore the links between environmental systems, human performance criteria and physical architectural design principles.
- Students also engage acoustical simulation where the aural effects of sounds from various design schemes can be developed as part of the design process to allow sounds to be one of the criteria for design.
- The emphasis of the course is to relate the physiological, psychological, cultural and aesthetic needs of people to the active and passive acoustical systems used in buildings evaluated through criteria contained in the research literature.
- Research methods in environmental systems are explored to give students an understanding of the ways in which qualitative phenomena such as sound can be assessed and transformed into physical design and evaluated using state-of-the-art modeling.

Student Performance Criterion/a Addressed (list number and title)
A.11. Understanding of Applied Research
B.3.   Ability to Sustainability
B.8.   Understanding of Environmental Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Introduction, environmental technology theories in architecture, sustainable acoustical theories in architectural design, physics and perception of sounds (20%)
- Research and sustainability performance criteria in acoustics and environmental systems (20%)
- Room acoustics design for enhanced human performance, computer simulation, parametric modeling (30%)
- Noise control in buildings, mechanical system design concepts, sustainability issues, computer modeling, noise and vibration control and environmental noise issues (20%)
- Sound reinforcement system design (10%)

Prerequisites
E.T. 1 and E.T. 2 or equivalent

Textbooks/Learning Resources
Egan, M. David. *Architectural Acoustics* (J. Ross Publishing. 2007)

Offered (semester and year)
Annually

Faculty Assigned
Gary W. Siebein (F/T)
Lucky Tsaih (F/T)

ADVANCED ARCHITECTURE TECHNOLOGIES: BUILDING DESIGN AND CONSTRUCTION FOR COASTAL ENVIRONMENTS

Course Number: ARC 6611

Credits: 3

Course Description (limit 25 words)
This research-oriented graduate seminar focuses on a comprehensive study of the "best practices" for residential single and multifamily design and construction for coastal environments.

Course Goals & Objectives (list)
- The course presentation and materials emphasize the importance of design innovation facilitated with the integration of new building technologies to advance a more sustainable approach to building design and construction for coastal areas of Florida. The knowledge of the subject ascertained in this course can be applied to similar coastal environments found throughout the world and the application of the design technologies implemented with the research project (environmental simulation and digital modeling using Rhino Paneling Tools and Grasshopper linked to fabrication techniques) can be easily integrated into other areas of the architecture design and construction process.
- Learn technical guidance for evaluating and mitigating natural hazards in coastal environments through sustainable site planning, design, and construction practices.
- Participate in design research intended to provide students with meaningful opportunities to build a strong foundational knowledge base from which design opportunities in coastal design and construction can be identified, explored and evaluated.
- Develop research based design projects for wind resistant coastal construction.
- The semester research advances through a structured framework of topical lecture presentations, class discussions, participation in digital modeling and fabrication workshops, and field trips to construction sites

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Environmental and Regulatory Factors (11.1%)
- Dune Ecologies (11.1%)
- Site Analysis and Design (11.1%)
- Wind Loads / Wave Action (11.1%)
- Velocity Zones (11.1%)
- Breakaway Walls (11.1%)
- Architectural Design Examples (11.1%)
- Design and Construction Guidelines (11.1%)
- Cost Analysis (11.1%)

Prerequisites
Graduate level architecture, building construction and PhD students

Textbooks/Learning Resources
On the Water: Palisade Bay, Nordenson, Seavitt, Yarinsky, MOMA 2010.
Coastal Construction Manual, FEMA 55, Third Edition (free for students enrolled in course, also available online)
Elevated Residential Structures, FEMA 54 / March 1984,
FEMA Technical Bulletins
Florida Building Code, Florida DEP and State Statutes (available online)
American Society of Civil Engineers, *Minimum Design Loads for Buildings and Other Structures*, ASCE 7-10.

Offered (semester and year)
Spring term, annually

Faculty Assigned
Michael W. Kuenstle (F/T)

STRUCTURAL MODELING

Course Number: ARC 6512

Credits: 3

Course Description (limit 25 words)
This course addresses the principles of building information structural modeling and develops the understanding of digital design, approximate systems analysis, and detailing for architectural structures.

Course Goals & Objectives (list)
- Students will learn how to efficiently implement BIM to organize, coordinate and communicate information between architectural and structural models in order to convey data necessary for building design
- Understanding Structural BIM fundamentals
- Introducing Structural BIM using Revit Structure
- Modeling Columns, beams, floor slabs, roof decks, walls, framing, foundations, and rebars
- Practical Examples: Concrete Buildings, Steel Buildings, Wood Framed Buildings, Hybrid Buildings
- Sheets and construction documents
- Families creation
- Model Sharing: internal and external sharing
- Understanding Interoperability between architectural and structural models
- How BIM enhances Productivity, Visualization and Rendering of building structures
- Exploring Constructability: Project phase and Design Options
- Understanding Integrated practice concepts and procedures

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Fundamental of BIM Structural elements and systems (80%)
- Architectural case studies to examine conceptual development, structural design, and building codes (20%)

Prerequisites
Pre-Calculus and Physics

Textbooks/Learning Resources
- *Building Structures.* Nawari O. Nawari & M. Kuenstle, University Readers, Inc. & Cognella Academic Publishing, ISBN: 978-1-60927-673-7.
- *Handouts: STRUCTURES BIM EXERCISE BOOK.* Available at UF Mail & Document Services, 715 Radio Road, Phone: 352-392-1134
- *Shaping Structures: Statics* Waclaw Zalewski and Edward Allen , ISBN: 0-471-16968.
- *Statics and Strength of Materials for Architecture and Building Construction.* Barry Onouye and Kevin Kane, Prentice Hall, Inc. Upper Saddle River, New Jersey, 2007, ISBN 0-13-054970-3

Offered (semester and year)
Spring term, annually.

Faculty Assigned
Nawari O. Nawari (F/T)

ARCHITECTURAL STRUCTURAL SYSTEMS: WOOD, STEEL, AND CONCRETE

Course Number: ARC 6505

Credits: 4

Course Description (limit 25 words)
In this course, students investigate structural systems in wood, steel and concrete. Concepts pertinent to wind and seismic behavior and related bracing systems are introduced.

Course Goals & Objectives (list)
- Provide a basic understanding of the fundamental principles of statics, strength of materials, structural loads, load distribution, and load transfer.
- Develop a conceptual understanding of the process used in the analysis and preliminary design of typical structural systems in wood, steel, and concrete.
- Introduce concepts related to wind and seismic behavior.
- Understand how structural decisions can affect architectural form, space, and details.
- Architectural Structural Systems (Graduate Advanced Structures) is the second structures course in a two-course sequence.
- The anticipated behavior of each type system is studied and analyses are performed on the primary structural elements of each system type – beams, columns, slabs, connections, and foundations, etc.
- The course presentation is based on lectures, in-class problem sessions, discussions, and projects.

Student Performance Criterion/a Addressed (list number and title)
B.9.   Understanding of the Structural Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Review of basic structural behavior; load application and distribution, force properties and actions, properties of sections, forces and stresses (16.67%)
- Introduction to wood, steel, and concrete framing strategies (16.67%)
- Analysis and design of typical wood and steel framing members including bending members, compression members, combined stress members, and bolted wood and steel connections using allowable stress design methods (16.67%)
- Introduction to reinforced concrete (16.67%)
- Analysis and design of typical reinforced concrete framing members including bending members, compression members, continuity, and foundations using ultimate strength methods (16.67%)
- Introduction to wind and seismic issues including strategies related to horizontal and lateral bracing strategies (16.67%)

Prerequisites
ARC 3503 or equivalent.

Textbooks/Learning Resources
Building Structures. Nawari O. Nawari & M. Kuenstle, University Readers, Inc. & Cognella Academic Publishing, 2011.
General Structures, David Berg & Robert Marks, Kaplan Publishing, 2010 (or latest edition).

Offered (semester and year)
Fall, Spring, and Summer terms, annually

Faculty Assigned
Michael W. Kuenstle (F/T)
Nawari O. Nawari (F/T)

ADVANCED TOPICS IN URBAN DESIGN: MODERN SOUTH ASIAN ARCHITECTURE AND URBANISM 1757-NOW

Course Number: ARC 6399, section 6184

Credits: 3

Course Description (limit 25 words)
The course will encourage students to examine how architectural and urban histories intersect with colonial and post-colonial histories and theories.

Course Goals & Objectives (list)
- To critically examine the architecture and urbanism of South Asia from 1757, which is considered the year of the beginning of British colonial rule in India, to now.
- To investigate the central question, "How have architectural and urban histories shaped colonial and post-colonial theories, and inversely, how have colonial and post-colonial theories impacted histories of South-Asian architecture and urbanism?"
- To critique the canonical and revisionist histories of architecture and urbanism in Modern South-Asia.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10.   Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
- Port Cities (8.33%)
- Colonial Knowledge and Space (8.33%)
- Architecture of Princely India: From Indo-Saracenic to Bauhaus (8.33%)
- Architectural Styles. (8.33%)
- The Mutiny: Delhi and Lucknow. (8.33%)
- Sanitation, Health, and Hygiene. (8.33%)
- Bombay and Calcutta. (8.33%)
- Domestic Architecture. (8.33%)
- New Delhi: The Imperial Capital. (8.33%)
- Cities of Nationalism. (8.33%)
- Modernists: Corbusier, Charles Correa, Louis Kahn, Doshi. (8.33%)
- Modern Regionalism, Vernacular Modernism, Critical Regionalism: Raj Rewal, Laurie Baker, Joseph Allen Stein, Geoffrey Bawa. (8.33%)

Prerequisites
Graduate standing.

Textbooks/Learning Resources
See syllabus for reading list. No textbook required.

Offered (semester and year)
Spring 2012
Spring 2010
Will be offered every other spring.

Faculty Assigned
Vandana Baweja (F/T)

ADVANCED TOPICS IN ARCHITECTURAL DESIGN: THE LANDSCAPE APPROACH IN ARCHITECTURE

Course Number: ARC6357, section 053F

Credits: 3

Course Description (limit 25 words)
This course introduces graduate students to theoretical primary sources about the concept of "landscape" in architecture.

Course Goals & Objectives (list)
- The course starts with the fundamental question "what is landscape" and ends with a meaningful answer: architectural approach to landscape.
- The course examines the historical sources of landscape across cultural differences and compares the multi-disciplinary discourses of philosophy, painting, literature, garden, and the art of building to enlighten the perception of Floridian landscapes.
- The course requires students to engage in serious readings and extensive discussions of some important primary sources relevant to the issue of landscape.
- Besides presentations of 3 assigned readings, the student is required to complete a project, which includes both a material construct and an interpretive text, to un-conceal the "shining forth" of the characteristic local landscape, Paynes Prairie.

Student Performance Criterion/a Addressed (list number and title)
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
Presentations of reading assignments (50%)
"Making and writing" project (50%)

Prerequisites
University graduate admission (This course has also been taken by architectural and landscape architectural PhD students)

Textbooks/Learning Resources
Francesco Colona, *Hypnerotomachia Poliphili: The Strife of Love in A Dream*, trans. Joscelyn Godwin.
Dante, cantos 28-33, "Purgatorio," *The Divine Comedy*, trans. Allen Mandelbaum.
Daniela Hammer-Tugendhat, "Living in the Tugendhat House," *Ludwig Mies van der Rohe: The Tugendhat House*.
Heidegger, "Poetically Man Dwells," *Poetry, Language, Thought*.
Ji Cheng, Yuan ye, trans. in Alison Hardie, *The Craft of Gardens*.
Bernard Lassus, *The Landscape Approach*.
Maurice Merleau-Ponty, part II: "The World as Perceived," *Phenomenology of Perception*.
J. J. Rousseau, Introduction & Part I, *La Nouvelle Heloise: Julie, or The New Eloise*.
John Sallis, chapter 1: "Shades of Time: Monet's Wheatstacks," *Shades—Of Painting at the Limit*.
Frank Lloyd Wright, "The Natural House," in *Frank Lloyd Wright Collected Writings*, vol. 5;
Zhuangzi, chapter 1: "Xiaoyao you" (Going rambling without a destination), *Zhuangzi*, in A. C. Graham trans., part two, *Chuang-Tzu : The Inner Chapter*.
Hui Zou, "Ch. 3: The Chinese Garden and the Vision of Jing," *A Jesuit Garden in Beijing and Early Modern Chinese Culture*.

Offered (semester and year)
Fall term, annually

Faculty Assigned
Hui Zou (F/T)

ADVANCED TOPICS IN ARCHITECTURAL DESIGN: CUBA MODERNISM, 1930-1969

Course Number: ARC 6357

Credits: 3

Course Description (limit 25 words)
This seminar revisits all major evolutions and theories of the 40 years architectural culture through the study of modernism in Cuba from 1930 through 1969.

Course Goals & Objectives (list)
• This is a standard reading and discussion graduate seminar intended to develop research techniques, and analytical capabilities.
• The fundamental requirements are three: 1) reading and participation in all class discussions, 2) one formal presentation to the class, and 3) one graduate research paper.
• Using always comparative methods, the goal is to make the student aware of the main lines of architectural theory in these years, the contributions of Cuba to architectural culture, and, given the geographic and climatic similarities of Cuba and Florida, to dwell in the lessons of the Cuban examples for us.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10.   Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
• Introduction to the Topics of the Seminar (5.26%)
• The Capital City, History and Geography of Havana (5.26%)
• The Quest for a National Identity in Painting (5.26%)
• The generation of the 1930's: Eugenio Batista: The permanence of tradition: courtyards, porches, and windows (5.26%)
• The generation of the 1940's: Max Borges (5.26%)
• The generation of the 1940's: Antonio Quintana (5.26%)
• The generation of the 1940's: Alberto Beale (5.26%)
• The generation of the 1940's: Mario Romañach (5.26%)
• The generation of the 1940's: Emilio Del Junco (5.26%)
• Issues and influences at inflexion: The Plaza Civica (The seat of power) (5.26%)
• Issues and influences at inflexion: Cuba Urban Plans by Jose Luis Sert (5.26%)
• Issues and influences at inflexion: The Havana Embassy, By Harrison and Abramowitz (5.26%)
• Issues and influences at inflexion: Neutra in Latin America and the de Schulthess House (5.26%)
• Issues and influences at inflexion: The Tourist Boom and the Connection to Miami (5.26%)
• Issues and influences at inflexion: Havana Hilton by Welton Becket and Hilton Hotels: Exporting America Lifestyle (5.26%)
• The generation of the 1950's-2: Nicolás Quintana (5.26%)
• The generation of the 1950's-1: Frank Martinez (5.26%)
• Before and after the revolution: Ricardo Porro and the National Schools of Art (5.26%)
• Before and after the revolution: Humberto Alonso and CUJAE (5.26%)

Prerequisites
University admission

Textbooks/Learning Resources
Multiple readings from multiples sources (see syllabus)

Offered (semester and year)
Fall terms, bi-annually

Faculty Assigned
Alfonso Perez-Mendez (F/T)

ADVANCED STUDIO 3

Course Number: ARC 6356

Credits: 6

Course Description (limit 25 words)
Synthesizing aspects of architectural practice: human behavior, social programs, ecology, resource use, construction methods, project management, appropriate preservation, and theoretical and philosophical areas of inquiry.

Course Goals & Objectives (list)
- To involve students in situations of socially engaged, ethical (reflective) and evolving practice, where conflicting value-systems, cultural priorities, specialized fields of expertise, and economy must be integrated through synthetic design processes;
- To engage students in culturally responsive projects that expand the discourse of architecture through analysis and speculation leading to architectural proposals;
- To challenge current practices through current research, precedents, and direct field studies of related contexts;
- To evaluate philosophically and precedent driven architectural proposals through both scholarly and stakeholder criticism; and
- To challenge students to take leadership positions with regard their professional responsibilities as architects.

Student Performance Criterion/a Addressed (list number and title)
A.7   Use of Precedents
C.1.   Collaboration
C.2.   Human Behavior
C.9.   Community and Social Responsibility

Topical Outline (including percentage of time in course spent in each subject area)
Developing architectural design proposals responsive to context parameters (50%)
Context research including culture, climate, ecology and economics – archival and field research (30%)
Precedent research related to program and contextual analysis (10%)
Meeting with stakeholder groups from the community (5%)
Presenting projects to community constituents and stakeholders (5%)

Prerequisites
Advanced Studio II

Textbooks/Learning Resources
Architectural Graphic Standards (any edition), Ramsey/Sleeper
Case: Downsview Park Toronto (Case Series), Julia Czerniak (Editor)
Cities and Natural Processes, Michael Hough
Eco Urbanism: Sustainable Human Settlements: 60 Case Studies, Miguel Ruano (Editor - GG series)
Ecological Design and Planning, George Thompson and Frederick Steiner (Editors)
Great Streets, Alan Jacobs, *Green Urbanism: Learning from European Cities*
Timothy Beatley, *HOK Guide to Sustainability*, Sandra F. Mendler, William Odell
The New Transit Town: Best Practices in Transit-Oriented Development, Hank Dittmar (Editor), Gloria Ohland (Editor),
Recovering Landscape: Essays in Contemporary Landscape Architecture, James Corner (Editor)
Sustainable Construction: Green Building Design and Delivery, Dr. Charles J. kibert
Tomorrow by Design: A Regional Design Process for Sustainability, by Philip H., Jr Lewis

Offered (semester and year)
Fall term, annually

Faculty Assigned
Tom Smith (F/T Senior Lecturer)
Martin Gold (F/T)
Guy Peterson (Adjunct Professor)
Charles Hailey (F/T)
Nancy Clark (F/T)
Manuel Gautrand (Visiting Distinguished Professor)

ADVANCED STUDIO 2

Course Number: ARC 6355

Credits: 6

Course Description (limit 25 words)
Emphasis on architecture as a function of human action. Introduces emergent paradigms for practice and the built environment as well as speculative methods and procedures.

Course Goals & Objectives (list)
• To engage architectural programming as generative activity affecting design processes
• To encourage and refine speculative procedures of investigative production as an integral component of design activity
• To intersect architectural disciplinary thinking with broader cultural developments especially as they affect the contemporary public institution.
• To develop a more independent and critically aware graduate student
• To foster a more individually motivated design methodology through inquiry from various studio sources
• To establish intellectual positions through self-assessment and self-criticism

Student Performance Criterion/a Addressed (list number and title)
A.2   Design Thinking Skills

Topical Outline (including percentage of time in course spent in each subject area)
• Precedent research related to program and context (10%)
• Program research and definition (20%)
• Contextual Analysis –archival and field research (15%)
• Project design development (50%)
• Presentation Skills (5%)

Prerequisites
Advanced Studio 1

Textbooks/Learning Resources
Children, spaces, relations: megaproject for an environment for young children. Loris Malaguzzi,
The Third Teacher: 79 Ways You Can Use Design to Transform Teaching & Learning. Canon Design (ed).
"Children and Place: Reggio Emilia's Environment as Third Teacher". *Theory into Practice*, vol. 46:. Teresa Strong-
    Wilson and Julia Ellis.
The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education. Gandini Edwards and
    G. Forman (eds.)
Expanding Architecture: Design as Activism. Brian Bell and Katie Wakeford (eds).
From Agit Prop to Free Space: The Architecture of Cedric Price. Stanley Mathews.
Points+ Lines: Diagrams and Projects for the City. Stan Allen
Atlas of Novel Tectonics. Jesse Reiser.

Offered (semester and year)
Spring term, annually

Faculty Assigned
Carl Abbott (Visiting Professor)
Frank Bosworth (F/T)
Nancy Clark (F/T)
Lisa Huang (F/T)
Anne Lacaton (Visiting Professor)
Giancarlo Mazzanti (Visiting Professor)
Felipe Mesa (Visiting Professor)
Gary Siebein (F/T)
Tod Williams (Visiting Professor)
Peter Zellner (Visiting Professor)

BUILDING INFORMATION MODELING

Course Number: ARC 6311

Credits: 3

Course Description (limit 25 words)
This course introduces students to the principles and practice of Building Information Modeling.

Course Goals & Objectives (list)
- This course familiarizes students with the basic theoretical and practical foundations of digital representational techniques utilized in contemporary architectural practice.
- Weekly lectures and lab sessions introduce students to the powerful capabilities of BIM software.
- Students are introduced to the fundamental concepts of BIM and associative modeling, as well as imbedded information. Advantages for design, construction, and management are explored, and the vastly different approach to modeling introduced.
- Site and conceptual massing modeling is used to familiarize students with the basic concepts of creating associations and using formulas to drive geometry. Vasari is used for demonstration of basic energy and solar analysis and adjusting design solutions based on preliminary environmental analysis.
- Revit families and adaptive components are used further explore concepts of associative modeling and building systems, materials, building envelopes, and details. Case studies are analyzed and replicated as an exercise to explore various modeling strategies for existing projects.
- Building element modeling and documentation methods are introduced in parallel to building information representation techniques, layouts, annotations, and drawing coordination.
- Interoperability: Importing/Exporting models, as well as sharing data with consultants.
- Full building documentation of a design project is required as a final project, including plans, sections, elevations, room schedules, wall sections, details, renderings, and diagrams.
- Emphasis is made on the potential impact of BIM to transform design methodology as well as project management, productivity, and collaboration in contemporary practice.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Conceptual Massing and Analysis (30%)
- Adaptive Components and Families (30%)
- Building Modeling and Drafting Details (30%)
- Sheets, Views, and Layouts (10%)

Prerequisites
University admission

Textbooks/Learning Resources
Assorted tutorials developed by faculty and GTAs, distributed to students via UF Sakai e-Learning Online Courseware
        Management System
Online software tutorials provided by UF IT-contracted Lynda.com website
Web tutorials developed by Autodesk Inc. and various academic institutions as open-source teaching resources
Read, Phil. Vandezande, James. Krygiel, Eddy. *Mastering Autodesk Revit Architecture* (Sybex. 2012)

Offered (semester and year)
Spring term, annually

Faculty Assigned
Lee-Su Huang (F/T)
John Maze (F/T)
Nawari Nawari (F/T)

PROFESSIONAL PRACTICE

Course Number: ARC 6281

Credits: 3

Course Description (limit 25 words)
Comprehensive introduction to architectural professional practice and management, construction documentation and supervision, cost estimating, contracts, regulations, standards of ethical and professional activity.

Course Goals & Objectives (list)
- To require students in a professional program to understand and be able to engage the principles of architectural practice as an historical discipline and contemporary profession.
- To provide an overview of professional practice, as well as specific examples of the variety of practice types in place today.
- To define the role and function of the practicing architect in both today's and tomorrow's profession and society.
- To introduce the students to the business and practices of architecture through the management principles of both office and project.
- To introduce the students to a wide array of different practice forms. As a complement 11 to 14 practitioners are invited to the class to describe their particular form of practice
- Builds directly on the Material and Methods of Construction 2 course.

Student Performance Criterion/a Addressed (list number and title)
B.7.   Financial Considerations
C.3.   Client Role in Architecture
C.4.   Project Management
C.5.   Practice Management
C.6.   Leadership
C.7.   Legal Responsibilities
C.8.   Ethics and Professional Judgment

Topical Outline (including percentage of time in course spent in each subject area)
- Firm organization (10%)
- Marketing and project acquisition (10%)
- Financial structure, agreements and fees (10%)
- Project delivery systems and approaches (10%)
- Project organizations (10%)
- Project management (10%)
- Office and personnel management and organization (5%)
- Building economics cost estimating (5%)
- Codes (5%)
- Pre-design, programming, site analysis (5%)
- Construction documents (5%)
- Bidding and awarding contracts (5%)
- Construction administration (5%)
- Professionalism and ethical practice (5%)

Prerequisites
ARC 3463, 4th year undergraduate or Graduate standing

Textbooks/Learning Resources
The Architecture Student's Handbook of Professional Practice, (American Institute of Architects, 14th Edition, Wiley)
The course offers free use of the AIA contract software, and exercises are performed with it.

Offered (semester and year)
Fall and Summer A terms, annually

Faculty Assigned
Alfonso Perez-Mendez (F/T)

RESEARCH METHODS

Course Number: ARC 6242

Credits: 3

Course Description (limit 25 words)
This required course introduces students to Research Methods for disciplinary Research through theoretical analysis, collective research and individual development of a research proposal for their MRP.

Course Goals & Objectives (list)
- The course is a formal introduction to Methods of Research at graduate level. It prepares the students to undertake a sustained research for the individual project required for their MArch. Degree.
- Following presentations by all members of the Faculty of their individual research interests and experience, the course overviews RM in the Scientific, Historical, Sociological and Architectural realms.
- Students conduct collective research in groups, applying and combining research methodologies. They start developing their individual focus and present it in a sequence of gradually increasing complexity and breath, culminating with a public presentation and discussion of each single project and a final Prospectus of the proposal. All students peer review all the proposals

Student Performance Criterion/a Addressed (list number and title)
A.1. Communication Skills

Topical Outline (including percentage of time in course spent in each subject area)
- Collaborative research (20%)
- Individual research (40%)
- Written communication skills (20%)
- Visual communication skills (20%)

Prerequisites
Graduate School admission

Textbooks/Learning Resources
Chicago Manual of style
Graham Foundation Abstracts
Borden, Ian and Ruedi, Katerina , *Dissertation: an architectural student's handbook* (Architectural Press 2000)
Chi, Lily. *Design as research*. (JAE 54/4 May 2001)
Denzin, Norman and Lincoln, Yvonna . *The Sage Handbook of qualitative research* (Sage publications 2005)
Groat, Linda and Wang, David. *Architectural Research Methods* (Wiley 2001)
Hekel, Frank and Clocker Robert. *Thesis* (Thresholds Spring 1996)
Lerup, Lars. *Building the unfinished* (London: Sage 1977)
Mau,Bruce. *Massive change*,(New York Phaidon 2000)
Pallasma, Juhani. *The eyes of the skin*.(Chichester: Wiley Academic, 2005)

Offered (semester and year)
Spring term, annually

Faculty Assigned
Martha Kohen (F/T)

ADVANCED STUDIO 1

Course Number: ARC 6241

Credits: 6

Course Description (limit 25 words)
An investigation of architecture as a function of human action and the potentials inherent in tectonics of construction culminating in a highly resolved public building.

Course Goals & Objectives (list)
- To investigate the effect of a particular climate (light, heat, humidity, etc.) on the experience of architecture, and how tectonics can engage these climatic characteristics
- To spatially organize a program for a medium scale building in an urban context
- To design structural, envelope, circulation, environmental and life safety systems that support the site strategy and program both practically and poetically
- To explore the role of architecture in making public place within a specific geographic and cultural context
- To demonstrate visual and verbal communications skills necessary to interact successfully with community stakeholders

Student Performance Criterion/a Addressed (list number and title)
A.3. Visual Communication Skills
A.4. Technical Documentation
A.6. Fundamental Design Skills
B.1. Pre-Design
B.2. Accessibility
B.5. Life Safety
B.6. Comprehensive Design

Topical Outline (including percentage of time in course spent in each subject area)
- Precedent research related to context and program (5%)
- Develop a clear spatial translation of building program using formal ordering systems (5%)
- Investigate the relationship between structural, envelope, circulation and environmental systems (30%)
- Produce highly resolved tectonic systems that respond to context and program (50%)
- Design and produce a comprehensive presentation of final design for public presentation using two and three-dimensional digital tools (10%)

Prerequisites
Admission into Graduate School of Architecture

Textbooks/Learning Resources
Learning Resources tailored to cultural context and specific program of the semester projects. Ex., Fall 2012:
The Sarasota School of Architecture, 1941-1966, John Howey, Richard Guy Wilson & Michael Sorkin (May 9, 1997),
Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture, Second Edition, Larry Beck & Ted T. Cable, Sagamore Publishing; 2nd edition (July 1, 2002)

Offered (semester and year)
Fall term, annually

Faculty Assigned
Stephen Belton (F/T)
Frank Bosworth (F/T)
Martin Gold (F/T)
Lee-Su Huang (F/T)
Michael Kuenstle (F/T)
Guy Peterson (Adjunct Professor)
William Tilson (F/T)

TOPICS IN PHENOMENA AND ARCHITECTURE

Course Number: ARC6212, section 6172

Credits: 3

Course Description (limit 25 words)
This course introduces graduate students to the fundamental ideas of architectural phenomenology and the interaction between architecture and philosophy.

Course Goals & Objectives (list)
• Since the 1980s, architectural phenomenology has emerged as a significant movement of architectural theories and practice. This seminar introduces the most important published sources about this movement.
• Students are required to read and discuss, in depth, philosophical books as well as architectural history/theory texts. The course explores the primary issues such as technology, myth, perception, poetics, materiality, representation, and hermeneutics.
• Besides presentations of 3 assigned readings, the student is required to complete an interpretive writing on a material construct made through the phenomenological approach.

Student Performance Criterion/a Addressed (list number and title)
A.9.   Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
• Presentations of Reading Assignments (50%)
• "Making and Writing" Project (50%)

Prerequisites
University graduate admission (This course has also been taken by architectural PhD students)

Textbooks/Learning Resources
Aristotle, Parts I, II, III (mimesis), *Poetics*.
Derrida, J., ch. 1, *The Truth in Painting*.
Marco Frascari, "A Tradition of Architectural Figures: A Search for Vita Beata," *Body and Building*.
H G Gadamer, Part I & Part II: Chs. 2, 3, 4, 5, 6, 7, 8, 9, *The Relevance of the Beautiful*.
M Heidegger, *The Question Concerning Technology, and Other Essays*.
---, "Intro," *Being and Time*.
---, "The Thinker as Poet," "The Thing," "Poetically Man Dwells" and "Language," in *Poetry, Language, Thought*.
---, "The Origin of the Work of Art," "Building, Dwelling, Thinking" and "The End of Philosophy," *Basic Writings*.
E Husserl, "Intro" and "Philosophy and the Crisis of European Man," *Phenomenology and the Crisis of Philosophy*.
M Merleau-Ponty, "Intro.," Chs. 1, 2, 3, 4, *Phenomenology of Perception*.
---, *The Visible and the Invisible*.
Alberto Perez-Gomez, "Chora: The Space of Architectural Representation," *Chora*, vol. 1.
J-P Sartre, Part three: Chs. I & II, *Being and Nothingness*.
Dalibor Vesely, "Toward a Poetics of Architecture," *Architecture in the Age of Divided Representation*.
Hui Zou, "*Jing*: A Phenomenological Reflection of Chinese Landscape and *Qing*," *Journal of Chinese Philosophy* 35.2 (June 2008).

Offered (semester and year)
Spring term, annually

Faculty Assigned
Hui Zou (F/T)

ENVIRONMENTAL TECHNOLOGY 2

Course Number: ARC 4620

Credits: 3

Course Description (limit 25 words)
Sensory percepts, physical properties and technological manipulation of sound, light and building power systems are examined through theoretical, conceptual and practical modes.

Course Goals & Objectives (list)
- An understanding of Environmental Systems and will be achieved through an examination of the sensory percepts, physical properties and technological manipulation of sound, light and building power systems.
- Further understanding of the practical application of environmental technologies and Building Service Systems will be investigated through vignette assignments, case studies, student design projects and tests.
- Another objective of this course is to familiarize students with the vocabulary and concepts involved in the design of various levels of environmental control used by architects and develop communication skills that will facilitate the use of these concepts and vocabulary in future design studios.

Student Performance Criterion/a Addressed (list number and title)
A.1.   Communication Skills
B.8.   Environmental Systems
B.11. Building Service Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Active and Passive Acoustics (40%)
- Lighting systems – Natural and electronic (35%)
- Energy Systems (25%)

Prerequisites
Acceptance into Upper Division, and completion of ET 1

Textbooks/Learning Resources
Grondzik, Walter T; *Mechanical and Electrical Equipment for Buildings*. Hoboken, N.J.: Wiley, 2010.

Offered (semester and year)
Fall and Spring terms, annually

Faculty Assigned
Thomas Smith (F/T Senior Lecturer)
Lucky Tsaih (F/T)

BUILDING INFORMATION MODELING

Course Number: ARC 4310C

Credits: 3

Course Description (limit 25 words)
This course introduces students to the principles and practice of Building Information Modeling.

Course Goals & Objectives (list)
- This course familiarizes students with the basic theoretical and practical foundations of digital representational techniques utilized in contemporary architectural practice.
- Weekly lectures and lab sessions introduce students to the powerful capabilities of BIM software.
- Students are introduced to the fundamental concepts of BIM and associative modeling, as well as imbedded information. Advantages for design, construction, and management are explored, and the vastly different approach to modeling introduced.
- Site and conceptual massing modeling is used to familiarize students with the basic concepts of creating associations and using formulas to drive geometry. Vasari is used for demonstration of basic energy and solar analysis and adjusting design solutions based on preliminary environmental analysis.
- Revit families and adaptive components are used further explore concepts of associative modeling and building systems, materials, building envelopes, and details. Case studies are analyzed and replicated as an exercise to explore various modeling strategies for existing projects.
- Building element modeling and documentation methods are introduced in parallel to building information representation techniques, layouts, annotations, and drawing coordination.
- Interoperability: Importing/Exporting models, as well as sharing data with consultants.
- Full building documentation of a design project is required as a final project, including plans, sections, elevations, room schedules, wall sections, details, renderings, and diagrams.
- Emphasis is made on the potential impact of BIM to transform design methodology as well as project management, productivity, and collaboration in contemporary practice.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Conceptual Massing and Analysis (30%)
- Adaptive Components and Families (30%)
- Building Modeling and Drafting Details (30%)
- Sheets, Views, and Layouts (10%)

Prerequisites
University admission

Textbooks/Learning Resources
Assorted tutorials developed by faculty and GTAs, distributed to students via UF Sakai e-Learning Online Courseware Management System
Online software tutorials provided by UF IT-contracted Lynda.com website
Web tutorials developed by Autodesk Inc. and various academic institutions as open-source teaching resources
Read, Phil. Vandezande, James. Krygiel, Eddy. *Mastering Autodesk Revit Architecture* (Sybex. 2012)

Offered (semester and year)
Spring term, annually

Faculty Assigned
Lee-Su Huang (F/T)
John Maze (F/T)
Nawari Nawari (F/T)

ARCHITECTURAL THEORY 2

Course Number: ARC 4220

Credits: 3

Course Description (limit 25 words)
The objective of this course is to read, write and discuss the problematic and poetics of architectural theory in the 20th and 21st century.

Course Goals & Objectives (list)
- A primary objective of theory 2 is to prepare undergraduates to engage in a critical dialog on the role of contemporary theory within architectural practice
- To prepare students to developed critical intellectual skills of reading and writing about Architectural Theory and its role in design decision making.
- To prepare students with the necessary foundation for the demands encountered in graduate architectural education

Student Performance Criterion/a Addressed (list number and title)
C.8.   Ethics and Professional Judgment

Topical Outline (including percentage of time in course spent in each subject area)
- Essay Exams (40%)
- Paper (40%)
- Seminar Participation (20%)

Prerequisites
Architectural Theory 1

Textbooks/Learning Resources
Online Course Readings Primarily taken from *Architectural Theory Since 1968* ed. K. M. Hays, There are numerous other sources including *Inside Architecture*, Vittorio Gregotti, 1996 and K. Nesbitt's *Theorizing a New Agenda for Architecture.* 1996.

Offered (semester and year)
Fall term, annually

Faculty Assigned
Martin Gundersen (F/T)

CORE STUDIO 4

Course Number: ARC 4074

Credits: 6

Course Description (limit 25 words)
Architectural design and its relationship to place making in the urban context, analyzed through site analysis, and investigated through projects of varying scale and complexity.

Course Goals & Objectives (list)
- Understand urban sites in both their historical and present morphology as layered products of time, changing context, human intervention, and symbolic meaning.
- Analyze context in its features of transportation systems, light, density, program, building technology and place making. Learn to conduct research, both technical and historical, to strengthen these concepts as design motivators.
- Strengthen representational skills of analytical drawing to explore multiple and complex urban conditions.
- Recognize the mutual influence of buildings and their context on the human psychological and social experience.
- Understand the energy implications of decisions made during the design process, and develop proposals that reduce energy use through both active and passive design strategies.
- Develop design skills of formal and spatial relationships both internal and external to the constructed design and the role of the envelope in the mediation between those two realms. Refine a tectonic language consistent with the defined conceptual approach and developing this in detail and material clarity.
- Design integration of an expanded knowledge of building technology and regulations, including structure, environmental performance, and life safety.
- Develop the design process to integrate digital and physical methods of design exploration.
- Strengthen representational techniques to integrate a more detailed and complex understanding of contextual and technical knowledge.

Student Student Performance Criterion/a Addressed (list number and title)
A.3.   Visual Communication Skills
A.4.   Technical Documentation
A.5.   Investigative Skills
B.1.   Pre-Design
B.2.   Accessibility
B.5.   Life Safety
B.6.   Comprehensive Design
C.9.   Community and Social Responsibility

Topical Outline (including percentage of time in course spent in each subject area)
- Mapping and analyzing historical urban context (10%)
- Context and precedent research including cultural, climatic, environmental, and programmatic (10%)
- Integration of environmental, structural, and material technologies (10%)
- Developing architectural design proposals (60%)
- Presentation skills (10%)

Prerequisites
ARC 3320 Architectural Design 5

Textbooks/Learning Resources
Various materials on the history and development of evolving urban contexts and the role of buildings in both responding to and shaping the urban experience.

Offered (semester and year)
Spring term, annually

Faculty Assigned
Stephen Belton (F/T), Stephen Bender (adjunct), Martin Gundersen (F/T), Rocke Hill (F/T), Levent Kara (F/T), Martha Kohen (F/T), Lisa Huang (F/T), Guy Peterson (adjunct), Mick Richmond (adjunct), Ruth Ron (F/T), Brian Smith (adjunct), Tom Smith (adjunct), William Tilson (F/T), Jairo Vives (adjunct), Albertus Wang (adjunct)

CORE STUDIO 3

Course Number: ARC 4073

Credits: 6

Course Description (limit 25 words)
Architectural design and its relationship to place making in the natural landscape, investigated through a range of projects which vary in scale and complexity.

Course Goals & Objectives (list)
· Engage a physical site and evaluate its tangible constraints of topography, water, soil, vegetation, wildlife, and capacity for supporting and/or shaping human occupation.
· Recognize and identify the temporal aspects of site, including those associated with climate, cyclical seasonal changes, solar movements, wind, and lunar/tidal impacts, etc. Understand the relationships that temporal changes have on physical aspects of site.
· Recognize the phenomenal, physiological, and psychological aspects of site, and the things that humans use to shape and understand a place through direct human perception. Understand the personal attitudes that the architect or designer brings with them to a site, and learn to meter their impact on the work.
· Develop analytic and representational tools to explore mutable sites and understand the ideas embedded within them.
· Distill ideas and construct motivating stories to direct design; shape program and built form that embodies, communicates, and expresses design intent; test and refine ideas through built form. Learn to use narrative and written words to examine and articulate design ideas.
· Shape ideas into/through "buildings" with more sophisticated architectural definition, including structure, heating/cooling/ventilation, and enclosure. Consider and deploy materiality in response to the architectural motivators.
· Recognize the relationships between natural resources, land use, material decisions, and human occupation. Develop an ability to evaluate these decisions and learn strategies for optimizing, conserving, and/or reusing natural and built resources to provide healthful environments for occupants/users and reduce the environmental impacts of building construction and operations on future generations.
· Understand the energy implications of decisions made during the design process, and develop proposals that reduce energy use through passive and bioclimatic design strategies.

Student Performance Criterion/a Addressed (list number and title)
A.6. Fundamental Design Skills
B.3. Sustainability
B.4. Site Design
C.2. Human Behavior

Topical Outline (including percentage of time in course spent in each subject area)
• Site analysis and interpretation (20%)
• Development of design proposals (60%)
• Drawing and other representational techniques (10%)
• Presentation skills (10%)

Prerequisites
ARC 4072 Core Studio 2

Textbooks/Learning Resources
Various materials on the climate, landscape, and ecology of Florida and on the role of buildings in shaping place and the phenomena of experience.

Offered (semester and year)
Fall term, annually

Faculty Assigned
Stephen Belton (F/T), Stephen Bender (adjunct), Ron Haase (Emeritus Professor), Martha Kohen (F/T), Michael Kuenstle (F/T), Mark McGlothlin (F/T), Mick Richmond (adjunct), Peter Rumple (adjunct), Brian Smith (Visiting Professor), Bradley Walters (F/T)

CORE STUDIO 2

Course Number: ARC 4072

Credits: 6

Course Description (limit 25 words)
Continuation of core studio sequence with increased emphasis on manipulation of architectural elements and the influences, limitations and possibilities of the physical context on design thinking.

Course Goals & Objectives (list)
- To engage program as both utilitarian and poetic (project brief & idea).
- To conceptualize architectural investigations and to scrutinize ideas drawn from cultural sources (i.e. film, literature, historic artifacts, cities)
- To introduce and develop a process of analytical mapping / diagramming as both as speculative (exploratory and provisional) and formal (prescribed and precise) construct.
- To develop context as a body of knowledge and a source of architectural ideas and informants
- To engage the "natural" environment as an exploration of constructed landscape
- To engage the "natural" environment as an intervention in the dense vertical fabric
- To develop and refine personal design processes and methodologies
- To visualize ideas through a clear and rigorous design process.
- To see drawing and modeling as technique
- To become more aware of the discipline of architecture and the associated instruments of investigation and representation.

Student Performance Criterion/a Addressed (list number and title)
A.8.   Ordering Systems Skills

Topical Outline (including percentage of time in course spent in each subject area)
- Drawing and other representational techniques (60%)
- Presentation skills (40%)

Prerequisites
ARC 4071

Textbooks/Learning Resources
n/a

Offered (semester and year)
Spring term, annually

Faculty Assigned
John Maze (F/T)

CORE STUDIO 1

Course Number: ARC 4071

Credits: 4

Course Description (limit 25 words)
This course introduces fundamental design concepts, including design generation and development, spatial and organizational strategies, tectonic languages, analytical thinking and precedent study, and design communication skills.

Course Goals & Objectives (list)
- To introduce the fundamentals of architectural design to graduate students without prior experience, with emphasis to the basic concepts of space and tectonics, how these two ideas interact with one another, and how these ideas are imbedded within and inform the design process.
- To develop the fundamentals of spatial cognition through a carefully-coordinated sequence of generative spatial and tectonic exercises.
- To examine linkages between design ideas, cultural relationships, and construction contents through targeted seminars and/or lectures.
- To introduce the role of spatial analysis and precedent research as a critical part of the design process.

Student Performance Criterion/a Addressed (list number and title)
A.8.   Ordering Systems Skills

Topical Outline (including percentage of time in course spent in each subject area)
- Design thinking, drawing and other representational techniques (70%)
- Presentation skills (30%)

Prerequisites
University graduate admission

Textbooks/Learning Resources
No required textbook

Offered (semester and year)
Fall term, annually

Faculty Assigned
Donna Cohen (F/T)
Mark McGlothlin (F/T)
Lisa Huang (F/T)

ARCHITECTURAL HISTORY 3

Course Number: ARC 3743

Credits: 3

Course Description (limit 25 words)
This course surveys 20th- and 21st-century world architecture and urban design, emphasizing relations between architectural disciplines and meanings of "contemporary," "critical history," and "global practice."

Course Goals & Objectives (list)
•   To extend the survey of architectural history into more recent practices across the globe.
•   To investigate the effects of social, political, material, technological, and cultural forces on the design and construction of the built environment.
•   To explore the role of architects in contemporary society.
•   To study the influences of globalization on the worldwide practice of architecture.
•   To challenge students to think (and in the future, to practice) critically with knowledge of architectural precedents.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
•   Historical Traditions and Global Culture (70%)
•   Architectural Precedents (20%)
•   Presentation and Communication skills (10%)

Prerequisites
History 1 and 2 (or by special permission)

Textbooks/Learning Resources

Required
Alan Colquhoun, *Modern Architecture* (Oxford: Oxford University Press, 2002).
Michael Fazio, Marian Moffett, Lawrence Wodehouse. *A World History of Architecture* (New York: McGraw-Hill, 2008).

Recommended (selections from each text)
Jianfei Zhu, *Architecture of Modern China: A Historical Critique*, Routledge, 2008.
Jon T. Lang, *A Concise History of Modern Architecture in India*, Orient Blackswan, 2002
Jean-Paul Bourdier and Thi Minh-Ha Trinh*, Drawn from African Dwellings*, Indiana University Press, 1996.
Sandy Isenstadt and Kishwar Rizvi, Modernism and the Middle East: Architecture and Politics in the 20th Century,
        University of Washington Press, 2008.
Antoni Folkers, *Modern Architecture in Africa*, Sun, 2010.
Jorge Glusberg, ed., *Latin America (World Architecture 1900-2000: A Critical Mosaic)*, Springer, 2001.

Optional
Kenneth Frampton, *Modern Architecture: A Critical History* (London: Thames and Hudson, 1992 and 2007).
Peter Gössel and Gabriele Leuthäuser, *Architecture in the Twentieth Century* (New York: Taschen, 2001)
Phaidon Atlas of Contemporary Architecture: Travel Edition (London: Phaidon, 2005).

Offered (semester and year)
Fall term, annually

Faculty Assigned
Charlie Hailey (F/T)
Vandana Baweja (F/T)

ENVIRONMENTAL TECHNOLOGY 1

Course Number: ARC 3610

Credits: 3

Course Description (limit 25 words)
Introduces theoretical and practical relationships between people, building systems, and the natural environment; including thermal comfort, indoor air quality, water, waste, movement, and life safety.

Course Goals & Objectives (list)
- The course provides an exposure to building service systems and their integration with architectural systems.
- Projects are designed to help students develop a quantitative understanding of natural environmental systems, and to quantify the effects of building systems within the context of the climate and environment.
- Coursework is coordinated with the design curriculum to build understanding of building envelope systems, building service systems, and their integration into the design process.
- Students gain understanding of the vocabulary and concepts related to psychrometrics, indoor air quality, passive solar control and sun shading, building envelope systems, passive and active building ventilation, passive and active heating and cooling systems, water and waste systems, fire and life safety, and vertical movement systems.

Student Performance Criterion/a Addressed (list number and title)
B.8.   Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Context / Natural Environmental Systems (25%)
- Passive Thermal Control Strategies (25%)
- Active Thermal Control Strategies (30%)
- Water and Waste Systems (10%)
- Vertical Movement Systems (5%)
- Fire and Life Safety Systems (5%)

Prerequisites
Admission into upper division

Textbooks/Learning Resources
Grondzik, Walter T. *Mechanical and Electrical Equipment for Buildings*. Hoboken, N.J.: Wiley, 2010.
Kwok, Alison G. *The Green Studio Handbook*. Boston, MA: Elsevier/Architectural Press, 2011.
Lechner, Norbert. *Heating, Cooling, Lighting: Design Methods for Architects*. New York: Wiley, 2001.

Offered (semester and year)
Spring term, annually

Faculty Assigned
Michael Richmond (Adjunct Professor)
Gary Siebein (F/T)

INTRODUCTION TO ARCHITECTURAL STRUCTURES

Course Number: ARC 3503

Credits: 3

Course Description (limit 25 words)
This course introduces the fundamentals of architectural structures including statics and strength of building materials. Links are initiated with Materials and Methods and Architectural Design 5.

Course Goals & Objectives (list)
- Identifying the main structural components of a building system (gravity and lateral) and understanding their functions.
- Correlation of Architectural structures and architectural design: exposing, concealing, and celebrating structures.
- Understanding the union of space, form and structures.
- Understanding forces and their types and nature, moments and their vector representations.
- Analyze free body diagrams, rigid body equilibrium forces and determine reactions, shear force and bending moment diagrams.
- Understand the relationship between loads, force, stress, strains and their applications in structural design.
- Architectural case studies to examine conceptual development, structural design, and building process.

Student Performance Criterion/a Addressed (list number and title)
B.9.   Structural Systems

Topical Outline (including percentage of time in course spent in each subject area)
- Fundamental of Structural elements and systems (80%)
- Architectural case studies to examine conceptual development, structural design, and building codes (20%)

Prerequisites
Pre-Calculus and Physics

Textbooks/Learning Resources
Building Structures. Nawari O. Nawari & M. Kuenstle, University Readers, Inc. & Cognella Academic Publishing, ISBN: 978-1-60927-673-7.
Handouts: STRUCTURES EXERCISE BOOK. Available at UF Mail & Document Services, 715 Radio Road
Shaping Structures: Statics Waclaw Zalewski and Edward Allen , ISBN: 0-471-16968.
Statics and Strength of Materials for Architecture and Building Construction. Barry Onouye and Kevin Kane, Prentice Hall, Inc. Upper Saddle River, New Jersey, 2007, ISBN 0-13-054970-3

Offered (semester and year)
Fall term, annually

Faculty Assigned
Nawari O. Nawari (F/T)

MATERIALS AND METHODS OF CONSTRUCTION 2

Course Number: ARC 3463

Credits: 3

Course Description (limit 25 words)
This course introduces students to advanced aspects of construction materials, building systems, detailing, construction documentation processes, and regulatory codes.

Course Goals & Objectives (list)
- To study the relationship between design intent and the selection and development of building envelope strategies, systems and materials through lecture-based content delivery.
- To examine, in practical terms, how design intent is developed and recorded in the development of construction documents (lecture/laboratory)
- To introduce the role of building codes and other regulations on the process of designing, developing and detailing of building systems (lecture/Lab).
- To introduce the relationship between the various disciplines involved in process of design development, documentation and construction
- To understand the various factors that influence the technical concerns of the building envelope, including the presence, control and movement of moisture and the control of heat transfer within materials and envelope systems
- To examine the concerns and approaches towards architectural detailing (lecture/lab)
- To examine the role of alternate means of documentation, delivery, fabrication, and assembly
- To apply the principles and techniques of design development and documentation through the develop a preliminary construction drawing package for a modestly-sized building (laboratory)
- To examine the process of design development and documentation as a collaborative effort (lab)

Student Student Performance Criterion/a Addressed (list number and title)
A.4. Technical Documentation
B.5. Life Safety
B.10. Building Envelope Systems
B.12. Building Materials and Systems
C.1. Collaboration
C.6. Leadership

Topical Outline (including percentage of time in course spent in each subject area)
- Materials system principles, theories and applications (30%)
- Building envelope strategies, alternatives and applications (30%)
- Building system coordination and integration (10%)
- Building codes and regulatory systems (15%)
- Design development and technical documentation methods (15%)

Prerequisites
ARC 4323 Architectural Design 7 or ARC 4073 Core Studio 3

Textbooks/Learning Resources
Frances D.K. Ching. *Building Construction Illustrated*, 3th edition, New York: Wiley Press, 2000.

Offered (semester and year)
Spring and Summer B terms, annually (Offered in Gainesville and at the Vicenza Institute of Architecture)

Faculty Assigned
Mark McGlothlin (F/T)
Bradley Walters (F/T, VIA 2012)
Tom Smith (F/T Senior Lecturer, VIA 2011)
Francesco Capellari (F/T VIA 2010)
Nancy Clark (F/T, Summer B 2010)

ADVANCED TOPICS IN DIGITAL ARCHITECTURE

Course Number: ARC 3181

Credits: 3

Course Description (limit 25 words)
This course introduces students to advanced digital representational techniques including advanced modeling, parametric modeling, digital fabrication, and advanced rendering.

Course Goals & Objectives (list)
- This course expands on basic digital design skills acquired in ARC 2180 and covers complex geometries, complex layered systems, and planning for fabrication using parametric logics.
- Students learn to model, construct, and represent complex geometries as well as produce analytical drawings of architectural elements using a combination of digital tools.
- Emphasis is placed on the mathematical/logical principles behind generative/parametric design processes, where multiple solutions to the same problem are shown through examples and tutorials. Students learn to discern the advantages/disadvantages of each approach from design, modeling, and management viewpoints, while learning to apply the correct method to each situation.
- Throughout the semester students present analytical research case studies, learning to recognize, appropriate, and deploy the major parametric design paradigms and logics at a variety of scales.
- This exposure to a wide range of projects and design approaches helps students analyze the inherent strengths and weaknesses of differing approaches while learning to combine them creatively for application in design project situations.
- Using a group fabrication project, the course helps students understand the basic guidelines and workflows of preparing files for various contemporary digital fabrication techniques.
- Students learn to build, manage, and represent highly complex scenes for high-quality renderings and animations.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Advanced NURBS and SubD modeling, parametric modeling (50%)
- Advanced rendering and scene management (30%)
- Digital fabrication (20%)

Prerequisites
ARC 2180 or equivalent

Textbooks/Learning Resources
Assorted tutorials developed by faculty and GTAs, distributed to students via UF Sakai e-Learning Online Courseware
    Management System.
Web tutorials developed by McNeel Software, Autodesk Inc., Chaos Group, and various academic institutions as open-
    source teaching resources.
H. Pottmann, A. Asperl, M. Hofer, A. Kilian, D. Bentley. *Architectural Geometry* (Bentley Institute Press. 2007)
Kolarevic, Branko. *Manufacturing Material Effects: Rethinking Design and Making in Architecture* (Routledge. 2008)
Woodbury, Robert. *Elements of Parametric Design* (Routledge. 2010)
Burry, Jane & Mark. *The New Mathematics of Architecture* (Thames & Hudson. 2010)
Iwamoto, Lisa. *Digital Fabrications: Architectural and Material Techniques* (Princeton Architectural Press. 2009)
Picon, Antoine. *Digital Culture in Architecture* (Birkhäuser Architecture. 2010)
Tedeschi, Arturo. *Parametric Architecture with Grasshopper* (Le Penseur, 2011)

Offered (semester and year)
Spring term, annually

Faculty Assigned
Lee-Su Huang (F/T)
Ruth Ron (F/T)

MATERIALS AND METHODS OF CONSTRUCTION 1

Course Number: ARC 2461

Credits: 3

Course Description (limit 25 words)
This course introduces students to materials, components, and systems commonly used in construction. It addresses criteria for evaluation and the design decision-making process.

Course Goals & Objectives (list)
- Provide a broad base of technical knowledge for the inventive, creative, and responsible use of materials associated with the built environment.
- Address material properties independently while also introducing the systemic relationships of material assemblages.
- Develop an understanding of the performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.
- Introduce a wide range of building materials and assemblies, including the appropriateness of these materials for particular applications.
- Introduce basic principles of building envelope systems, criteria for evaluation, and the appropriate application of particular assemblies based on design intent and performance requirements.

Student Performance Criterion/a Addressed (list number and title)
B.12. Building Materials and Assemblies

Topical Outline (including percentage of time in course spent in each subject area)
- Sustainability, LEED, Cradle-to-Cradle, Architectural Practice, and Materiality as a Concept (7.7%)
- Systemic Relationships, Structure, and Tectonic Logics (3.8%)
- Site and Foundations (3.8%)
- Wood, Heavy Timber, and Light Frame Construction (11.5%)
- Masonry, Brick, Stone, Concrete Masonry Units, and Masonry Wall Construction (11.5%)
- Steel, Steel Frame Construction, and Light Gauge Steel Frame Construction (11.5%)
- Concrete, Sitecast Systems, and Precast Systems (11.5%)
- Building Enclosure and Roofing (7.7%)
- Glass, Glazing, Windows, and Doors (7.7%)
- Exterior Wall Systems, including Wood, Composites, Masonry, Concrete, Metal, and Glass Systems (15.4%)
- Selecting Interior Finishes, Walls, Partitions, Ceilings, and Floor Finishes (7.7%)

Prerequisites
Architecture majors only; Corequisite: ARC 2304 Architectural Design 4

Textbooks/Learning Resources
Allen, Edward and Joseph Iano. *Fundamentals of Building Construction: Materials and Methods*, 5th Ed. (John Wiley & Sons, 2009)

Offered (semester and year)
Spring term, annually

Faculty Assigned
Claude Armstrong (Adjunct Professor)
Bradley Walters (F/T)

THEORY OF ARCHITECTURE 1

Course Number: ARC 2201

Credits: 3

Course Description (limit 25 words)
This course introduces fundamental theoretical issues and ideas in architecture, including ancient Roman theories, Renaissance theories, and the contemporary theories that hermeneutically interpreting architectural traditions.

Course Goals & Objectives (list)
*   The course is an introduction to architectural theories for students without prior experience, and is intended to emphasize the fundamental concepts and theories of architectural design in a broad philosophical context.
*   The course consists of the Tuesday lectures and Thursday seminars, home reading assignments, midterm and final papers, group oral presentations, intended to enhance the student's theoretical thinking in architectural design.
*   The course teaches skills of theoretical writing, and the interaction between speaking and writing in architectural theorization.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
*   Midterm and final papers (80%)
*   Group oral presentations (20%)

Prerequisites
University admission

Textbooks/Learning Resources

Textbook
Vitruvius, *The Ten Books of Architecture* (Dover, 1960).

References
Leon Alberti, *On the Art of Building in Ten Books* (MIT, 1996).
Martin Heidegger, "The Origin of the Work of Art," *Basic Writings* (HarperCollins, 1993).
---, "Building Dwelling Thinking," *Basic Writings*.
Steven Holl, *Intertwining* (Princeton Architectural Press, 1996).
Alberto Pérez-Gómez, "Chora: The Space of Architectural Representation." *Chora 1: Intervals in the Philosophy of Architecture* (McGill-Queens, 1994).
Plato, *Timaeus and Critias* (Penguin, 1977).
Dalibor Vesely, "The Architectonics of Embodiment," *Body and Building* (MIT, 2002).
---, "Architecture and the Question of Technology," *Architecture, Ethics, and Technology* (McGill-Queen, 1994).
Frances Yates, *The Art of Memory* (University of Chicago, 1966).
Hui Zou, "The Philosophical Encounter Embodied by the Yuanming Yuan," *Journal of Environmental Philosophy* 7.1 (Spring 2010).

Offered (semester and year)
Fall term, annually

Faculty Assigned
Hui Zou (F/T)

INTRODUCTION TO DIGITAL ARCHITECTURE

Course Number: ARC 2180

Credits: 3

Course Description (limit 25 words)
This course introduces students to basic digital representational techniques including 2D drafting, raster and vector graphics programs, digital publishing, 3D modeling, and digital rendering.

Course Goals & Objectives (list)
- This course familiarizes students with the basic theoretical and practical foundations of digital representational techniques utilized in contemporary architectural practice.
- Through weekly lecture and lab sessions, students are guided through tutorials and exercises designed to increase proficiency with a wide variety of digital production tools.
- The fundamental theoretical and computational principles of how the various programs operate is presented to provide students with a solid understanding of the digital processes at work.
- Proficiency is expected in the core 2D programs (Autocad, Photoshop, Illustrator, InDesign), 3D programs (Sketchup, Rhinoceros), as well as digital rendering engines (Brazil, VRay).
- Beyond the ability to operate efficiently in the above programs, particular emphasis is put on the ability to navigate and work between these programs; interoperability and exchange of design data is a fundamental facet of contemporary digital practice.
- Skills are tested at periodic intervals through semester projects involving close integration of design studio projects and the digital representation of said projects. The project demonstrates the student's ability to integrate all programs and techniques and produce a comprehensive design presentation.
- Beyond the technique, students asked to gradually integrate these tools into their design process to aid in the creation of place, space, and architecture. Conveying design intent through diagrams, atmospheric renderings, spatial composition, and graphic composition are issues brought up and discussed within the broader course context.

Student Performance Criterion/a Addressed (list number and title)
A.3.   Visual Communication Skills

Topical Outline (including percentage of time in course spent in each subject area)
- 2D Drafting (15%)
- Raster/Vector Graphics (30%)
- 3D Drafting/Modeling (20%)
- Digital Rendering (20%)
- Graphical Layouts (15%)

Prerequisites
University admission

Textbooks/Learning Resources
Assorted tutorials developed by faculty and GTAs, distributed to students via UF Sakai e-Learning Online Courseware Management System.
Online software tutorials provided by UF IT-contracted Lynda.com website.
Web tutorials developed by McNeel Software, Autodesk Inc., Chaos Group, Adobe Software, and various academic institutions as open-source teaching resources.
H. Pottmann, A. Asperl, M. Hofer, A. Kilian, D. Bentley. *Architectural Geometry* (Bentley Institute Press. 2007)

Offered (semester and year)
Fall term, annually

Faculty Assigned
Jairo Vives (F/T, Adjunct Professor)
Lee-Su Huang (F/T)
Rebecca Walker (Adjunct Professor)

ARCHITECTURAL HISTORY 2

Course Number: ARC1702

Credits: 3

Course Description (limit 25 words)
This course surveys the architectural history from the Renaissance to the mid-19th century.

Course Goals & Objectives (list)
- The course is a survey of Architectural History 2 for students who have taken the Architectural History 1 course, and is intended to emphasize the architects' intentions from the Renaissance to the mid-19th century.
- The course consists of lectures, midterm and final exams, reading and writing in history, and a collage work, titled "House of Memory," exploring the material conceptualization of history
- This course provides a survey and interpretation of the Renaissance (15th-16th centuries), Baroque (17th century), Enlightenment (18th century) and early modern (early 19th century) architecture in Western history. It also introduces architectural encounters between East and West through the 17th and 18th centuries. Compared with the ancient civilizations covered by the Architectural History 1 course, the Architectural History 2 highlights the emerging phenomena in architectural history regarding how individual architects and theorists expressed their cosmic intentions through architectural practice and research.

Student Performance Criterion/a Addressed (list number and title)
Course meets multiple student performance criteria as indicated in the objectives and topical outline, however other courses have been selected for detailed SPC evaluation. Please refer to the Student Performance Matrix.

Topical Outline (including percentage of time in course spent in each subject area)
- Survey of architectural intentions from the Renaissance to the mid-19th century (80%)
- Architectural history writing and material conceptualization (20%)

Prerequisites
University admission

Textbooks/Learning Resources
Michael Fazio et al., *Buildings across Time* (McGraw-Hill, 2009) (required for home reading)
Alberto Perez-Gomez, *Architecture and the Crisis of Modern Science* (MIT, 1994) (optional for further studies)
Hui Zou, lecture notes (The student is required to transcribe the synoptic notes given at the beginning of each lecture)

Offered (semester and year)
Spring and Summer B terms, annually

Faculty Assigned
Vandana Baweja (F/T)
Martin Gundersen (F/T)
Hui Zou(F/T)

ARCHITECTURAL HISTORY 1

Course Number: ARC 1701

Credits: 3

Course Description (limit 25 words)
This is the first part of the architectural history survey and covers the history of architecture from the prehistoric to the medieval period in the Western and non-Western world.

Course Goals & Objectives (list)
- To acquire a broader understanding and appreciation of cultural processes those have led to the production of architecture through history.
- To examine how architecture is understood through social, religious, cultural, environmental, and political concerns in the Western and non-Western world.

Student Performance Criterion/a Addressed (list number and title)
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (including percentage of time in course spent in each subject area)
- The discipline of architectural history (2.27%)
- Ancient Architecture (6.5%)
- Egyptian Architecture (6.5%)
- Crete and Mycenae (1.77%)
- Writing architectural history paper (3.4%)
- Greek Architecture (6.5%)
- Roman Architecture (6.81%)
- Early Christian Architecture (6.5%)
- Architecture in South Asia (6.5%)
- Architecture in China and Japan (6.5%)
- Pre-Columbian architecture (6.81%)
- Islamic Architecture (6.5%)
- Exam Review (4.54%)
- Exam (9.09%)
- Carolingian and Romanesque (6.5%)
- Medieval Cities (6.5%)
- Gothic Architecture (6.81%)

Prerequisites
University admission in the architecture program

Textbooks/Learning Resources
Kostof, Spiro. 1985. *A history of architecture: settings and rituals*. New York: Oxford University Press.
Fazio, Michael W.; Marian Moffett; and Lawrence Wodehouse. *Buildings across time: an introduction to world architecture*. Boston, Mass.: McGraw-Hill Higher Education, 2009.

Offered (semester and year)
Fall and Summer terms, annually

Faculty Assigned
Vandana Baweja (F/T)
Donna Cohen (F/T)
Mick Richmond (Adjunct Professor)

Part Four: Supplemental Information

Part Four (IV): Section 3 – Faculty Resumes

Full-Time and Adjunct Faculty (two academic years prior to current visit)

Claude Edward Armstrong
Vandana Baweja, Ph.D.
Stephen Belton
Stephen Bender, AIA
Frank Maling Bosworth III, Ph.D.
Nancy M. Clark
Donna L. Cohen
Wendy Fok *(former faculty – resume not available)*
Martin A. Gold, AIA, NCARB
Roy Eugene Graham, FAIA, NCARB, Fellow US/ICOMOS
Martin G. Gundersen, Jr.
Ron Haase, FAIA *(former faculty – resume not available)*
Charlie Hailey
Adeline (Nina) Hofer
Lee-Su Huang
Lisa Huang, AIA
Nitin Jayaswal
Martha Kohen
Michael W. Kuenstle, AIA
John Maze
Mark McGlothlin
Nawari O. Nawari
Alfonso Perez Mendez
Guy W. Peterson, FAIA
Michael Richmond, RA, NCARB, LEED AP BD+C
Ruth Ron
Peter Rumple *(former faculty – resume not available)*
Shivjit (Chevy) Sidhu
Gary W. Siebein, FAIA, FASA
Thomas Smith, AIA, LEED AP
William Brian Smith
Franca Stocco
William L. Tilson
Giovanni Traverso
Lucky Tsaih
Jairo Vives
Rebecca Walker
Bradley Walters, AIA, NCARB
Albertus Sunliang Wang
Hui Zou, Ph.D.

Visiting Studio Critics (two academic years prior to current visit)

2012-2013	2011-2012	2010-2011
Milton Braga	Anne Lacaton	Manuelle Gautrand
Peter Zellner	Giancarlo Mazzanti	T. Kelly Wilson
Alexandre Delijaicov	Felipe Mesa	Tod Williams
	Philippe Ruault	Carl Abbott

Part Four (IV) Section 3 Factulty Resumes (in NAAB format)

CLAUDE EDWARD ARMSTRONG

Courses Taught (two academic years prior to current visit)
ARC 2461   Materials and Methods of Construction 1 (Spring 2012)

Educational Credentials
M. Arch., GSAPP, Columbia University, 1982
B.S. Arch., The City College School of Architecture, The City University of New York, 1979

Teaching Experience
Visiting Adjunct Professor, University of Florida, 2012
Research Associate in Historic Preservation, University of Florida, 2006-2008
Visiting Adjunct Professor, University of Florida 1997-2005

Professional Experience
Principal, Armstrong + Cohen Architecture, Albuquerque, NM and Gainesville, FL. 1992-present
Associate Architect, Karl Thorne Associates, Gainesville, FL, 2002-2006
Associate Architect, Van Gilbert Architect PLC, Albuquerque, NM, 1994-1996
Associate Architect, Garrett Smith Ltd., Albuquerque, NM, 1991-1994
Project Architect, Jan Hird Pokorny Architects and Planners, New York, NY, 1988-1990
Project Architect, Francoise Bollack Architect, New York, NY, 1986-1988
Intern, Raquel Ramati & Associates, New York, NY, 1982-1985
Intern, Project Designer, Peter Gisolfi Associates, Hastings, NY, 1978-1982
Intern, Rothzeid and Partners, New York, NY, 1974-1978

Licenses/Registration
New York
New Mexico
Florida
New Jersey

Selected Publications and Recent Research
Rare Earth: Midrise Mud, Highrise Shuffle, (4th International Alvar Aalto Meeting on Modern Architecture, 2011)
A Raptor Enclosure for the Zuni Pueblo: Construction and Reconsideration, The Green Braid, (Routledge, 2007)

Professional Memberships
The American Institute of Architects

VANDANA BAWEJA, Ph.D.

Courses Taught (two academic years prior to current visit)
ARC 6911   Vernacular Architecture and Sustainability (Section1836)
ARC 6883   Vernacular Architecture and Sustainability (Section 046A)
ARC 4882   Vernacular Architecture and Sustainability (Section 046B)
ARC 3880   Sustainable Architecture (Section 4171)
ARC 3743   Architectural History 3 (Section 2661)
ARC 1702   Architectural History 2 (Section 4121)
ARC 1701   Architectural History 1 (Section 4880)
ARC 1000   Architecture +Humanity (Section 4601)
URP 3001   Cities of the World (Section 337)

Educational Credentials
Ph.D. History and Theory of Architecture, University of Michigan, Ann Arbor, USA, 2008
M.Sc. History and Theory of Architecture, University of Michigan, Ann Arbor, USA, 2005
M.A. Histories and Theories of Architecture, Architectural Association School of Architecture, London, UK.1999
Diploma in Architecture, Sushant School of Art and Architecture, India,1993

Teaching Experience
Assistant Professor of Architecture; College of Design, Construction and Planning; University of Florida, 2009-
Visiting Asst. Professor of Arch. History, OKUM Postdoctoral Fellow, Department of Art, Oberlin College, Ohio, 2008-09.
Graduate Student Instructor, Taubman College of Arch. and Urban Planning, Univ. of Michigan, Ann Arbor, 2000-02.
Visiting Faculty Member at the School of Planning and Architecture (SPA) New Delhi, 2000.

Professional Experience
Graphic Designer, Center for South Asian Studies, University of Michigan, Ann Arbor, 2000-05.
Curator and designer: "An Exhibition on the New Architecture of Berlin" for the German Festival in India, 2000-01.
Architect at Sawhney Consultants Pvt. Ltd. (SCPL), New Delhi, India,1994-96.
Intern Architect at Prem Chaudhery & Associates, Architects and Planners, New Delhi,1994.

Licenses/Registrations
Council of Architecture, India.

Selected Publications and Recent Research
Baweja, Vandana. "The Idea of Tropical Architecture." In *South of Cancer: A Critical Assessment on the Architecture of the Other 70% of the Planet*, edited by Fernando Luiz Lara, Luis Carranza and Rahul Mehrotra, to be published by Spon Press.
Baweja, Vandana."What's Next for Architectural History? Sustainability and the Architectural History Survey." In *Where Do You Stand: Proceedings of the 99th Annual Meeting of the Association of Collegiate Schools of Architecture (ACSA)*, March 3-6, 2011, Montréal, Canada, edited by Alberto Pérez-Goméz, Anne Cormier and Annie Pedret, 452-57. Washington, DC: Association of Collegiate Schools of Architecture (ACSA) Press, 2011.
Baweja, Vandana. "Slumdog and the City: Bombay, the Global Cosmopolis." In *1st European Architectural Historians Network Conference (EAHN)*, 17-20 June 2010, Guimarães, Portugal, edited by EAHN. Guimarães, Portugal: EAHN, 2010.
Baweja, Vandana. "Slumdog and the City: Bombay, the Global Cosmopolis." In *1st European Architectural Historians Network Conference (EAHN)*, 17-20 June 2010, Guimarães, Portugal, edited by EAHN. Guimarães, Portugal: EAHN, 2010.
Baweja, Vandana. "The Beginning of a Green Architecture: Otto Koenigsberger at the Department of Tropical Architecture at the Architectural Association (AA) School of Architecture, London, Uk." In *Fresh Air: Proceedings of the 95th Association of Collegiate Schools of Architecture ACSA (ACSA) Annual Meeting*, March 8-11, 2007, Philadelphia, PA, edited by Judith Bing and Cathrine Veikos, 527-36. Washington D.C.: Association of Collegiate Schools of Architecture (ACSA) Press, 2007.

Professional Memberships
Architectural Association (AA), London, UK
International Association for the Study of Traditional Environments (IASTE), Berkeley California, USA.
Society of Architectural Historians (SAH), USA.
Association of Collegiate Schools of Architecture (ACSA), USA.
College Art Association (CAA), USA.

STEPHEN BELTON

Courses Taught (two academic years prior to current visit)
ARC 6971   Masters Research Thesis (Fall 2011)
ARC 6913   Architectural Research 3: MRP/Thesis Preparation (Fall 2010 + 2011)
ARC 6241   Advanced Architectural Design 1 (Fall 2010)
ARC 4323   Architectural Design 8: Vicenza Institute of Architecture (Spring 2012)
ARC 4322   Architectural Design 7 (Fall 2011 + 2012)
ARC 3321   Architectural Design 6 (Spring 2011)
ARC 3320   Architectural Design 5 (Fall 2010 + 2011)
ARC 3291   Analytical Sketching: Vicenza Institute of Architecture (Spring 2012)
ARC 2304   Architectural Design 4 (Spring 2011)
ARC 1302   Architectural Design 2 (Summer 2012)

Educational Credentials
Master of Architecture, Harvard University, 2001
Bachelor of Arts (Architecture), University of California, Berkeley, 1995

Teaching Experience
Asssistant Professor, University of Florida, 2010-present
Weller Teaching + Research Fellow, Washington State University, 2008-2009
Studio Instructor, Harvard Career Discovery, 2001

Professional Experience
Principal, MAS (Material Architecture Studies), Seattle WA + Gainesville FL, 2009-present
Project Architect, Nieto Sobejano, Madrid SPAIN, 2002-2008
Designer, AGAS Arquitectos, Madrid SPAIN, 2001-2002
Researcher and Prototype Designer, Kennedy Violich Architecture, Boston MA, 2000

Licenses/Registration
Maine

Selected Publications and Recent Research
The Application of Mechanically Prestressed Fabric Membranes as Formwork for Complex Curved Concrete Structures Through Digital Form-Finding, Structural Analysis, and Fabrication, at 2nd International Conference on Fabric-Forming (Bath, England, 2012).
Tension/Compression, at 6th International Conference on High Performance Structures and Material (Southampton, England, 2012).
Light Information Desk, at 2003 Design Triennial: Inside Design Now, Cooper Hewitt National Design Museum. Project Lead and Fabrication.
Theater Immaterial, in *Bugs, Fish, Floors, & Ceilings: Luminous Bodies and the Contemporary Problem of Material Presence* (Osram Sylvania, 2001).

Professional Memberships
The American Institute of Architects

STEPHEN D. BENDER, AIA

Courses Taught (two academic years prior to current visit)
ARC 4074   Graduate Core 4
ARC 3321   Architectural Design 6
ARC 3320   Architectural Design 5
ARC 2304   Architectural Design 4
ARC 2303   Architectural Design 3

Educational Credentials
Master in Architecture, Harvard University Graduate School of Design, 1996
Bachelor of Design in Architecture, University of Florida School of Architecture, 1993

Teaching Experience
Adjunct Assistant Professor, University of Florida School of Architecture, 2008-present
Visiting Lecturer, University of Florida School of Architecture,1997-1998
Teaching Assistant, Harvard College, Carpenter Center for Art, 1996

Professional Experience
Principal, MW Bender Architecture, LLC. 2009-present
Preconstruction Manager and Design-Build Coordinator, Mandese White Construction, Inc. 2007-present
Principal, meta-design:architecture, llc. 2005-2007
Project Manager, Karl Thorne Associates, Inc. Gainesville, FL, 1999 – 2005
Project Designer and Manager, Permitting Agent , Redlands Christian Migrant Association Enterprises, Imokalee, FL, 1998-1999

Licenses/Registration
Florida Registered Architect AR94748
NCARB Certificate No. 73102
LEED AP BD+C GBCI Number: 10464257

Selected Publications and Recent Research
Lecture. Shipping Container Architecture Design Solution for the Fox Residence. American Society of Civil Engineers, Gainesville Branch. 2012.
Sustainable by Necessity. 2011.
Competition Entry. Florida Foundation for Architecture 4th Annual Design Competition 2011 Case Study Housing for Florida:
Competition Entry. "ResonanceBox" The Center for American Architecture and Design and The Butler School of Music, University of Texas Austin 2011, Music in Architecture - Architecture in Music Design and Composition Competition. 2011.
Lecture. Shipping Container Architecture for Transitional Housing. Interfaith Hospitality Network. Gainesville, FL. 2011.
Lecture. Shipping Container Architecture for Community Redevelopment. Gainesville CRA. 2010.
Director. (2005). Dan Kiley and the Miller Garden: Landscape Architect by Dan Kiley [Documentary Video]. (Available from Harvard University Frances Loeb Library at the Graduate School of Design, 48 Quincy, Gund Hall, Cambridge, MA 02138) A short version of the video was incorporated into an exhibition of Kiley's work at the Chicago Botanic Gardens in 2006.
Director. (1996). Allegheny Riverfront Park: a collaboration between installation artist Ann Hamilton and Landscape Architect, Michael Van Valkenburgh. [Documentary Video]. (Available from Harvard University Frances Loeb Library at the Graduate School of Design, 48 Quincy, Gund Hall, Cambridge, MA 02138)
Director. (1996). Seattle Landscape DNA: Landscape Architect Richard Haag. [Documentary Video]. (Available from Harvard University Frances Loeb Library at the Graduate School of Design, 48 Quincy, Gund Hall, Cambridge, MA 02138)
Director. (1995). A Question of Scale: analytical documentary about projects designed by OMA (Rem Koolhaas) filmed on location in Paris, Lille and Rotterdam [Documentary Video]. (Available from Harvard University Frances Loeb Library at the Graduate School of Design, 48 Quincy, Gund Hall, Cambridge, MA 02138)

Professional Memberships
The American Institute of Architects
National Council of Architectural Registration Boards

FRANK MALING BOSWORTH III, Ph.D.

Courses Taught (two academic years prior to current visit)
ARC 6116   Drawing Toward Architecture
ARC 6341   Advanced Design I
ARC 6355   Advanced Design II
ARC 6399   Advanced Urban Design
ARC 6911   Research I

Educational Credentials
Ph.D. Environmental Design and Planning, Virginia Polytechnic Institute and State University, 1995
B.Arch., Rensselaer Polytechnic Institute, 1972
B.S. Building Science, Rensselaer Polytechnic Institute, 1971

Teaching Experience
Professor / Assistant Director, University of Florida, 2011-present
Professor / Director, Louisiana State University, Baton Rouge, LA, 1999-2010
Professor / Dean, Southern University, Baton Rouge, 1997-1999
Assistant / Associate Professor/ Program Director, Bowling Green State Univ., Bowling Green , OH,1989-1997
Teaching Assistant, Virginia Tech, 1986-1989

Professional Experience
Intern, Reinvald/Griffing Architects and Planners, Troy, NY, 1971-1973
Project Manager / Vice President, King Melody Associates Inc., Clearwater, FL, 1973-1976
President, Frank M Bosworth Architecture, Inc., Clearwater, FL, 1976-1983
Vice President, CE Maguire Florida, Inc., Clearwater, FL, 1983-1986
Co-Director, Office of Community Design and Development, Baton Rouge, LA, 1999-2011

Licenses/Registration
Florida 6485 (inactive)

Selected Publications and Recent Research

Peer Reviewed and Invited Publications
Cuddeback, Marsha, Frank Bosworth and Vincent Cellucci. 2012. "Nascent Narratives: Re-viewing Presentations." *The International Journal of Literacies*19 (in press).
Bosworth Frank & Marsha Cuddeback. "The Reflective Community of Practice: A Model for Design Studio Teaching." *Batture.* (2010) 6: 44-53.
Cuddeback, Marsha & Frank Bosworth. "Rebuilding Community Block by Block." *Cityscape, A Journal of Policy Development and Research* (2008) 10: 77-99.
Cuddeback, Marsha & Frank Bosworth. "Ordinary Houses | Extraordinary Tales." *Batture: The LSU School of Architecture Journal* (2007) 3: 10-17.
Bosworth, Frank and Marsha Cuddeback. "Rebuilding Community." *Proceedings of the Symposium on Architecture for the 21 Century.* Ed. Jason Shih, Co-Ed. Jim Sullivan. Baton Rouge: LSU Office of Building Research (2007).
Bosworth, Frank and Marsha Cuddeback. "Using Service Learning To Develop Collaboration Skills." *Academic Exchange Quarterly* (2002) 6: 183-87.

Research
Louisiana Sustainable Communities Project (2010) National Endowment for the Arts, $35,000.
OCPR Environmental Science, Outreach and Engagement Consultation, Brown and Caldwell (2010)., $27,000.
Woodlands Trail and Park Master Plan and Visitor and Interpretive Center and River Pavilion (2009) $20,000
LA DOTD CSS Implementation Plan (2008) LA DOTD $20,000.

Research Publications
Bosworth, Frank and Marsha Cuddeback. *Denham Springs Master Action Plan.* Baton Rouge, LA: OCDD (2008).
---. *GoMap! Government Street Master Action Plan.* Baton Rouge, LA: OCDD (2004).
---. *Conceptual Master Plan for the Town of Jackson Louisiana.* Baton Rouge, LA: OCDD (2004).

Professional Memberships
American Association of Colleges and Universities

NANCY M. CLARK

Courses Taught (two academic years prior to current visit)
ARC 6356   Advanced Design 3
ARC 6355   Advanced Design 2
ARC 6212   Topics in Phenomena and Architecture
ARC 4323   Architectural Design Studio 8
ARC 4322   Architectural Design Studio 7
ARC 3463   Materials and Methods of Construction 2

Educational Credentials
Master of Architecture, University of Florida, 1994
Bachelor of Architecture, Auburn University, 1989

Teaching Experience
Assistant and Associate Professor, University of Florida, Gainesville, 1995- Present
Visiting Assistant Professor, University of Florida, Gainesville, 1994-1995

Professional Experience
Principle Partner, Clark + Kuenstle Associates, Inc., Gainesville, Fl, 1993-present
Founding Partner and Project Designer, Clark + Kuenstle Studio, New York, NY, 1990 - 1993
Richard Meier and Partners, New York, NY1989-1993
Kaplan Mclaughlin Diaz, San Francisco, CA, 1987-1988

Licenses/Registration
N/A

Selected Publications and Recent Research

Publications
Clark, Nancy and Michael Kuenstle, *Building Code Handbook: State Requirements for Existing Educational Facilities*,
         Florida, Department of Education, 2012.
Clark, Nancy and Michael Kuenstle, *Building Code Handbook: State Requirements for Educational Facilities*, Florida
         Department of Education, 2005
Clark, Nancy and Michael Kuenstle, *Safe School Design Guidelines: Strategies to Enhance Security and Reduce
         Vandalism*, Florida, Department of Education, 2003
Florida InsideOut Magazine, Clark + Kuenstle Associates, *Beach House 5*, Fall 2006
Florida Caribbean Magazine, Fall 2006 issue, Design Award Winners, *Clark + Kuenstle Associates Beach House 5*
Florida Caribbean Magazine, Summer 2006 issue, Clark + Kuenstle Associates, *Two Projects*
Florida Caribbean Magazine, Spring 2005 issue, Clark + Kuenstle Associates, *Current Work*
"Rituals, Festivals and Community: Reconsidering Contemporary Place and the Public Realm", Nancy Clark, *IMCL
         Making Cities   Livable* (IMCL Press: Carmel California), 2000.

Funded/Awarded Research
Florida Department of Education, P.I. for Florida Handbook for Safety in Existing Facilities Project
Florida Department of Education, P.I for Safe School Design Guidelines Project
Florida Department of Education, P.I. for Florida Building Code Handbook Project
UF Internationalizing the Curriculum Grant "Paradigms for the Contemporary European Practice"
AIA Florida-Caribbean Chapter, Two Design Excellence Awards, 2003- Present
AIA Gainesville Chapter, Three Design Excellence Awards, 2003- Present

Unfunded Research
Civic Strategies for Urbanism in the 21st Century –case studies including "The Transformation of Medellin Colombia: A
         Civic Strategy for the 21st Century"
Patterns of Urban Development in Coastal Communities
Cultural Landscapes Ecology and the Space of Leisure

Professional Memberships
N/A

DONNA L. COHEN

Courses Taught (two academic years prior to current visit)
ARC 6979   Master Research Project
ARC 6940   Supervised Teaching
ARC 6913   MRP prep
ARC 6911   Independent Studies
ARC 6793   Advanced Topics in Regional Architecture: African Architecture
ARC 4323   Architectural Design 8
ARC 4322   Architectural Design 7
ARC 4071   Core 1
ARC 3291   Analytical Drawing and Sketching
ARC 1720   Architectural History 1
ARC 1302   Architectural Design 2
ARC 1301   Architectural Design 1
IND 6940   Design Field Experience
IND 4930   Interiors History
IND 3905   Design Field Experience
HUM 2305   What is the Good Life

Educational Credentials
M.Arch, University of Florida, FL 1999
B.Arch, The Cooper Union for the Advancement of Science and Art, NY 1990
B.A., Smith College, MA 1982

Teaching Experience
Associate Professor (with tenure), University of Florida, 2005-present
Affiliate Faculty Center for African Studies + Affiliate Faculty Sustainability and the Built Environment, Univ.of Florida
Assistant Professor, University of Florida, 1997-2005
Adjunct Instructor, University of New Mexico, 1993-1997

Professional Experience
Principal, Armstrong + Cohen Architecture FL, 1995-present
Intern, Kramer Woodard Architects NM, 1992-1995
Intern, Tod Williams Billie Tsien Architects NY, 1990-1991
Assistant, Donald Judd TX,NY, Switzerland, 1982-1989

Licenses/Registration
N/A

Selected Publications and Recent Research
Armstrong + Cohen Architecture website www.acarch.net for project information
Chapter in *New Tribal Architecture*: Design Re-Imagined, by Joy Monice Molnar (University of Minnesota Press, 2012)
Florida Total Urbanization of the Territory, ETH Studio Basel Professors Roger Diener, Marcel Meili, Assistants Mathias
      Gunz, Rolf Jenni, Milica Topalovic, Christian Mueller Inderbitzen; Cohen design studio contribution "Downtowns
      Plaza and Voids" (http://www.studio-basel.com/projects/florida, 2012)
"Rare Earth: Midrise Mud" ISBN 978-9-5254-9824-0 published in proceedings, HIGHRISE SHUFFLE (4th International
      Alvar Aalto Meeting on Modern Architecture Jyvaskyla, Finland, 2011)
Senior International Educator of the Year UF DCP, 2011
Jersey City NJ Landmarks Conservancy Highest Award Armstrong + Cohen Architecture, 2011
Solo Exhibit: Armstrong + Cohen Architecture "Resource: Design in East Africa" BEA International Gallery Florida
      International University Miami FL, 2010
American Institute of Architects Design Excellence Merit Award "tunaHAKI theater", 2009
Holcim International Award for Sustainable Construction Marrakech, Morocco "tunaHAKI theater + Orphanage"
      Armstrong + Cohen Architecture and Hollmen Reuter Sandman Helsinki FL, 2008

Professional Memberships
Association of Women in Architecture + Design
ALA Associazione Liberi Architetti (www.assoarchitetti.it)
Architecture for Humanity

MARTIN A. GOLD, AIA, NCARB

Courses Taught (two academic years prior to current visit)
ARC 6670   Architectural Lighting Design
ARC 6356   Advanced Studio 3
ARC 6355   Advanced Studio 2
ARC 1301   Architectural Design 1

Educational Credentials
M.Arch, University of Florida, 1994
B.Design in Architecture, High Honors, University of Florida, 1991

Teaching Experience
Associate Professor, University of Florida, 2003-present
Assistant Professor, University of Florida, 1996-2003
Visiting Assistant Professor, University of Texas at San Antonio, 1995-1996

Professional Experience
Studio for Architecture and Urbanism, Gainesville, FL, 2012-present
m_gold design and consulting, Gainesville FL, 2003-2012
Florida Community Design Center, Executive Director, Gainesville, FL, 2004-2012
Luoni Gold Design Studio, Gainesville, FL, 2001-2003
Martin Gold Design, Gainesville, FL, 1994-2001
Siebein Associates, Inc., Gainesville, FL 1994-2001

Licenses/Registration
Florida

Selected Publications and Recent Research
Gold Martin A., and Stephen Luoni, *Gainesville Eco History Trail winning design*, to be published in New Public Works:
        Architecture, Planning, and Politics, Syracuse University School of Architecture and Princeton Architectural Press,
        scheduled for publication Spring 2013.
Gold, Martin A., *Workscape: Creative Culture Office Parks for Gainesville, Fl*, Gainesville Chamber of Commerce, 2010,
        223 pages.
Gold, Martin A., *Visioning Chipley, Mississippi State Coastal Research Extension Center*, 2009, 125 pages.
Gold, Martin A., Masedo, Joseli, and Gurucharri, Tina, *Designing the Waldo Road Corridor, Alachua County*, City of
        Gainesville and University of Florida, 2009, 199 pages.
Gold, Martin A., *Archer Braid: Bicycle and Pedestrian Commuting and Recreational Corridor*, Metropolitan Transportation
        Planning Authority, 2007
Mulkey, Stephen and Gold, Martin, A., *the Florida Land Use Institute, a white paper on strategies and the agency
        required to organize sustainable development in Florida*, for the School of Natural Resources and the 1000
        Friends of Florida, 2007
Gold, Martin A. and Hostetler Mark, *Sustainable Community Design & Management Strategies for Florida, Towards a
        Sustainable Florida*, Edited by Dr. Stephen Mulkey, School of Natural Resources and Environment, 2006, pp 36-
        47.
Gold, Martin A., *Urban Village: Transportation and Planning Strategies, Metropolitan Transportation and Planning
        Organization*, 2006, 213 pages.
Gold, Martin A., *Transporting Ecologies: Alachua Countywide Bicycle Master Plan Addendum*, North Central Florida
        Regional Planning Council, 2004, 80 pages.
Gold, Martin A., *Case Studies - Transporting Ecologies: Alachua Countywide Bicycle Master Plan Addendum*, an
        accompanying report, North Central Florida Regional Planning Council, 2004, 90 pages.
Gold, Martin A., *Fiber Optics and Micro Fixtures*, Society of Building Science Educators News Letter, Spring 2004, p2.
Gold, Martin A., *Encyclopedia of Twentieth Century Architecture – Volume 1*, Architectural Acoustics, Fitzroy Dearborn,
        New York, 2004, pp 10-11.
Gold, Martin A., *Encyclopedia of Twentieth Century Architecture – Volume 2*, Architectural Lighting, Fitzroy Dearborn,
        New York, 2004, pp 773-776.

Professional Memberships
The American Institute of Architects
Society of Building Science Educators

ROY EUGENE GRAHAM, FAIA, NCARB, Fellow US/ICOMOS

Courses Taught (two academic years prior to current visit)
N/A

Educational Credentials
Post Graduate Studies in Architecture, English National Trust, Attingham, Shropshire (4 sessions) Courthauld Institute of Art and Architecture (Art History, Museum Studies, and Decorative Arts)
Doctoral Studies in Art History, University of Texas, Austin, Texas
M.A. Architectural History, University of Virginia, Charlottesville, Virginia
M.S. Architecture, Tulane University, New Orleans, Louisiana
B.S. Architectural Engineering, Louisiana State University, Baton Rouge, Louisiana
Fine Arts, Northwestern State University, Natchitoches, Louisiana

Teaching Experience
Director, Preservation Programs, The College of Design, Construction and Planning, University of Florida, 2003-present
Director, Graduate Program in Urban Conservation, The School of Architecture and Planning, The Catholic University of America, 1998-2003
Distinguished Fulbright Scholar, Faculty of Architecture, The University of Ljubljana, Slovenia, 1997-1998
Professor, The School of Architecture and Planning, The Catholic University of America, 1990-1999
Adjunct Professor, Texas A&M School of Architecture, 1988-1990
Director of the Historic Preservation Program, University of Virginia School of Architecture, 1982-1985
Associate Professor, University of Texas School of Architecture, 1968-1972

Professional Experience
Architect of the Capitol of Texas and Executive Director of the State Preservation Board, 1995-1998
Resident Architect, Vice President, The Colonial Williamsburg Foundation, 1972-1982
Architectural Planner and Programmer, University of Virginia, 1965-1967

Licenses/Registration
Active: Louisiana, Wisconsin, Texas
Inactive: Maryland, District of Colombia, Wyoming, North Carolina, Virginia

Selected Publications and Recent Research
Graham, Roy Eugene, *"Community Conservation Strategy: Capo distria and the Istrian Coast of Slovenija," World Heritage Papers*, Vol.6, UNESCO Paris, 2003
Graham, Roy Eugene, *Forest Glen Historic District: A Preservation Studio in Partnership with the United States Army Legacy, Resource Management Program of the Department of Defense*, 1994
Graham, Roy Eugene, *"Cultural Patrimony of the Roman Catholic Church" Cultural Resource Management, U. S. Department of the Interior*, Vol. 17.No. 3, 1994
Graham, Roy Eugene, *Architectural Conservation Surveys and Assessments National Institute for Conservation/Institute of Museum Services*, 1993
Graham, Roy Eugene, *Bar B-C Dude Ranch US Department of the Interior, National Park Service*, 1991
Graham, Roy Eugene, *Historic Preservation Plan and Design Guidelines for the Veterans Affairs Department of Veterans Affairs* 1991
Graham, Roy Eugene, Joachim McGraw, et. al. *A Texas Legacy: The Old San Antonio Road and the Caminos Reales, tercentennial History, Texas State Department of Highways and Public Transportation*, 1991
Graham, Roy E., *Historic Preservation Plan: Historic Preservation of Fort Leavenworth Kansas Department of the Army*, 1990
Graham, Roy E., *US National Park Service, et. al. Agra Heritage Project Report: A Proposal for Taj National Park US Department of the Interior*, 1990

Professional Memberships
The American Institute of Architects
NCARB
US/ICOMOS

MARTIN G. GUNDERSEN, JR.

Courses Taught (two academic years prior to current visit)
ARC 6356   Advanced Studio 3 (Vicenza Italy)
ARC XXXX   Florida House Graduate Seminar
ARC 4323   Architectural Design 8 (Vicenza Italy)
ARC 4220   Architecture Theory 2
ARC 3321   Architectural Design 6
ARC 3291   Architectural Sketching (Vicenza Italy)
ARC 2304   Architectural Design 4
ARC 2303   Architectural Design 3
ARC 1702   Architecture History 2

Educational Credentials
Master of Arts in Architecture, University of Florida, 1980
Bachelor of Design in Architecture, University of Florida, 1978
Bachelor of Arts in Education (Sociology), University of Florida, 1970

Teaching Experience
Associate Professor, University of Florida 1985 – Present
Design Curriculum Consultant: University of Central Florida, School of Architecture, Summer 2012.
Sam Gibbons Distinguished Professor in Design, University of South Florida, 2010 – 2012 (summer appointments)
Assistant Director, School of Architecture, University of Florida, 1996 – 2008
Assistant Chair, School of Architecture, University of Florida, 1983 – 1995
Assistant Professor, University of Florida, 1980 – 1985

Professional Experience
Gundersen Associates: 1994-95
Karl Thorne, Architect; 1988
Flad Associates; 1983

Licenses/Registration
N/A

Selected Publications and Recent Research
13 Florida Moderns: 1950 – 1970 Gallery Exhibition School of Architecture, University of Texas, Austin Texas, Fall 2012
Invited Lecture: 13 Florida Moderns: 1950-70, School of Architecture, University of Texas, Austin, Texas Fall 2012.
Invited Lecture: Florida Modern Houses: 1950-70, School of Architecture, University of Central Florida, Orlando, Florida, Fall 2012
Invited Lecture and Exhibition: Florida Modern Houses 1950-1970, School of Architecture, University of South Florida, Tampa Florida, Spring 2013.
9 Florida Houses: 1950 – 1970 Gallery Exhibition of Florida House Research, Architecture Gallery University of Florida, 2011

Professional Memberships
N/A

CHARLIE HAILEY

Courses Taught (two academic years prior to current visit)
ARC 6773   History/Theory Seminar
ARC 6705   Architectural History 3
ARC 6356   Advanced Graduate Studio 3
ARC 4323   Architectural Design 8 (IPD Studio)
ARC 3743   Architectural History 3
ARC 2304   Architectural Design 4
ARC 2303   Architectural Design 3

Educational Credentials
Ph.D., University of Florida, 2003
M. Arch., University of Texas (Austin), 1995
B.A., Arch., Princeton University, 1992

Teaching Experience
Associate Professor, University of Florida (2010-present)
Assistant Professor, University of Florida (2004-2010)
Visiting Assistant Professor, University of Florida (2003-2004)

Professional Experience
Associate, Richardson Smith Architects, Princeton, NJ, 1995-1997
Associate, Jersey Devil Design-Build, 1992-1995 (Florida), 1997 (California)
Architectural Assistant, Agora Excavations, Athens, Greece, 1991
Intern, James Stewart Polshek Partnership Architects, New York City, 1990

Licenses/Registration
Florida

Selected Publications and Recent Research
"Trouse," book chapter in *Florida* (forthcoming, Parlor, 2013)
Spoil Island: Reading the Makeshift Archipelago (forthcoming, Lexington, 2013)
"Florida Porch Reverie," *Florida Historical Quarterly* (Winter 2012)
"Occupying is Camping," book chapter in *Adaptive Actions* (Concordia, 2012)
Fulbright Scholar, State University of Tetova, Macedonia, Fall 2011
Camps: A Guide to 21st-century Space (MIT Press, 2009)
"From Sleeping Porch to Sleeping Machine," TDSR (Spring 2009)
"At Home on the Midway," book chapter in *Symbolic Landscapes* (Springer, 2008)
Campsite: Architectures of Duration and Place (LSU Press, 2008)

Professional Memberships
International Association for the Study of Environment, Space and Place

ADELINE HOFER

Courses Taught (two academic years prior to current visit)
N/A (on unpaid Leave of Absence)

Educational Credentials
PhD., McGill University, 2008 – current
M.Arch., University of Florida, 1990
B. Arch., The Cooper Union, 1989
B. A., Harvard University, 1982

Teaching Experience
Associate Professor, University of Florida, 1997-Present
Assistant Professor, University of Florida, 1990-1997

Professional Experience
Team member, PeiCobb Freed Architects, NYC, NY, 1991-3
Intern, Peter Eisenman Architect, NYC, NY, 1983-6

Licenses/Registration
N/A

Selected Publications and Recent Research
"Charging the Waters" in Architectural Research Quarterly Vol. 15, Issue 03 Sept. 2011 pp 249 -260.
"American Sign: Spatial Culture of the Deaf" In Doing Diversity: Architectural Courses Addressing Diversity
"Spatial Stories from Splendid China." Any Magazine # 9: 7-10.
"Tabbles of Bower," w/Jennifer Bloomer, Assemblage Magazine #17, MIT Press, Cambridge, Ma.
"F'in d'Ou t Hou s." In Peter D. Eisenman, F'in d'Ou t Hou s. Architectural Association, London.
"Beyond Blueprints: On the role of drawing in architectural process" American Arts Magazine.
"Troping Matter:" Proceedings of ACSA Conf., Buffalo and National proceedings
"Dragons Teeth in the Programmatic Field." Proceedings of ACSA Intl. Conference , Lisbon.
"Autocritical Studio Practices." In Critical Practices: Proceedings of ACSA Conference, Cincinnati

Professional Memberships
ACSA
JAH

LEE-SU HUANG

Courses Taught (two academic years prior to current visit)
ARC 6912   Advanced Topics in Digital Architecture
ARC 6911   Introduction to Digital Architecture
ARC 6311   Building Information Modeling
ARC 6241   Advanced Design Studio 1
ARC 4310   Building Information Modeling
ARC 3181   Advanced Topics in Digital Architecture
ARC 2304   Design Studio 4
ARC 2303   Design Studio 3
ARC 2180   Introduction to Digital Architecture

Educational Credentials
M.Arch., Harvard University, 2007
B.Arch., Feng-Chia University, 2003

Teaching Experience
Assistant Professor, University of Florida, 2010 - Present
Studio Instructor, Boston Architectural College, 2008
Teaching Fellow, Feng-Chia University, 2004-2005

Professional Experience
Project Designer, Preston Scott Cohen, Inc., Cambridge, MA, 2010
Project Designer, LA.S.S.A Architects, Brussels, Belgium & London, UK, 2009-2010
Founding Partner, Zavoniq Design, Taipei, Taiwan, 2005-2007
Project Architect, Style Design Group, Taichung, Taiwan, 2004-2005
Research Assistant, CPH Studio, Taichung, Taiwan, 2003-2004
Intern Designer, Z-Work Design Associates, Taichung, Taiwan, 2002-2003
Intern, Archi-Man Associates, Taichung, Taiwan, 2000-2001

Licenses/Registration
N/A

Selected Publications and Recent Research
Material Design: Informing Architecture by Materiality, pp. 149, 156-157, Ed. Thomas Schropfer (Birkhauser Architecture,
        Basel, Switzerland 2010)
The Function of Form, "Diagrid" pp. 89-125, 156-157, Ed. Farshid Moussavi, Daniel Lopez-Perez (Harvard GSD and
        Actar Publications, Barcelona, 2009)
GSD Platform 2, "Project OSnap!" pp. 310-313 (Harvard GSD and Actar Publications, Barcelona, 2009)

Professional Memberships
The Association for Computer-Aided Design in Architecture (ACADIA)
The Association of Collegiate Schools of Architecture (ACSA)

LISA HUANG, AIA

Courses Taught (two academic years prior to current visit)
ARC 6979   Masters Research Project
ARC 6971   Masters Research Thesis
ARC 6940   Supervised Teaching
ARC 6911   Graduate Seminar – Material Explorations: Joints and Assemblies
ARC 6355   Advanced Graduate Design Studio 2
ARC 4941   Architectural Education Issues
ARC 3321   Architectural Design 6
ARC 2304   Architectural Design 4
ARC 2303   Architectural Design 3
ARC 1302   Architectural Design 2
ARC 1301   Architectural Design 1

Educational Credentials
M. Arch, Harvard University, 1997
B. Design in Architecture, University of Florida, 1993

Teaching Experience
Assistant Professor, University of Florida, 2011-Present

Professional Experience
Project Architect + Manager, Office dA, Boston, MA, 2002-2010
Project Designer, Leslie Gill Architect, New York, NY, 2000-2002
Intern Architect, Kohn Pederson Fox, New York, NY, 1997-2000
Intern, Richard Meier & Partners, New York, NY, 1994

Licenses/Registration
Registered Architect in the State of New York (#30177698)
LEED Accredited Professional

Selected Publications and Recent Research
Speculative Making: Engaging Mass and Matter (with Bradley Walters), Proceedings of the 2012 National Conference of the Beginning Design Student, (Penn State University, 2012)

Professional Memberships
The American Institute of Architects

NITIN JAYASWAL

Courses Taught (two academic years prior to current visit)
ARC 2303   Architectural Design 3
ARC 2304   Architectural Design 4

Educational Credentials
Master of Architecture, University of Florida, 1996
Bachelor of Design in Architecture, University of Florida, 1993

Teaching Experience
Adjunct Professor, University of Florida, School of Architecture, 2009-11

Professional Experience
Owner, Jayaswal Art and Design Studio, 1996-present
Adjunct Professor, University of Florida, School of Architecture, 2009-11
Designer, Thomas Smith Design and Construction, Gainesville, Florida, 1999
Woodworking, Kanapaha Design, Gainesville, Florida, 1993-96
Carpentry, Cedar Key Building and Design, Cedar Key, Florida, 1990-96
Designer, Haskell Company, Jacksonville, Florida, 1995
Designer, Clement, Rumpel and Goodman Architects Planners, Inc., Jacksonville, Florida, 1992
Carpentry, Robert C. Broward Architects, Jacksonville, Florida, 1988

Licenses/Registration
N/A

Selected Publications and Recent Research
Atlantic Center for the Arts, New Smyrna Beach, Florida, Associate of Ursula Von Rydingsvard, 2001
Atlantic Center for the Arts, Civitella Ranieri Foundation, Umbertide, Italy, Associate of William Kentridge, 2000
Presidio Trust, San Francisco, California
Appalachian State University, Boone, North Carolina
Broward County Public Art and Design Program
Gulf Coast Museum of Art, Largo, Florida
Miami-Dade Art in Public Places, Florida

Professional Memberships
N/A

MARTHA KOHEN

Courses Taught (two academic years prior to current visit)
ARC 6911   Sustainable Urbanism Seminar
ARC 6356   Advanced Graduate Design 3
ARC 6242   Research Methods
ARC 3321   Architectural Design 6
ARC 3320   Architectural Design 5
ARC 4220   Architecture Theory 2

Educational Credentials
Dipl Arch Cantab. (MA) University of Cambridge England 1972
Arquitecto .Universidad de la Republica.Uruguay

Teaching Experience
Professor, University of Florida, 2003-present
Profesor Grado 4 Facultad de Arquitectura y Urbanismo UDELAR 1997-2002
Profesor Grado 3 Facultad de Arquitectura UDELAR 1985-1996

Professional Experience
MKRO, principal, Montevideo Uruguay, 1987-2003

Licenses/Registration
Uruguay

Selected Publications and Recent Research
Piano Progetto e Citta' Cuaderno No.3 Pescara Italy
Linda Kohen., On and About. 2010

Professional Memberships
SAU, (Sociedad de Arquitectos del Uruguay)
UUU(Union de Urbanistas del Uruguay)
DOCOMOMO International and Docomomo Florida

MICHAEL W. KUENSTLE, AIA

Courses Taught (two academic years prior to current visit)
ARC 6611   Advanced Topics in Architectural Technology; Coastal Design, Construction and Sustainability
ARC 6505   Advanced Graduate Structures
ARC 4323   Architectural Design Studio 8
ARC 3320   Architectural Design Studio 5
ARC 2303   Architectural Design Studio 3

Educational Credentials
Master of Science in Architecture, Columbia University, 1991
Bachelor of Architecture, University of Houston, 1989

Teaching Experience
Assistant and Associate Professor, University of Florida, Gainesville, 1997- Present
Visiting Assistant Professor, University of Florida, Gainesville, 1993-1995
Adjunct Associate Professor, New York Institute of Technology, 1990-1993

Professional Experience
Principle Partner and Project Architect, Clark + Kuenstle Associates, Inc., Gainesville, Fl, 1993-present
Founding Partner and Project Designer, Clark + Kuenstle Studio, New York, NY, 1990 - 1993
Chicago Institute for Architecture and Urbanism, Chicago, 1989
Skidmore, Owings & Merrill, Intern, Chicago, 1988 – 1989
Brand + Allen Associates, Intern Project Designer, San Francisco and Houston, 1987 - 1988
Skidmore, Owings & Merrill, Intern, Chicago, 1985 – 1987
Paul Wottring, Structural Engineers, Draftsman, Houston, 1982 - 1985

Licenses/Registration
Florida
New York

Selected Publications and Recent Research

Book Publications
Nawari Nawari and Michael Kuenstle. *Building Structures: Fundamentals of Crossover Design.* (Cognella Publishing and
    University Readers, Inc. 2011).
Philpott, Don, and Michael W. Kuenstle. *Education Facility Security Handbook.* (Rowman & Littlefield Publishing, 2007).

Funded Research
Florida Department of Education, P.I. for *Safe School Design Guidelines Project*
Florida Department of Education, P.I. for *Florida Building Code Handbook Project*
Florida Department of Education, P.I. for *Florida Handbook for Safety in Existing Facilities Project*
City of Orlando, P.I. for *Interstate 4 Bridge District Project*
City of St. Augustine Beach, Co-P.I. for *Interpretive Center Building Analysis and Design Project*
City of Daytona Beach, P.I. for *Simulation Study on Building Height Study for Shadow Impact on Public Beach Assets*

Unfunded Research
Design for Coastal Environments in Florida and the Caribbean
Building Design Principles and Practices for Sustainable and Livable Coastal Communities
Developing Parametric and Performance Based Modeling for Prototype Hurricane Shutter Design
Building Aerodynamics: Building Structures Located in Wind Hazard Coastal Environments
Diagrids: Parametric Modeling and Fabrication Techniques for Teaching

Professional Memberships
The American Institute of Architects
Board of Trustee Member, Florida Foundation for Architecture
Past President, AIA Gainesville and State Board Director for AIA Florida
NCARB Accredited
SARA
Recipient of 2011AIA William McMinn AIA Honor Award for Education

JOHN MAZE

Courses Taught (two academic years prior to current visit)
ARC 4072   Core Design Studio 2
ARC 2303   Architectural Desig 3
ARC 1302   Architectural Design 2
ARC 1000   Architecture + Humanity

Educational Credentials
M. Arch, Arizona State University, 1996
B. Science in Architecture, University of Virginia, 1991

Teaching Experience
Assistant Director, Associate Professor, University of Florida, 2001-Present
Visiting Assistant Professor, University of Virginia, 1997-2001
Graduate Teaching Assistant, Arizona State University, 1994-1996

Professional Experience
Project Designer, RoTO Architects, Los Angeles, CA, 1995-1997
Project Manager, Taliesin Architects, Scotsdale, AZ, 1994-1995
Project Designer, Eisenman Architects, New York, NY, 1991-1993

Licenses/Registration
N/A

Selected Publications and Recent Research
Eco-Architecture 2008, WIT Press, Southampton, UK. 2008. "Emperor's New Clothes: Living Skins and the
	Reconsideration of the Post-War Office Tower"(ISBN 978-1-84564-119-1)
This Will Kill That, 2007 Conference on the Role of the Humanities in Design Creativity Proceedings, 2007. (w/ Mark
	McGlothlin)
Digital Architecture and Construction, edited by A. Ali and C.A. Brebbia, WIT Press, Ashurst Lodge, Ashurst,
	Southampton, UK. 2006. "Narrative and the Space of Digital Architecture: Implementing interdisciplinary
	storytelling in the design of interactive digital space" (ISBN 1-84564-047-0)
Digital Architecture and Construction, edited by A. Ali and C.A. Brebbia, WIT Press, Ashurst Lodge, Ashurst,
	Southampton, UK. 2006. "Fluid in form and the Encoding of Space: Examining the Intersections of architectural
	design and computer science" (ISBN 1-84564-047-0),
Digital Architecture: Turn Vision into Virtual Reality with 3D Graphics, by M.S. Uddin, (McGraw-Hill, NY, NY 1999) "3D
	Modeling and Rendering: Material and Light in Rendering" + "Multi-media: Collage Movie"
Representation 2005-2006, Journal of the Design Communication Association, edited by Uddin, M. Saleh, Design
	Communication Association, Tucson, AZ. 2006. "Pencil Pixel Progression: Analysis of Digital Architecture
	Pedagogy,"
*Ode to a Wireframe: Retaining the Method and Process of Conception in Digital Design Media, Design Communication
	Association Proceedings*, 2007.
*GRUBS: Growth in Reticulated Undulating Biospheres, ARCC/EAAE 2006 International Conference on Architectural
	Research Proceedings*, 2006. (ISBN 2-930301-28-7)
*Benignant Beginnings in Digital Fluency: Engendering Holistic Design Discourse through Early Digital Immersion,
	Intersections: Design Education and Other Fields of Inquiry, National Conference on the Beginning Design
	Student Proceedings*, 2006.
*Growth in Reticulated Undulating Biospheres: A Model for Flexible Immediate Deployment Greenhouse Systems for
	Lunar and Martian Exploration, ASCE Aerospace Division International Conference on Engineering, Construction
	and Operations in Challenging Environments Proceedings*, 2006.
Pencil Pixel Progression: Analysis of Digital Architecture Pedagogy, Design Communication Association Proceedings,
	2005.
*Virtual Tactility: Working to Overcome Perceptual and Conceptual Barriers in the Digital Design Studio, ACADIA
	International Conference Proceedings*, 2002
*Intermedia: Speculations about Tactility in the Digital Design Environment, John Maze, ARCC International Conference
	Proceedings*, 2002

Professional Memberships
N/A

MARK MCGLOTHLIN

Courses Taught (two academic years prior to current visit)
ARC 4941   Architectural Education
ARC 4071   Core Studio 1
ARC 4322   Architectural Design 7
ARC 3463   Materials and Methods of Construction 2
ARC 3320   Architectural Design 5
ARC 1302   Architectural Design 2
ARC 1301   Architectural Design 1

Educational Credentials
Master of Architecture, Harvard University, 2001
Bachelor of Science in Architectural Engineering, Kansas State University, 1995
Bachelor of Architecture, Kansas State University, 1995

Teaching Experience
Associate Professor. University of Florida, 2002-Present
Studio Instructor – Master's 1-A Studio (co-taught with Jeremy Ficca). Boston Architectural Center, Fall 2001.
Teaching Fellow – Fundamentals of Figure Study (led by William Reimann). Harvard University Faculty of Arts and
        Sciences, Department of Visual and Environmental Studies

Professional Experience
Project Manager, The Office of Peter Rose, Cambridge, Massachusetts - 2001-2002
Project Designer, Ruhl Walker Architects, Boston, Massachusetts, 2000
Designer, Fentress Bradburn Architects, Ltd (now Fentress Architects) - 1996-1999

Licenses/Registration
NCARB Record 126363

Selected Publications and Recent Research
Co-Principal Investigator – Team Re:Focus, Solar Decathlon Europe 2010
McGlothlin, Mark and Walters, Bradley. "Unmoored Architecture: On Modules, Mobility and Manufacturing in the
        RE:FOCUS House." *2012 ACSA Fall Conference – Offsite.*
McGlothlin, Mark. "On Thinking and Making in a Non-Fluid Landscape." *2010 Design Communication Conference –*
        Crossover.
McGlothlin, Mark. "Idle Hands – Craft in the Digital Age." *InForm, The Journal of Architecture, Design and Material*
        Culture, Volume 8: The Information Age, 33-30. University of Nebraska, 2008.
McGlothlin, Mark. "Lamenting Fingerprints – Thoughts on the Passing of the Hand and Mind." *ACSA 96TH Annual*
        Meeting – Seeking the City: Visionaries at the Margins, 2008.
McGlothlin, Mark and Maze, John. "Rain, Rain Go Away – or the Dynamics of Parametric Virtual Water." *ACSA 96th*
        Annual Meeting – Seeking the City: Visionaries at the Margins, 2008.
McGlothlin, Mark and Maze, John. "This Will Kill That." *The Role of the Humanities in Design Creativity International*
        Conference. 2007.

Professional Memberships
NCARB

NAWARI O. NAWARI

Courses Taught (two academic years prior to current visit)
ARC 6911   Structural Modeling
ARC 6311C Building Information Modeling
ARC 6505   Advanced Architectural Structures
ARC 4930   Structural Modeling
ARC 4310C Building Information Modeling
ARC 3503   Introduction to Architectural Structures

Educational Credentials
Ph.D., Engineering , Technical University of Darmstadt(TUD), W. Germany, 1992
High Diploma German Language, Geothe-Institut, Mannheim, W. Germany, 1987
M. Sc, Structural Engineering, University of Khartoum, 1986
B.Sc.(Honors) Civil Engineering, University of Khartoum 1983

Teaching Experience
Assistant Professor, School of Architecture, University of Florida, 2009-present
Assistant Professor, College of Architecture and Environmental Design, Kent State University, Ohio, 2005-2008
Assistant Professor, Civil Engineering Department, University of Akron, Ohio, 1997-2000

Professional Experience
Structural Concrete Consultant, Akron Rubber Development Laboratory, Inc, 2003-2008
Manager, Bock & Clark Corporation, Akron, Ohio, 2000-2005
Head of the Structural and Geotechnical Engineering Section at German Firm IDAT GmbH, Darmstadt, West Germany,
     1994-1997
Advisor for the computer Education in Civil Engineering at GTZ (German Organization for Technical Cooperation)m
     1994-1995

Licenses/Registration
Registered Professional Engineer in the State of Florida
Registered Professional Engineer in the State of Ohio

Selected Publications and Recent Research
Exercises in Building Structures Workbook (University Readers, Inc. & Cognella Academic Publishing, 2012)
Building Structures: Fundamental of crossover design (University Readers, Inc. & Cognella Academic Publishing, 2011)
Nawari, N. O, "A Framework for Automating Codes Conformance In Structural Domain". *Journal of Computing and
     Information Technology*, Volume 1,1, pp.35-48, 2011.
Nawari, N. O. "Analysis and prediction of building damages due to windstorms", publications in the *Proceeding of the
     "2nd International Conference on Disaster Management and Human Health: Reducing Risk, Improving
     Outcomes"*, pp.25-33, 11-13 May 2011, Orlando, FL..
Nawari, N. O. "Standardization of Structural BIM", publication in the *Proceedings of the 2011 ASCE International
     Workshop on Computing in Civil Engineering*, pp.405-412, June 19-22, 2011, Miami, FL.
Nawari, N. O. "Automating Code Conformance in Structural Domain", publication in the *Proceedings of the 2011 ASCE
     International Workshop on Computing in Civil Engineering*, pp.569-577, June 19-22, 2011, Miami, FL.
Nawari, N. O., Itani, L., and Gonzalez, E. "Understanding Building Structures Using BIM Tools", publication in the
     Proceedings of the 2011 ASCE International Workshop on Computing in Civil Engineering, pp. 478-485, June 19-
     22, 2011, Miami, FL.

Professional Memberships
Architectural Engineering Institute
Structural Engineering Institute
American Society of Civil Engineering
BuildingSMART alliance, National Institute of Building Sciences

ALFONSO PEREZ MENDEZ

Courses Taught (two academic years prior to current visit)

Academic Year: Spring 2011/Summer 2011
ARC 6356   Graduate Design 3, Mexico Studio (Summer 2011)
ARC 6291   Graduate Seminar: Climate (Summer 2011)
ARC 6281   Professional Practice (Spring 2011)
ARC 4323   Design 8 (Spring 2011)
ARC 4323   Design 8, Mexico Studio (Summer 2011)
ARC 3291   Undergraduate Seminar: Climate (Summer 2011)
ARC 1301   Design 1 (Summer 2011)

Academic Year: Fall 2011/Spring 2012/Summer 2012
ARC 6357   Graduate Seminar, Cuba Modernism (Fall 2011)
ARC 6356   Graduate Design 3, Mexico Studio (Summer 2012)
ARC 6291   Graduate Seminar: Climate (Summer 2011)
ARC 6281   Professional Practice (Spring 2012)
ARC 4323   Design 8 (Spring 2012)
ARC 4323   Design 8, Mexico Studio (Summer 11)
ARC 4322   Design 7 (Fall 2011)
ARC 3291   Undergraduate Seminar Climate (Summer 11)
ARC 1301   Design 1 (Summer 2012)

Academic Year: Fall 2012
ARC 4322   Design 7, VIA Italy (Fall 2012)
ARC 3291   Analytical Sketching, VIA Italy (Fall 2012)

Educational Credentials
Master of Science in Architecture, Columbia University, New York; May 1990
Master in Construction Engineering, Polytechnic School, Madrid, Spain; June 1983
Bachelor in Architecture, University, of Barcelona, Spain; February 1980

Teaching Experience
Professor, University of Florida, Gainesville, 2004-Present
Associate Professor, University of Florida, Gainesville,1996-2004

Professional Experience
Alfonso Pérez-Méndez, Architect, Gainesville, Florida Principal, August 1996 - Present
Richard Meier & Partners, New York, Project Architect, 1990-1993. Associate, 1993-1995. Senior Associate, 1995-1996
Private Practice, Barcelona, Spain, Principal, in association with Eladio Calvo, 1988-1990.
Government of Spain, Infrastructure Department, Barcelona, Spain, 1983-89
Private Practice, Madrid, Spain,. Principal, in association with Fernando Costas, 1981-83
Alberto Baltar Architects, Vigo, Spain,. Assistant Architect, Designer, 1980-81

Licenses/Registration
Florida (Current) / Spain, (Not current) / New York (Not current)

Selected Publications and Recent Research
Current research: *Cuba architecture and Urbanism in the Republican Era*
Book: *The Houses of El Pedregal, 1947-1968*, Sep 2007,Gustavo Gili Editors, Barcelona, ISBN 978-84-252-2068-5
Book: *Craig Ellwood, 15 Houses*, December 2004, Gustavo Gili Editors, Barcelona, ISBN 84-252-2010-6
Book: *"Genetic Architectures"*, Aug 2003, with Dennis Dollens, and others, Sites Books, New York. ISBN: 0-930829-51-4
Book*: "Craig Ellwood: in the spirit of the Time"*, February 2003, Gustavo Gili Editors, Barcelona ISBN 84-252-1806-3.
Monograph: *Craig Ellwood*, December 1999, Gustavo Gili Editors, Barcelona, ISSN 1136-9647

Professional Associations
NCARB registered

GUY W. PETERSON, FAIA

Courses Taught (two academic years prior to current visit)
ARC 6979   Masters Research Project (Spring 2010, 2011, 2012)
ARC 6793   The Florida Modern (Fall 2010, 2011, 2012 + Spring 2012)
ARC 6773   The Florida House (Spring 2011)
ARC 6356   Advanced Graduate Architectural Design 3 (Fall 2011)
ARC 6355   Advanced Graduate Architectural Design 2 (Spring 2010)
ARC 6241   Advanced Graduate Architectural Design 1 (Fall 2010, 2011, 2012)
ARC 4930   Analytical Sketching (Spring 2011)
ARC 4323   Architectural Design Studio 8 (Spring 2011)
ARC 3321   Architectural Design Studio 6 (Spring 2010, 2011, 2012)

Educational Credentials
Master of Arts in Architecture, University of Florida, 1978
Bachelor of Design, University of Florida, 1976

Teaching Experience
Adjunct Professor, University of Florida, 2011- Present
Ivan Smith Professor in Residence, University of Florida, 2009-2010
Ivan Smith Visiting Professor, University of Florida, 2008

Professional Experience
Guy Peterson | Office for Architecture, Inc., Sarasota, Florida, principal, 2000-present
Johnson/Peterson Architects, Tallahassee and Sarasota, Florida, principal and design partner, 1980-2000
Barrett, Daffin and Carlin, Tallahassee, Florida, Intern architect and project designer, 1978-1979
James B. Holliday, Architect, Sarasota, Florida, Intern, 1976-1977, 1979-1980

Licenses/Registration
Florida, Arizona, Massachusetts, Indiana, Michigan

Selected Publications and Recent Research
50 US Architects, Damir Sinovcic, Design Book Press, April 2012
100 Florida Architects and Interior Designers, Damir Sinovcic, Design Book Press, 2010, cover and pgs 162-169
Four Florida Moderns – The Architecture of Alberto Alfonso, Rene Gonzalez, Chad Oppenheim and Guy Peterson,
        Saxon Henry, Norton Publishing, December 2009
International Houses Atlas, Casey C.M. Matthewson, Feuerabend Unique Books 2007
Residential Designs for the 21st Century: an International Collection, by Casey C.M.Mathewson, Firefly Books, 2007
Residential Style, Andrea Boekel, Images Publishing 2007
Sarasota Modern, Andrew Weaving, Rizzoli International Publications, Inc., Nov. 2006, Pgs. 35,101,114
The Home Modernised, Andrew Weaving, Jacqui Small Publishing, April 2005, cover, pgs 76-79, 139,142
50+ Vacation Houses, Andrea Boekel, Images Publishing, 2006
Beach Houses, Casey C.M. Matthewson, Feierabend Verlog OHG, 2006

Honors
Recipient of over 70 National, State and Regional Design Awards including 50 AIA Design Awards and Honors
Sarasota Architectural Foundation 2007 Lifetime Achievement Award
American Jewish Committee, Civic Achievement Award, 2006
The American Institute of Architects, Elected into the College of Fellows, May 2003
University of Florida, School of Architecture, Distinguished Architecture Alumnus Award, 2000
The American Institute of Architecture, AIA Florida Presidential Millennium Award of Honor for Design – Twentieth
        Century Design Award - 2000
The American Institute of Architecture, AIA Florida Medal of Honor for Design, 1998

Professional Memberships
The American Institute of Architects, Regional Fellows Committee, AIA Florida Gulf Coast Chapter
Holds Certificate for the National Council of Architectural Registration Boards (NCARB)
Sarasota Architectural Foundation Advisory Board + Sarasota Tiger Bay Club
University of Florida, School of Architecture, Professional Advisory Committee, Historic Preservation Committee, Awards
        Committee

MICHAEL RICHMOND, RA, NCARB, LEED AP BD+C

Courses Taught (two academic years prior to current visit)
ARC 4073   Core Studio Three
ARC 3610   Environmental Technologies 1
ARC 3321   Design 6
ARC 3320   Design 5
ARC 2304   Design 4
ARC 2303   Design 3
ARC 1701   History 1 - Prehistory thru Gothic

Educational Credentials
Master of Architecture, Harvard University, 1991
Bachelor of Design, University of Florida, 1987

Teaching Experience
Adjunct Assistant Professor, University of Florida, 2010-present
Visiting Professor, University of Oregon, Portland, 2009
Adjunct Assistant Professor, University of Florida, 2005

Professional Experience
Senior Project Architect, Yost Grube Hall Architecture, Portland, OR, 2007-2010
Architect/Principal, meta-design:architecture, llc, Gainesville, FL, 2005–2007
Project Architect/Project Manager, Karl Thorne Associates, Inc., Gainesville, Florida, 2000–2005
Designer, Sightline Studios / Starke, Florida, 1999–2000
Designer/Intern/Project Manager, Jackson-Reeger, Inc., Gainesville, Florida, 1992-1999

Licenses/Registration
Oregon License #5363
Florida License #AR 91268

Selected Publications and Recent Research
A Comparison of Strategies for Mitigating Radiant Heat Transmission Through Roof Assemblies, Earl Blank Faculty
        Fellowship [2012 - 2013 Academic Year]
Atriums and Energy: Designing for Performance, Author; Published in College Planning & Management Magazine, [July
        2010]
The Second Street Bakery, Design Project Publication; Florida/Caribbean Architect [Spring 2007 Edition]
Net Zero Buildings - an Architect's Perspective, Guest Lecture in BCN 6585 Sustainable Construction - University of
        Florida, College of Design Construction & Planning [2011]
Fellow; The Prairie Project workshop for sustainability in the curriculum [2011], University of Florida, Office of
        Sustainability
Building to Net Zero Carbon, Lecture; University of Florida [Spring 2011]

Professional Memberships
NCARB Certification #58756
Member of the Society of Building Science Educators

RUTH RON

Courses Taught (two academic years prior to current visit)
ARC 6979   Master Research Project Committees
ARC 6912   Special topics in Digital Design: Sustainable Skins with Paracloud GEM
ARC 6912   Advanced Digital Design- Beyond Visualization
ARC 4322   Design Studio 7
ARC 4074   Core Studio 4
ARC 3321   Design Studio 6
ARC 3181   Advanced Digital Design- Beyond Visualization
ARC 2303   Design Studio 3

Educational Credentials
M.P.S., New York University, 2003
M.S. A.A.D., Columbia University, 2000
B.Arch., Technion- Israel Institute of Technology, 1998

Teaching Experience
Assistant Professor, University of Florida, 2007-present
Visiting Assistant Professor, University of Florida, 2006-2007
Clinical Assistant Professor, Arizona State University, 2005-2006

Professional Experience
Project Architect, LOT-EK, New York, NY, 2001-2003
Project Architect, Asymptote, New York, NY, 2000-2001
Intern, Shamai Assif Architecture, Tel Aviv, Israel, 1994-1996
Intern, A.Gottesman Architecture, Rishpon, Israel, 1996-1998

Licenses/Registration
N/A

Selected Publications and Recent Research
Exploration of Eco-Kinetic systems in Architecture, (eCAADe, 2012)
Digital form Finding - Generative use of simulation processes by architects in the early stages of the design process,
     (eCAADe, 2011)
UC/Win-Road: 3D Traffic Simulation in Virtual Reality, (International research group, workshops and presentations,
     Japan 2008-2011)
Three Dimensional Discharging Structure of a Mountain Thunderstorm (Journal of Geophysical Research, 2010)
Revitalization of I-4 Bridge District in Downtown Orlando, Florida, ($50,000 grant Co-PI research project 2009-2010)
Advanced Digital Design – Beyond Visualization, (in 'VISIONS-Beyond Media' International Exhibition, Florence, Italy
     2009)
Digital Murals- Spatial Manipulation from the Renaissance to New Media, (ACSA, 2008) Digital Analysis of Classical
     Architecture, (ACSA, 2008)
The Phoenix Tactile Interface System, (ACSA, 2007)
The Architecture of Information - Four Case Studies: Architecture as an Interface for Local Information, (Hyperpolis
     conference, 2006)
Wall_Fold- The Space between 0 and 1, (UbiComp - Ubiquitous Computing National Conference Proceedings, 2003)

Professional Memberships
N/A

SHIVJIT (CHEVY) SIDHU

Courses Taught (two academic years prior to current visit)
ARC 6979   Master's Research Project
ARC 6281   Professional Practice

Educational Credentials
Master of Architecture, School of Architecture and Urban Design, University of California, Los Angeles, 2001
Bachelor of Architecture, School of Architecture, University of Southern California, 1997
Centre' de Architecture et de Urbanism, Saintes, France, 1996

Teaching Experience
Adjunct Professor, School of Architecture, University of Florida, 2010-present
Assistant Professor, School of Architecture, University of Florida, 2004-2010
Graduate Teaching Assistant, University of California, Los Angeles

Professional Experience
Apostrophe Design, Principal/Designer, Los Angeles, 1997-present
studio bau:ton, Project Designer, Los Angeles, 1998-2000
Agëlil/Graham Architecture, Designer, Los Angeles, 1994-1996

Licenses/Registration
Registered Architect: Council of Indian Architects, Bombay, India, 2001

Selected Publications and Recent Research
Research into correlations between the Urban Fabric and Social Space with emphasis on Low Income Housing
Sustainable Issues
Urban Design
Rapid Prototype Construction Technologies
Emergent Manufacturing Technology

Professional Memberships
Associate, American Institute of Architects
Member, Indian Institute of Architects

GARY W. SIEBEIN, FAIA, FASA

Courses Taught (two academic years prior to current visit)
ARC 6911   Environmental Technology 3: Environmental Soundscapes
ARC 6911   Environmental Technology 3: Architectural Soundscapes
ARC 6685   Environmental Technology 3: Life Safety
ARC 6643   Environmental Technology 3: Architectural Acoustics
ARC 6642   Environmental Technology 3: Architectural Acoustics Design Lab
ARC 3610   Environmental Technology 1

Educational Credentials
MArch, University of Florida, 1980
BArch, Rensselaer Polytechnic Institute, 1978
BS in Building Sciences with minor in Language & Literature, 1972

Teaching Experience
Professor, University of Florida, Gainesville, 1993-present
Associate Professor, University of Florida, 1985-1993
Assistant Professor, University of Florida, 1980-1985

Professional Experience
Senior Principal Consultant, Siebein Associates, Inc., Gainesville, Florida, 1981-present

Licenses/Registration
Florida

Selected Publications and Recent Research
Architectural Acoustics. *McGraw Hill Encyclopedia of Science and Technology.* 10th ed., vol 2, 2012 [in press].
Acoustical Design of Theatres for Drama Performance: 1985-2010. Acoustical Society of America, Melville, NY: 2010,
        [76, 162, 252, 292].
Recent Developments and Trends for the Future. *Architectural Acoustics: Theory and Practice 2nd Edition.* John Wiley
        and Sons, New York: 2009, pp 209-271.
Participating Investigator: Agri-Urbanisism: Ecologoical and Socially Engaged Living within an Agriculture Landscape. A
        proposal for Research, Analysis and Design Visioning – A collaboration between Vision Alachua, Plum Creek, the
        Florida Community Design Center and the University School of Architecture. 2011. $54,000.
Participating Investigator: Multi-Model Transportation and Walkable Village Design Visioning. A proposal to MTPO
        Gainesville/Alachua County. 2005. $20,000.
An Acoustical Palette for Architectural Soundscapes. *Designing Soundscapes for Sustainable Urban Development.*
        Stockholm, Sweden. 2010.
Architectural and Acoustical Elements of Soundscapes. *1st European Congress on Sound and Vibration.* Ljubljana,
        Slovenia., 2010.
The Ecological Basis for Architectural and Environmental Soundscapes. *International Congress on Noise Control
        Engineering Proceedings.* Lisbon, Portugal: 2010. Volume 221, Issue 1, pp. 6506-6513.
Soundscape Design Methods for a Neonatal Intensive Care Unit." International Congress on Noise Control Engineering
        Proceedings. Ottawa, Canada: 2009. Volume 218, Issue 1, pp. 2360-2368.
On the Nature of the Ambient Sound. International Congress on Noise Control Engineering Proceedings. Ottawa,
        Canada: 2009. Volume 218, Issue 1, pp. 2569-2576.
Named University Foundation Research Professor (for the second time) University of Florida, 2010-2013
Awarded the Faculty Service Award by the College of Design, Construction and Planning, 2010.
Elected Fellow by the American Institute of Architects, 2009.

Professional Memberships
The American Institute of Architects (Fellow)
The Acoustical Society of America (Fellow)
Florida Chapter of the Acoustical Society of America
National Council of Acoustical Consultants
Institute of Noise Control Engineers
American Society for Heating, Refrigerating and Air-Conditioning Engineers
American Society for Testing and Materials

THOMAS SMITH, AIA, LEED AP

Courses Taught (two academic years prior to current visit)
ARC 6934   The European Approach to Sustainability
ARC 6281   Professional Practice
ARC 4620   Environmental Technology 2
ARC 4323   Integrated Project Design Studio
ARC 4323   Design 8
ARC 3463   Materials and Methods
ARC 3321   Design 6
DCP 6931   Sustainable Design Problem Solving

Educational Credentials
Master of Architecture, University of Florida, 2005
B.Arch., University of Texas, 1986

Teaching Experience
Senior Lecturer, University of Florida, 2009-present
Visiting Professor, University of Florida, 2008-2009
Adjunct Professor, University of Florida, 2006-2007
Visiting Lecturer, Universita Degli Studi di Genova, 2005
Adjunct Professor, University of Florida, 2003,2004

Professional Experience
Thomas Smith Architect, Gainesville, Florida 2004 - present
Flad & Associates, Gainesville, Florida 2000-2004
Thomas Smith Design and Construction, Gainesville, Florida 1992-2000
Tsao & McKown Architects, New York City, New York 1989-91
Wank Adams Slavin Associates, New York City, New York 1987-89
Brown Daltas Associates, Rome , Italy 1985

Licenses/Registration
Florida

Selected Publications and Recent Research
*Contribution of chapter in "Progettazione sostenibile: dalla pianificazione territoriale all'eco-design" la Casa Editrice
    Carocci di Roma*: February 2007.

Professional Memberships
The American Institute of Architects

WILLIAM BRIAN SMITH

Courses Taught (two academic years prior to current visit)
ARC 4074   Core Studio 4
ARC 4073   Core Studio 3
ARC 3321   Architectural Design 6
ARC 3320   Architectural Design 5
ARC 2303   Architectural Design 3

Educational Credentials
M.Arch., Columbia University, 2011
B.A. Journalism, University of North Carolina, Chapel Hill, 2005

Teaching Experience
University of Florida, Adjunct Assistant Professor, 2011-2012
Columbia University GSAPP, Associate in Architecture, 2011
Columbia University GSAPP, Assistant Instructor, 2009-2011

Professional Experience
Columbia University Studio-X Rio De Janeiro, Editor-in-Chief, Designer, Installation Assistant, Central Futuros, 2011
Tack Design, Researcher, UI Designer, Busker, Street Musician iPhone application, 2011
Volume Magazine, Copy Editor, Volume #20, Storytelling, Feb. 2009
Volume by C-Lab, Copy Editor , Urban China Bootlegged, Feb. 2009

Licenses/Registration
N/A

Selected Publications and Recent Research
Columbia University GSAPP, Abstract, 2008-2011

Awards
Columbia University GSAPP, Honors Award for Excellence in Design, 2011
Columbia University GSAPP, Avery Six Prize, 2011
Columbia University GSAPP, Alpha Rho Chi Student Leadership Award, 2011
University of North Carolina – Chapel Hill, Sam Seldon Prize for Writing
University of North Carolina – Chapel Hill, Burch Fellow
University of North Carolina – Chapel Hill, Sydney Dowd Memorial Scholar for Piano Performance

Professional Memberships
N/A

FRANCA STOCCO

Courses Taught (two academic years prior to current visit)
ARC 3291 Special Studies in Architecture: VIA Italian Language and Culture

Educational Credentials
University of Padova – Facoltà di Scienze Politiche, 1988-1991
Accounting Technical Commercial Diploma, Istituto Tecnico Commerciale "Ambrogio Fusinieri," 1985-1988
Computer & Languages Certificate, Weybridge Educational Center, Surrey, U.K., 1982 – 1984

Teaching Experience
Adjunct Professor, Vicenza Institute of Architecture, University of Florida, 1994-present
Administrative Director, Vicenza Institute of Architecture, University of Florida, 1994-present
Coordinator of summer courses from: University of Florida Department of Interior Design, University of Florida Continuing Education Program, Texas Tech University, University of Alabama, University of Idaho, Mississippi State University

Professional Experience
N/A

Licenses/Registration
N/A

Selected Publications and Recent Research
N/A

Professional Memberships
Association of American College and University Programs in Italy (A.A.C.U.P.I.)

WILLIAM L. TILSON

Courses Taught (two academic years prior to current visit)
ARC 6356   Advanced Studio 3
ARC 6241   Advanced Studio 1
ARC 4323   Architectural Design 8
ARC 4322   Architectural Design 7
ARC 4222   Architectural Theory 2
ARC 4074   Core Studio 4
ARC 3321   Architectural Design 6

Educational Credentials
M.Arch., Virginia Polytechnic Institute and State University, 1975
B.Arch., Virginia Polytechnic Institute and State University, 1973

Teaching Experience
Professor, School of Architecture University of Florida, 1998-present.
Associate Professor, School of Architecture University of Florida, 1995-1998
Assistant Professor, School of Architecture University of Florida, 1980-1995
Assistant Professor, Kansas State University, 1975-1980
Visiting Instructor, Louisiana State University, 1974-1975

Professional Experience
Project Designer, Morris+Clark Architects, Baltimore, MD1985-1986
Project Designer, The Design Studio, Manhattan, KS 1975-1979

Licenses/Registration
N/A

Selected Publications and Recent Research
Urban Planning and Design Research Project Interstate 4 Bridge District Opportunity Assessment and Place making Initiative-Downtown Orlando, Florida. Co-principal Investigator (M. Kuenstle, PI, M. Gold, G. Petersen, R. Ron, Co.PIs) 2009
Imaging St. Augustine: Advancing Heritage Tourism, Preservation and the Physical Integrity of the Oldest US City. Co-principal Investigator (M. Kuenstle, PI, M.Gold, G. Petersen, P. Rumple) 2008
Design Guidelines for the Waterfront Community Redevelopment Area, Fernandina, Florida. In collaboration with the Florida Community Design Center, Gainesville, Florida. 2007-2008.
Fading Florida: Documenting Historic Tourist Attractions (Ruth Dusseault, Artist in residence, Georgia Tech PI). National Endowment for the Arts. 2005-2006
Place and the Electrate Situation, William Tilson and John Craig Freeman. *Rhizomes: Cultural Studies in Emerging Knowledge*, number 13, (2006) http://www.rhizomes.net/issue13/tilsonfreeman/index.html
MIAMI- MIAUTRE: A Trailer, LEONARDO (ISAST), Artist Statements, LEONARDO 36:3 (2003): 197-98. Co-authored with G. Ulmer, B.J.Revelle, C. Freeman, W.Pappenheimer.

Professional Memberships
US/ICOMOS
Board of Directors, Amelia Island Restoration Foundation
Trustee, Amelia island Museum of History

GIOVANNI TRAVERSO

Courses Taught (two academic years prior to current visit)
ARC 6911   Architectural Research: Natural / Artificial Lighting

Educational Credentials
Master of Science in Light and Lighting, Bartlett, UCL, London, 1994
Architecture degree at IUAV, Venice, 1994

Teaching Experience
Adjunct Professor, Vicenza Institute of Architecture, 2010-present
Master Programs of IUAV (Venice University Institute of Architecture) and the University of La Sapienza in Rome

Professional Experience
Principal, Traverso-Vighy Architects, 1996-present

Licenses/Registration
Italy / EC

Selected Publications and Recent Research
Salvagnini Technical Centre in Izumi-Japan (2004)
New company headquarters for Spidi Sport in Vicenza Italy (2006)
Illumination system for Piero della Francesca Frescos in San Francesco, Arezzo Italy (2000)
Falcone-Borsellino Airport commercial area in Palermo
Several monographic books are dedicated to Traverso-Vighy, and his work has been widely published in Italian and
     International magazines.

Professional Memberships
Sustainability Director of the Professional Lighting Design Association (PLDA), the most prominent European
     professional association of lighting designers (2011-present)

LUCKY TSAIH

Courses Taught (two academic years prior to current visit)
ARC 4620   Environmental Technology 2 Laboratory
ARC 3610   Environmental Technology 1 Laboratory

Educational Credentials
Ph.D., University of Florida, 2011
M.A., The Johns Hopkins University, 2003
M.M., Manhattan School of Music, 1998
B.M., The Johns Hopkins University, 1996

Teaching Experience
Assistant Professor, University of Florida, 2012-present
Graduate Teaching Assistant, University of Florida, 2008-2011

Professional Experience
Senior Acoustical Consultant, Acoustical Design Collaborative, Ltd., Baltimore, MD, 2011-present
Contractor/Acoustical Consultant, Acoustical Design Collaborative, Ltd., Baltimore, MD, 2010-2011
Intern/Acoustical Consultant, Siebein Associates, Inc., Gainesville, FL, 2009 Summer
Acoustical Consultant, Acoustical Design Collaborative, Ltd., Baltimore, MD, 2003-2008
Intern/Acoustical Consultant, Acoustical Design Collaborative, Ltd., Baltimore, MD, 2002-2003

Licenses/Registration
N/A

Selected Publications and Recent Research
Soundscape of Music Rehearsal in Band Room (2011)
Local Sonic Wonders: tectonics of measuring, modeling and mapping aspects of soundscapes (2010 as co-author)
Using Speech as Test Signal for Classroom Acoustics Measurement (2010)
*Statistical Analysis of Measurement Variables for STC and IIC Field Tests Based on ASTM Standards' Measuring
    Protocol* (2010 as co-author)
Exploring the Natural Soundscapes (2009)

Professional Memberships
Acoustical Society of America
Technical Committee on Architectural Acoustics of ASA
National Council of the Acoustical Consultants
Institute of Noise Control Engineering
Audio Engineering Society

JAIRO VIVES

Courses Taught (two academic years prior to current visit)
ARC 6911   Architect Research 1
ARC 3321   Design 6
ARC 2304   Design 4
ARC 2303   Design 3

Educational Credentials
Master of Architecture, Southern California Institute of Architecture, 2010
Bachelor of Design, University of Florida, 2008
Associate in Arts, Miami Dade College, 2005

Teaching Experience
Visiting Adjunct Professor, University of Florida, 2010-present
Digital workshop, Southern California Institute of Architecture, 2009

Professional Experience
Shad Vasigh and Associates, Junior Architect, 2011
Michael Maltzan Architecture, Intern/ Junior Architect, 2011
Floyd Albee - Production design, PA & Prop Fabricator, October 2010 – February 2011
SCI-Arc Shop, Work-study / CNC & Rapid Prototyping/Equipment keep up, 2009
University of Florida / Design Center, Design / Digital model / Field research, 2008

Licenses/Registrations
N/A

Selected Publications and Recent Research
2010: SCI-Arc Magazine issue No.1 / - Fung, Payne, Zago
2010: Onramp Student magazine /
2009: Onramp Student magazine /
2009: 9th Annual Beyond-Media Festival in Florence. Installation
2005: Fragment / Pod Design Fragments / Installation

Professional Memberships
NCARB # 672400
ACSA

REBECCA WALKER

Courses Taught (two academic years prior to current visit)
ARC 2304   Architectural Design 4
ARC 2303   Architectural Design 3
ARC 2180   Introduction to Digital Design
ARC 1302   Architectural Design 2

Educational Credentials
M.Arch., University of Florida, 2010
M.S., University of Florida, 2002
B.S., University of Florida, 2000

Teaching Experience
Adjunct Professor, University of Florida, 2010 - present

Professional Experience
Intern, Craig Salley and Associates, Gainesville, FL, 2011 - present

Licenses/Registrations
N/A

Selected Publications and Recent Research
The Dancing Architectural Body: Utilizing Dance and Physiology in the Fundamental Design Studio, Co-author, John
    Maze (Crossroads Crossovers, 2010/2011)

Professional Memberships
The American Institute of Architects

BRADLEY WALTERS, AIA, NCARB

Courses Taught (two academic years prior to current visit)
ARC 6979   Masters Research Project (Spring 2011 + 2012)
ARC 6971   Masters Research Thesis (Fall 2011 + 2012)
ARC 6940   Supervised Teaching (Fall 2010 + 2012)
ARC 6913   Architectural Research 3: MRP/Thesis Preparation (Fall 2010 + 2011 + 2012)
ARC 6241   Sustainable Planning and Design Studio: Singapore (Summer 2011 + 2012)
ARC 4941   Educational Teaching Issues (Fall 2010 + 2012)
ARC 4323   Architectural Design 8: Vicenza Institute of Architecture (Spring 2011)
ARC 4322   Architectural Design 7 (Fall 2011 + 2010)
ARC 4073   Core Studio 3 (Fall 2012)
ARC 3463   Materials and Methods of Construction 2 (Spring 2012)
ARC 3320   Architectural Design 5 (Fall 2012)
ARC 2461   Materials and Methods of Construction 1 (Spring 2011)
ARC 1301   Architectural Design 1 (Fall 2010 + 2012)

Educational Credentials
M.Architecture, Princeton University, 1999
B.Design in Architecture, *Summa Cum Laude*, University of Florida, 1995

Teaching Experience
Assistant Professor, University of Florida, 2008-present

Professional Experience
Principal, Bradley Walters Architect, Princeton NJ and Gainesville FL, 2006-present
Senior Associate + Associate, RMJM Hillier + Hillier Architecture, Princeton NJ + Philadelphia PA, 1999-2008
Designer, Donadio & Associates, Architects, P.A., Vero Beach FL, 1995-1997

Licenses/Registration
Registered Architect, State of Florida License No. AR94869
Registered Architect, State of New Jersey License No. 21AI01719800

Selected Publications and Recent Research
2010 Solar Decathlon Europe Project RE:FOCUS, Co-Principal Investigator
*Unmoored Architecture: On Modules, Mobility and Manufacturing in the RE: FOCUS House (with Mark McGlothlin),
    Proceedings of the 2012 ACSA Fall Conference*, (Temple University, 2012)
Drawing Space, Proceedings of the 2012 Design Communication Association, (Oklahoma State University, 2012)
*Speculative Making: Engaging Mass and Matter (with Lisa Huang), Proceedings of the 2012 National Conference of the
    Beginning Design Student*, (Penn State University, 2012)
Instrumental Lines and Productive Paths: Thinking Through Drawing, Architrave 19, (University of Florida School of
    Architecture, 2012)
*RE:FOCUS. University of Florida. United States of America (with Mark McGlothlin et al), Solar Decathlon Europe 2010:
    Towards Energy Efficient Buildings*, (Madrid, Spain: 10Action Project/Intelligent Energy Europe Program, 2011)
*Active Lines: Liminal Marks + Material Constructions, Proceedings of the 2011 European Architectural Envisioning
    Association (EAEA) Conference*, (Delft, the Netherlands: TU Delft, 2011)
Out of Thin Air, Proceedings of the 2011 National Conference of the Beginning Design Student, (University of Nebraska
    Lincoln, 2011)
Materialisms and Excess, Proceedings of the 2011 National Conference of the Beginning Design Student, (University of
    Nebraska Lincoln, 2011)
*Instrumental Lines and Productive Paths, Crossroads Crossovers: Proceedings of the 2010/2011 Design Communication
    Association Biannual Conference*, (Montana State University, 2010)
*Analog Alchemy and Digital Digressions: Hybrid Practices, Representation 2009-2010: Journal of the Design
    Communication Association*, (Southern Polytechnic State University, 2010)
Urban Fabrications, Re.Building: Proceedings of the 98th ACSA Annual Meeting, (ACSA Press, 2010)

Professional Memberships
The American Institute of Architects
National Council of Architectural Review Boards

ALBERTUS SUNLIANG WANG

Courses Taught (two academic years prior to current visit)
ARC 2304   Design Studio IV (Spring 2007, Spring 2008)
ARC 3321   Design Studio VI (Spring 2010)
ARC 4322   Design Studio VII (Fall 2011)
ARC 4323   Design Studio VIII (Summer 2010, 2011, 2012)
ARC 6356   Graduate Advanced III (Summer 2010, 2011, 2012)

Educational Credentials
M.Arch, Harvard University, 1995
B.Arch., University of Florida, 1991

Teaching Experience
Co-Director, East-Asia Program, School of Architecture, University of Florida, in Collaboration with Huazhong University,
      Wuhan, China and Chongqing University, Chongqing, China, Summer 2010, Summer 2011, Summer 2012
Faculty/Coordinator, Hong Kong/China Program, School of Architecture, University of Florida, in Collaboration with Xi'an
      University of Architecture and Technology, Xi'an China, Summer 2007, Summer 2008
Adjunct Associate Professor, University of Florida, 2006-Present
Adjunct Professor, Universitas Pelita Harapan, 2003-2005
Adjunct Professor, Boston Architecture Center, 1994-1995

Professional Experience
Partner, Studio for Architecture and Urbanism, Gainesville, FL, 2012
Partner, Sanders Wang MacLeod International Consortium for Architecture and Urbanism (SWiMCAU), Gainesville, FL,
      2005-2007
Partner, Consortium for Architecture and Urbanism (CAU), Jakarta, 1998-2005
Project Manager, PT. Irco-World Pty, Hong Kong/Jakarta/Denpasar/Mataram, 1996-1998
Intern, Homa Fardjadi/Mohsen Mostafavi, Cambridge, MA, 1994-1995
Intern, Larry Barton, Alexandria, VA, 1988, 1991

Licenses/Registration
N/A

Selected Publications and Recent Research

Selected Papers + Lectures
Cross-Cultural Identity – Between Modernism and Tradition, Lecture at Universitas Udayana, Denpasar, 2009
Place, Pedagogy, Practice, Lecture at Institut Teknologi Bandung, 2006 and Xi'An University of Architecture and
      Technology, Xi'An, China, 2007
Pre-Fabricated Modular Housing, Paper Submission at the Sixth China Urban Housing Conference, Beijing, 2007
Space and the Making of Space Makers, Lecture at Universitas Pelita Harapan, Lippo Karawaci, Indonesia, 2006
Reinventing Sanshui: Emergence vs. Erasure in the Design of China's New Town Neighborhoods, Paper Co-Presented
      at the First China Urban Housing Conference at the Chinese University of Hong Kong, 2005
Distribution of Powers in the Post-Colonial Batavia/Jakarta, Paper Presented at the 1st Symposium on Pacific
      Architecture at the University of Hawaii in Manoa, 1995

Competitions
Urban Tapestry, AIA Gainesville Chapter Design Award, The Honor Award for Design Excellence for the Un-Built Work,
      2008
The Hand-Made House, AIA Florida Chapter Design Award, The Honor Award for Design Excellence for the Built Work,
      2007
The Hand-Made House, AIA Gainesville Chapter Design Award, The Honor Award for Design Excellence for the Built
      Work, 2006
Foshan International Urban Design Competition, First Price Winner for Urban Regional Design/Planning of the District of
      Foshan in Canton, China 2004

Professional Memberships
IAI (Ikatan Arsitek Indonesia), Golden Key International Honour Society, Harvard Alumni Association

HUI ZOU, Ph.D.

Courses Taught (two academic years prior to current visit)
PhD (3 PhD students) & MRP thesis supervisions
ARC 6912   East Asian Architecture (East Asia Summer)
ARC 6357   The Landscape Approach in Architecture (history/theory graduate seminar)
ARC 6356   Architectural Design Graduate Advanced 3 (East Asia Summer)
ARC 6212   Architectural Phenomenology (history/theory graduate seminar)
ARC 4930   East Asian Architecture (East Asia Summer)
ARC 4323   Architectural Design 8 (East Asia Summer)
ARC 4322   Architectural Design 7 (East Asia Summer)
ARC 2201   Architectural Theory 1
ARC 1702   Architectural History 2
ARC 1701   Architectural History 1

Educational Credentials
Ph.D., McGill University, 2005
MS in Arch., University of Cincinnati, 1998
Dr. Engineering in Architectural History & Theory, Tongji University, 1995
M. Arch., Tongji University, 1991

Teaching Experience
Associate Professor, University of Florida, 2010-present
Assistant Professor, University of Florida, 2003-2010
Lecturer, Tongji University, 1995-1996

Professional Experience
N/A

Licenses/Registration
N/A

Selected Publications and Recent Research
*Suipian yu bizhao: Bijiao jianzhuxue de shuangchong huayu (Fragments and Mirroring: The Twofold Discourse of
    Comparative Architecture)* (Beijing: Shangwu yinshuguan, 2012).
A Jesuit Garden in Beijing and Early Modern Chinese Culture (West Lafayette, IN: Purdue University Press, 2011).
"The Narrative Structure of Cross-Cultural Architecture (Jiaocha wenhua de qingjie jiegou)," English-Chinese bilingual, in
    Architecture Studies (Jianzhu yanjiu), vol. 2, ed. Southeast University (China) & AA School of London (UK)
    (Beijing: The China Architecture & Building Press, 2012).
"Perspective *Jing*: The Depth of Architectural Representation in a European-Chinese Garden Encounter," in *Chora 6:
    Intervals in the Philosophy of Architecture*, ed. Alberto Pérez-Gómez & Stephen Parcell (Montreal: McGill-Queen's
    University Press, 2011).

Professional Memberships
Kenneth and Nelly Fung Fellow, Asian Cultural Council (ACC), 2012-13
Fellow, Garden and Landscape Studies, Dumbarton Oaks (Trustees for Harvard University), 2001-2002

VISITING FACULTY (two academic years prior to current visit)

<u>2012-2013</u>

Milton Braga
Founding Partner MMBB Arquitecto
Faculty at FAUUSSP(Faculdade de Arquitetura e Urbanismo da Universidade de São Paulo)

Milton Braga studied architecture at the Faculdade de Arquitetura e Ubanismo da Universidade de Sao Paulo Brazil, receiving three degrees, the preliminary degree in 1986, his Masters in 1999 and a PhD in 2006. He has been teaching at the FAUUSSP since 2001, with previous academic positions at the Universidade Sao Judas Tadeu, Universidade Braz Cubas, and the University of Florida. In addition to Milton's academic efforts, he is a founding partner of MMBB Arquitetos. Since its inception in 1991 MMBB has grown in notoriety, earning well-deserved recognition through numerous awards and exhibitions. While it is quite difficult to encapsulate their work with a singular statement, it could be stated as a fresh extension of the modernist tenants that have framed so much of Brazil's architectural character. MMBB is a remarkably versatile firm, comfortable working a variety of scales, scopes and contexts, responding to the inherently loaded array of design constraints that frame any project with a formal grace and poetic dialogue of space, program and materiality. Fully aware of and respectful to the architectural legacy into which they have ascended, MMBB is perhaps most recognized for their on-going collaboration with Pritzker Laureate Paulo Mendez da Rocha. Yet their efforts are not overshadowed by this relationship. Instead they fold the influences that Mendez da Rocha provides with their own design aspirations to arrive at an architecture entirely their own – one steeped in the canons of modernism while boldly questioning the possibilities that lay unexplored.

Peter Zellner
Principal and Founder, ZELLNERPLUS
Faculty SCI-Arc / Coordinator Future Initiatives Urban Design Program

Peter Zellner established his Venice Beach, California based practice, ZELLNERPLUS, in 2004. At the award winning firm he leads architectural design as well as client and project management efforts. ZELLNERPLUS has been recognized as an emerging architectural voice in national publications such as The Los Angeles Times and The New York Times. Art+Auction magazine included Zellner its annual "Power 100" selection of influential people in the art world. Peter Zellner was named by The Los Angeles Times one of 10 'Faces to Watch in 2012 in Dance, Theater, Architecture and Art.' Harper's Bazaar included Zellner in its Editor's Selection "Best of What's New—Designers to Watch" Zellner is a long time Faculty member at the Southern California Institute of Architecture where he began teaching in 1999. At SCI-Arc he coordinates the Future Initiatives urban design program with David Bergman. Zellner holds a Master in Architecture from Harvard University (1999). At the Harvard Graduate School of Design he was a participant in the Harvard Project on the City led by Rem Koolhaas. He received a Bachelor of Architecture from with First Class Honors from the Royal Melbourne Institute of Technology (1993) in Australia, where he also taught between 1994 and 1997. Zellner has held Visiting Professorships in Architecture at UC Berkeley, FIU, the University of Southern California, the Ecole Speciale d'Architecture in Paris and the Institut für Städtebau und Raumplanung (Institute for Urban Design & Urban Planning) at the University of Innsbruck, Austria.

Zellner is the author of numerous essays and books including Hybrid Space (Thames & Hudson, 2000) and Pacific Edge (Thames & Hudson, 1998). He has curated exhibitions such as Sign as Surface (Artists Space, 2003) and Whatever Happened to Los Angeles (SCI-Arc, 2005). In January of 2012, Zellner completed his first free standing project, the Matthew Marks Los Angeles Gallery. Christopher Hawthorne, Los Angeles Times Architecture Critic described the project as "…one of the most conspicuous architectural debuts to appear in Southern California in a number of years."

Alexandre Delijaicov
Architect, Professor of Architecture and Urbanism University of Sao Paulo Brazil

Alexandre Delijaicov holds a degree in Architecture and Urbanism from the Faculty of Fine Arts of Sao Paulo (1985) MA in Architecture and Urbansim from the University of Sao Paulo (1998) and a Ph.D in Architecture from the Univesity of Sao Paulo (2005). He has been the architect of the Municipality of São Paulo since 2000 and is a professor in the Department of Design, Faculty of Architecture and Urbanism at the Universidade de São Paulo. He has experience in Architecture and Urbanism, with emphasis in Planning and Building Projects, acting on the following topics: architecture design of public buildings, places of social facilities, structuring urban centers, CEUs, architecture design inland cities, waterways, urban parks and river ports, sets of public facilities and cycle lanes in urban river waterfront.

<u>2011-2012</u>

Anne Lacaton
Architect and Founding Partner, Lacaton & Vassal Architects Paris France

Anne Lacaton received her Diploma Architecture school of Bordeaux, France,1980 and a Diploma of town planning, University of Bordeaux, 1984. She is the founder and principle of Lacaton & Vassal, a Paris-based firm –founded in 1987- that is considered a leading innovator of residential and municipal projects with a commitment to issues of sustainability. Their approach to design involves an in-depth reflection on the ethical dimension of architecture and the desire to find what is essential in each situation in order to create a modest language of architecture based on an economy of means.

Lacaton has received numerous awards and honors. Her work was recently included in the MOMA exhibition "Small Scale Big Change". Additional awards and honors include the Grand Prix National d'Architecture 2008, France; the Erich Schelling Award 2006 and the Fondation Erich Schelling, KarlsruheAward "Sustainability and Residential Innovation", City of Madrid, 2006; the 2011 Daylight and Building Component Award; the Grand Prix National d'Architecture Jeune Talent, France, 1999. Her firm was selected as finalist in 2003 and 2007 for the Mies Van der Rohe Award - European Union Prize for Contemporary Architecture.

Lacaton's work ranges from cultural projects to social housing refurbishment. Notable projects include the Palais de Tokyo in Paris, the School of Architecture in Nantes and a social housing project in Mulhouse. Her work has been published in numerous journals and the firm has a number of book and monograph publications including PLUS and Lacaton and Vassal published in 2009.   In 2011, the Holcim Foundation published "The Sustainability of Appropriated Space" focused the unique sustainable approach found in their Nantes School of Architecture project. Lacaton's work has been exhibited widely include the AA London, Guggenheim Soho, the Museum of Modern Art New York, and the the Cite de l'architecture and du Patrimoine in Paris.

Giancarlo Mazzanti
Architect and Founding Principal, Mazzanti Arquitectos, Bogota Colombia

Giancarlo Mazzanti Sierra studied architecture at Javeriana University, Bogotá, Colombia from 1983 to 1987, and industrial design and history and theory of architecture at University of Florence in Italy from 1991 to 1992. Mazzanti was recently selected to be in the permanent collection in the Museum of Modern Art – MoMa in New York, as part of the collection of the most emblematic buildings of the world with the models of the Public Library Park Spain and El Porvenir Kindergarden in Bogotá. He was the recipient of the Global Award for sustainable architecture given by the French government and multiple institutions of the European Community in 2010 and has received several other honors including the 2008 Iberoamerican Architecture Biennial award for best architectural project; the Architecture National Award in the Urban Design and Landscape category at the 10th Venice Biennale of Architecture; winner of the XX Colombian Biennial of Architecture in the Public Space Category in 2006; and the Gold badge in the XVI Biennial of Architecture in Quito, Ecuador.

Mazzanti's recent projects include the Barranquilla Museum of Modern Art and the Cultural Park and Museum of the Caribbean, both in Barranquilla, Colombia; two social Kindergardens for the Social Administrative Department, Bogotá; Timayui Kindergarten in Santa Marta; four arenas for the South American Games, Tulio Ospina Park, Leon de Greiff Park and Library and the International Convention Center all located in Medellin, Colombia. His work has been published in more than 700 national and international magazines and news papers all over the world, in countries like: Spain, USA, Japan, Korea, Sweden, England, Mexico, and Argentina.

Mazzanti was included in the lecture series and exposition "Contemplating the Void" in the Guggenheim Museum of New York in the tribute of the 50 years of its foundation in January 2010. He conducted a workshop as a participant in WAVE 2011 at the Universita Luav di Venezia. He has also taught at the Universidad Javeriana, Universidad de los Andes and Universidad Jorge Tadeo Lozano, in Bogotá, Colombia, the University of California, Berkeley; the University of Miami; the Universidad de Monterrey, Mexico; the Universidad de Buenos Aires, Argentina; the Universidad Católica de Chile, Chile; the Colegio de Arquitectos de Panama; the taller intenacional de Arquitectura de Cartagena, Universidad de los Andes, Colombia; Universidad Católica and the Universidad Palma, both in Lima, Peru.

Felipe Mesa
Architect and Founding Partner Planb Arquitectos Medellin Colombia
Faculty, Universidad Pontificia Bolivariana Colombia

Felipe Mesa is an architect from the Universidad Pontificia Bolivariana of Medellin, Colombia. He holds a master degree in architecture from the Universidad Politecnica de Cataluna, Barcelona, Spain. Mesa is principal of the studio "planb arquitectura" since 2000 and has won several public design competitions such as most recently the Orquideorama

botanical garden and the Hontanares College both in Medellin. His work has been published in architectural journals from Colombia, Spain, Mexico, and Argentina. Recently, his monograph "partial agreements" was published in Colombia. He currently is professor of architecture in the Universidad de los Andes, Bogota Colombia. Mesa has been deeply involved in the urban renewal of Colombia and has been honored as one of the most important rising young talents of his country.

Philippe Ruault
Architectural Photographer

Philippe Ruault is an architectural photographer of 25 years who has worked with such notable architects as Jean Nouvel, Rem Koolhaas and Rudy Ricciotti. His work reflects his passion for architecture, weaving the essence of photographic imagery with the realities of phenomenal experience of the built world. He frequently incorporates people into his work, and in doing so affirms his philosophy that architecture cannot be experienced through image alone, but is only completed through the occupation of the space itself. His photographs have been published and exhibited widely. His photography books include monographs on R.M. Schindler, Adolf Loos, Le Corbusier, Alvar Aalto, Mies van der Rohe as well as the houses of Charles and Ray Eames, Luis Barragan, Yoshida, and Rem Koolhaas.

<u>2010-2011</u>

Manuelle Gautrand
Founder and Principal Manuelle Gautrand Architects Paris

Manuelle Gautrand was born in 1961 and qualified as an architect in 1985. She set up her office in 1991, in Paris, where she lives and works. The team of over 20 architects develops projects for public contracting authorities as well as private firms both in France and abroad. Late 2007 she made headlines with the opening of C42, the new Citroën automobile showroom on the Champs-Elysées. In 2008, Gautrand was named a finalist, along with Atelier Nouvel and Morphosis, for the AVA Tower competition at La Défense. The current projects in progress or on site are Cultural and Sport Center in Saint-Louis, a mixed-use building in Montpellier, Music and Dance Center in Ashkelon, urban complex (housing, hotel, offices) in Ouagadougou. Among the firm's recent completed projects are the "Origami" office building on Friedland Avenue in Paris; La Gaité Lyrique, an old Parisian theater transformed into a center for contemporary and digital arts and music; The Lille Museum of Modern, Contemporary and Outsider Art; La Cité des Affaires in Saint-Etienne, an administrative and office building.

Her teaching activity began at the Ecole Spéciale d'Architecture de Paris (1999-2000), and the Ecole d'Architecture Paris-Val-de-Seine (2000-03). Now she teach in Technische Universität in Vienna. She has also lectured in various European schools of architecture in the framework of workshops. Institutions both in France and abroad have often invited her to present her work in conferences and seminars, notably in Antwerp, Brescia, Karlsruhe, London, Luxembourg, Madrid, Mexico, Oslo, Paris, Riga, Vienna and Wroclaw. She has sat on a great many juries for public and private competitions and prizes.

Her project "Citroën flagship showroom" was recently exhibited in the Swiss Architecture Museum in Basel and she was also included in 'Generocité' in 2009 at the Palais de Chaillot in Paris. Other exhibitions presenting the work of her office include the Rencontres Internationales d'Architecture at Orléans (ARCHILAB 2001, 2002), the International Biennale of Architecture in Venice (2002, 2004 and 2008), an exhibition at the Galerie d'Architecture in Paris (June 2003), and shows in Germany, Belgium, Spain, France, Italy and the Netherlands. To date, 7 monographs on her output have been published in France and abroad, including most recently Ceux que J'ai (Deja) Construits – Those I Have (Already) Built – 20 years 20 Buildings (1991-2011) ARCHIBOOKS Publishing House 2011. Two films on her work -'l'Art & la Manière' and 'Chic' - were shown on ARTE television in spring 2008.

T. Kelly Wilson

T. Kelly Wilson was born in Atlantic City, NJ, in 1955. He received a Bachelor of Architecture from Auburn University and a Master of Architecture from Harvard University. Wilson works as an artist, architect and he is an Associate Professor at Harvard Graduate School of Design, where he has taught design and visual studies since 1996. He is also the Director of the Harvard Rome Program. Wilson's drawings and paintings are shown in Boston, Columbus, Ohio, Providence, Rhode Island and most recently at the George Billis Gallery in New York.

Wilson's drawings and paintings are in the collections of Harvard University, the Boston Public Library, The Rhode Island School of Design and the Ralph Lauren Collection, and in many corporate and private holdings. His architectural drawings have been published widely, including the New York Times for the area of Ground Zero in Lower Manhattan. He is the recipient of numerous academic grants.

Wilson has been a lecturer at many academic institutions, nationally and internationally, including the Bermuda National

Gallery of Art, the Jerusalem Studio School, Israel, and the American University in Cairo. His lectures address the subjects of spatial invention within drawing and architecture, focusing upon the perceptual organization of architecture and the city. He will be the Paul Rudolph Visiting Professor at Auburn University in 2010.

He has held academic positions at Yale University, MIT, Auburn University and the Rhode Island School of Design.

Tod Williams
Founding Partner Williams + Tsien Architects (TWBTA)

For over 30 years, Tod Williams has worked with wife and partner Billie Tsien and in 1986 they founded Tod Williams Billie Tsien Architects in New York City. They are known for residential and institutional projects which pay careful attention to context, detail and the subtleties of materials. Their concise and compelling body of work includes The American Folk Art Museum in New York, Neurosciences Institute in La Jolla, California, Cranbrook Natatorium in Michigan and Skirkanich Hall at the University of Pennsylvania.

Current work with Billie Tsien includes a new museum for the Barnes Foundation in Philadelphia, a performing and visual arts center at the University of Chicago, a multi-disciplinary academic facility at Bennington College, the Asia Society headquarters in Hong Kong, an information technology campus in Mumbai, India, two new skating rinks in Brooklyn's Prospect Park, a dormitory at Haverford College and a nano-technology laboratory at Princeton University.

Tod Williams maintains an active teaching career parallel to his practice and has taught extensively throughout the United States. Most recently, he worked at Yale University with Billie Tsien as the Kahn Visiting Professor.

Carl Abbott
Founding Principal Carl Abbott Architects Sarasota Florida

For the past four decades Carl's office has been one of the most highly awarded firms in the AIA Florida / Caribbean Region. Carl's work ranges in scale from design of jewelry to master planning of large projects and from affordable to high-end projects. He is an original member of the Sarasota School of Architecture. From Yale, Carl received his Masters with studies under Paul Rudolph, Louis Kahn and Vincent Scully; from the University of Florida - his undergraduate degree with studies under Bill Stewart and Buckminster Fuller. He has worked in Hawaii with Joe Farrell, in New York with I.M. Pei, and in London with Yale classmates Richard Rogers and Norman Foster.

Carl has taught at a number of universities including Harvard's G.S.D. Earlier this year he was in N.Y.C. to speak on design before the World Monument Foundation. Carl lectures nationally and has served on many architectural juries.

End of faculty resume section

Part Four (IV): Section 4 – Previous Visiting Team Report

Provided under separate cover

Part Four (IV): Section 5 – URL for retrieving online catalogs (print copy in Team Room)

http://gradcatalog.ufl.edu/preview_program.php?catoid=2&poid=1751&returnto=822

Part Four (IV): Section 6 – Response to the Offsite Program Questionnaire

Appendix 3. Branch Campuses Questionnaire

Name of Institution:	University of Florida, Citylab-Orlando
Title of Degree:	Master of Architecture
Program Administrator	Dr. Frank Bosworth, Assistant Director
Person Completing Form:	Martin Gold, Director
Location of Additional Site:	500 West Livingston Street, Orlando, FL 32801
Distance from Main Campus:	113 miles (2.0 hours drive time)
Number of Courses Offered at Site:	14 courses (52 credit hours)
Required Course Listing:	ARC 6241 Advanced Studio 1 – 6 credits
	ARC 6505 Structures Wood Steel Conc. – 4 credits
	ARC 6635 Advanced Studio 2 – 6 credits
	ARC 6242 Research Methods – 2 credits
	ARC 6356 Advanced Studio 3 – 6 credits
	ARC 6913 MRP/Thesis Prep – 2 credits
	ARC 6979 MRP or ARC 60971 Thesis – 6 credits
	ARC 6281 Professional Practice – 3 credits
	ARC 63xx History Theory Option – 3 credits
	ARC 66xx Environmental Technology Option – 3 credits
Elective Seminar Courses:	ARC 6599 Advanced Urban Design – 3 credits
	ARC 6116 Drawing Towards Architecture – 3 credits
	ARC 6912* Design Codes and Tourism – 3 credits
	ARC 6934* European Approach to Sustainable Design – 3 credits
	ARC 6670* Architectural Lighting Design – 3 credits
	ARC 6685* Life Safety Systems – 3 credits
	ARC 6643* Architectural Acoustics – 3 credits
	ARC 6793* African Architecture – 3 credits
	ARC 6773* Florida Modernism – 3 credits
	Additional electives to be offered as program develops

*	Courses will be taught partially electronically (simulcast with two-way communication) or entirely in Orlando. The course delivery structure determined by the faculty member teaching the course and the number of students seeking the course. When offered in physically in Orlando, faculty members are compensated for travel expenses. Typically, elective seminars are taught one day per week for three hours in both locations allowing faculty and/or students to commute for courses.
Is attendance at additional site required for completion of NAAB-accredited degree program?	No.
Who has administrative responsibility at the additional site?	Assistant Director: Citylab-Orlando program – Dr. Frank Bosworth
To whom does the site administrator report?	The Director of the School of Architecture – Martin Gold
Where are financial decisions made?	The School of Architecture (home institution) makes all financial decisions in consultation with the administrative team – the Director and three Assistant Directors.
Who is responsible for hiring faculty?	Tenure track/accruing faculty are hired under the protocol for faculty hired at the home institution consisting of a search committee, recommendation to the Director, and Director recommendation to the Dean of the College for ratification of hire. This process is governed by the rules of the University of Florida and the faculty union collective bargaining agreement. Adjunct and visiting faculty are hired on a temporary basis by the Director of the School of Architecture in consultation with the Assistant Director – Citylab-Orlando, and with approval of the Dean of the College.
Who has responsibility for rank, tenure, and promotion of faculty at the additional site?	Faculty seeking tenure and promotion who's primary teaching responsibility is at the additional site must submit a T&P application under the same protocol governing faculty at the home institution. This includes a vote by the faculty and college tenure and promotion committee at the home institution.
Does the additional site have its own curriculum committee?	No. Curriculum decisions are made by the curriculum committee of the home institution.
Does the additional site have its own admissions committee?	No. Admissions decisions are made by the Admissions Committee of the home institution. Dr. Bosworth, who administers the Citylab-Orlando program is on the Admissions Committee.
Does the additional site have its own grievance committee?	No. Grievances are handle by the home institution.
Does the additional site have its own resources for faculty research and scholarship	Partially. Citylab-Orlando has some budgetary autonomy from the home institution as a result of its status within the University system. Resources drawn in form Citylab-Orlando support initiatives of both the home institution and Citylab-Orlando, therefore, some support could be allocated specifically for research for faculty within that program. Initiatives are underway to establish scholarships for students specifically for Citylab-Orlando.
Does the additional site have its own AIAS or NOMAS chapter	No.
Does the additional site maintain its own membership in ACSA?	No.

End of Report