

**Florida A&M University
School of Architecture**

**Architecture Program Report for 2011 NAAB Visit for
Continuing Accreditation**

Master of Architecture [M.Arch 2 years]

Pre-professional degree + 55 graduate credit hours

Master of Architecture [M. Arch 3.5 years]

Non pre-professional degree + 90 graduate credit hours

Bachelor of Architecture [B.Arch 5 years]

150 undergraduate credit hours

Year of the Previous Visit: 2006

Current Term of Accreditation: Six-year terms with focused evaluation in two years

“granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in two years to look only at the following: **B.Arch:** Public Information, Financial Resources and Professional Degrees and Curriculum and the progress that has been made in those areas; **M.Arch:** Public Information and Financial Resources and Professional Degrees and the progress that has been made in those areas. The accreditation terms are effective January 1, 2006. The programs are scheduled for their next full accreditation visit in 2012.”

Submitted to: The National Architectural Accrediting Board

Date: September 10, 2011

Name and contact information for the following:

Program Administrator:

Andrew Chin, Assistant Dean
School of Architecture
Florida A&M University
1938 South MLK Blvd
Tallahassee, Florida 32307
(t) 850.599.8763
(f) 850.599.3436

Chief administrator for the academic unit in which the program is located:

Rodner B. Wright, AIA, Dean
School of Architecture
Florida A&M University
1938 South MLK Blvd
Tallahassee, Florida 32307
(t) 850.599.8774
(f) 850.599.3436

Chief Academic Officer of the Institution:

Dr. Cynthia Hughes Harris, Provost
Florida A&M University
1700 Lee Hall Drive
301 Foote-Hilyer
Tallahassee, Florida 32307
(t) 850.599.3276
(f) 850.561.2551

President of the Institution:

Dr. James H. Ammons, President
Florida A&M University
1601 South MLK Blvd
400 Lee Hall
Tallahassee, Florida 32307
(t) 850.599.3225
(f) 850.561.2152

Individual submitting the Architecture Program Report:

Andrew Chin, Assistant Dean

Name of individual to whom questions should be directed:

Rodner B. Wright, AIA, Dean

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

Institution: History

Florida A&M University was founded on October 3, 1887 as the State Normal College for Colored Students. At the time, it was the second post-secondary institution in the state. Four years later, the school was given a share of the funds allocated to states for agricultural and mechanical education, was moved to its present location, and its name was changed to the State Normal and Industrial College for Colored Students. In 1905, management of the school was transferred from the Board of Education to the Board of Control, officially designating the school as an institution of higher education. The name was changed again in 1909 to Florida Agricultural and Mechanical College for Negroes. The following year, with an enrollment of 317 students, the college awarded its first degrees.

By 1944, Florida A & M had constructed 48 buildings, accumulated 396 acres of land, had 812 students and 122 staff members, and had received accreditation from several state agencies. Five years later, the school had obtained an Army ROTC unit, and student enrollment had grown to more than 2,000. In 1951, the institution's name was changed from Florida Agricultural and Mechanical College for Negroes to Florida Agricultural and Mechanical College. And in 1953, by legislative action, the college was renamed Florida Agricultural and Mechanical University (FAMU).

The University experienced its most rapid growth during the years 1950-68. The hospital was completed, 23 buildings were erected, staff increased by more than 500, the quarter system was implemented, and it became the first Negro institution to become a member in the Southern Association of Colleges and Schools. Enrollment increased to more than 3,500. In 1971, FAMU was recognized as a full partner in the nine-university Florida State University System.

In the 1980's, the University grew to 12 schools and colleges including a School of Graduate Studies, Research, and Continuing Education. A major building program was undertaken including the new \$5.3 million School of Architecture. Since 1986, the University has completed over \$100 million in new construction. In 1984 the University was granted the authority to offer its first Doctor of Philosophy degree and awarded its first Ph.D. (in pharmaceutical sciences) in 1989.

Under the administration of the eighth President, Dr. Frederick S. Humphries, student enrollment reached its all-time high, climbing from 5,100 in 1985 to 9,551 in 1992-93 and approximately 12,000 in 1998-99. The University's national ranking in enrolling National Achievement finalists moved from fourth place in 1989 to first place (in 1992, 1995, and 1997) and second place (1993 and 1994), surpassing institutions such as Harvard, Yale and Stanford. During the celebration of its 110th Anniversary, Florida A & M University's accomplishments were recognized nationally, and it was selected the 1997-98 College of the Year by Time Magazine-Princeton Review. After the resignation of President Humphries in 2002, the FAMU Board of Trustees named Henry Lewis III, Pharm.D, Dean of the College of Pharmacy and Pharmaceutical Sciences, interim president. In May of that year, the Board selected alumnus Fred Gainous, Ed.D. to be the ninth president. During his tenure, Dr. Gainous initiated the implementation of the new University operating system, and he pushed the University to over \$100 million in research dollars. On December 14, 2004, the Florida A&M University Board of Trustees made history by appointing Dr. Castell Vaughn Bryant as interim president. Dr. Bryant, an alumna, was the first woman to lead the University in its 117 years of existence.

On July 2, 2007, Dr. James H. Ammons, became the tenth president of Florida A&M University. Prior to his appointment, he served as Chancellor of North Carolina Central University (NCCU) from 2001 through 2006 and as provost and vice president for Academic Affairs at FAMU. Since Dr. Ammons' arrival at the University, he has built a top-notch, strong leadership team. In addition, he secured accreditation from the Accreditation Council for Pharmacy Education in which the board voted to reaffirm the College's accreditation status through June 30, 2010. Under his leadership, FAMU also received its first unqualified audit in three years from the Auditor General's Office; and the University enrolled students for the first time in a new doctorate program in physical therapy.

In Spring 2011, the Florida A&M University board of trustees approved a major restructuring plan. The Restructuring Plan outlines how FAMU will use its resources to implement its strategic plan, "2020 Vision With Courage." The multi-layered proposal was developed over two years and involved focus groups made up of all segments of the campus community.

Also in 2011, FAMU was selected as one of The Princeton Review's "311 Green Colleges: 2011 Edition." The university was the only historically black college or university (HBCU) to make the list, which focused solely on colleges that have demonstrated a strong commitment to sustainability in their academic offerings, campus infrastructure, activities and career preparation. Later that year, FAMU was named one of the best colleges in the Southeast by the Princeton Review. It is one of 134 institutions The Princeton Review recommends in its "Best in the Southeast" section of its website feature, "2012 Best Colleges: Region by Region."

Institution: Mission

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the university's mission:

- * Scholarship
- * Excellence
- * Openness
- * Fiscal Responsibility
- * Accountability
- * Collaboration
- * Diversity
- * Service
- * Fairness
- * Courage
- * Integrity
- * Respect
- * Collegiality
- * Freedom
- * Ethics
- * Shared Governance

Program: History

In 1973 the State University System completed A Study of Florida's Future Need for Architects which concluded that the state would need more than twice the number of professional architects the two schools then existing in Florida could produce. Since the Board of Regents had no control over the private University of Miami and the program at the University of Florida was considered too large to expand further, a new school of architecture at one of the other eight universities was proposed. At the same time, the 1974 version of Florida's Plan for Equalizing Educational Opportunity in Public Higher Education was completed. This document, along with the Federal Equalizing Educational Plan of 1974, called for increasing the number of black students in the eight state universities, which were traditionally white schools, and for increasing the number of non-black students at the historically black Florida A & M University. The establishment of a professional school that traditionally attracts very few other-than-white males provided a solution to both the desegregation of FAMU and the need to educate more architects to practice in the state. Consequently, the School of Architecture (SOA) at Florida A & M University (FAMU) was opened in September 1975 under the leadership of Dean Richard Chalmers from SUNY Buffalo.

The original plan for the School was to offer a four-plus-two program structure, providing a four-year pre-professional Bachelor of Science in Architectural Studies and a two-year professional Master of Architecture. The School was to maximize articulation with the pre-architecture curricula at designated community colleges. The development of the graduate program emphases was done with an effort not to duplicate options offered at the University of Florida. The options chosen were to reflect the emerging needs of the architecture profession and to provide an atmosphere of innovation in the new school.

In 1983 the Board of Regents (BOR) approved the School's request to offer a non-professional Master of Science degree, which allows concentration and special study for students who already have a professional degree or for those who do not seek one. At the same time, approval was given to offer the five-year professional Bachelor of Architecture and the Master of Architecture option for students with prior degrees in other fields. These three programs—all suggested by accreditation teams—allow the School to serve the needs of a broad range of students, to utilize its resources more effectively, and to promote both the professional and research interests of the graduate faculty.

In 1981, the Institute for Building Sciences was approved by the BOR, and a faculty member was appointed part-time to direct this umbrella organization for conducting sponsored research and community service projects. As more faculty became involved with sponsored projects, the need for a full-time director grew. In 1985, a search was conducted, and Professor Thomas Martineau was hired as the first full-time IBS Director. Under his leadership, the Institute earned its first \$1 million in research funded by federal, state, local, and private sources. In 1991, Professor Thomas Pugh, a faculty member and researcher, was appointed as Interim Director; in 1994, he was appointed as Director. Under his leadership, the Institute has continued to grow and excel and has now topped \$4 million in funded projects.

In 1985 founding Dean Richard Chalmers resigned, and Professor Enn Ots was appointed as Acting Dean. He served in that position until 1988. In 1986 the eight-semester FAMU/USF (University of South Florida) Master of Architecture Cooperative Program was opened to students who had undergraduate degrees in other fields. (This program received its own accreditation in 1992 and shortly thereafter became independent from the FAMU School of Architecture.) During the same year, the FAMU B.Arch. program received its first accreditation.

Professor Roy F. Knight was appointed Dean in 1988 as the School looked toward the '90s and its 15th birthday. Both professional programs were re-accredited in 1990 and again in 1995 with

full five-year terms of accreditation. Professor Knight served as Dean until 1996 when he resigned, and Professor Rodner B. Wright was appointed as Dean.

In 1992 the School applied for and received federal funding through Title III grants to enhance its previously unfunded student retention endeavors. In 1997 the second five-year cycle of Title III funding was renewed. That fall, students were admitted to the new Master of Landscape Architecture (M.L.A.) program, and an Interim Director, Professor Glenn Smith, was appointed. The two professional architecture programs received full re-accreditation in 2000. The turn of the century also brought other “firsts” for the School: the first M.L.A. degrees were awarded, a summer program for high school students (CoFA: Connecting to Florida Architecture) was initiated, and the first School newsletter (SOA News) was published.

The following year (2001) saw the State’s abolishment of the Board of Regents. The Board had been the governing unit of the State University System. A Board of Trustees, appointed for each university by the governor, replaced the Board of Regents.

That same year (2002), the SOA coordinated the first organized alumni activity—an exhibition of alumni work that celebrated 25 years of graduates. An evening and weekend study opportunity was initiated for architecture interns with pre-professional degrees to help them complete their B.Arch. degrees. Rehabilitation of the building and the addition of new space was completed in April 2002.

The year 2003 brought the appointment of Dr. Arleen Pabón as Interim Associate Dean and Associate Professor Andrew Chin as Director of Professional Architecture Programs. The first Alumni Reunion was held during Homecoming Week, and the School participated in its first Tallahassee CANstruction event. A major redesign of a fully featured website was deployed, including an electronic, password-protected “office” for internal use. In early 2005, Pabón stepped down from the position and the position was not filled.

In 2005, the Master of Landscape Architecture Program assembled and met with its first Advisory Council. The initial accreditation visit was held later that year. In August, the Program was advised of its full six-year accreditation. Similarly in July 2006, the School of Architecture hosted an accreditation visit and was later advised of its full six-year term of accreditation to both the B.Arch and M.Arch programs.

The years 2007 thru 2009 were years of addition and subtraction at the SOA. While the School was able to hire numerous full time young faculty and adjuncts, the SOA had numerous retirements. While there was a significant loss of institutional memory, the staff reduction has resulted in a more efficient and productive academic unit. The University’s Restructuring Plan, implemented in Fall 2011, had a significant impact on the SOA. The Landscape Architecture program was identified for elimination. The Construction Technology, Electrical Engineering Technology and Civil Engineering Technology programs were reassigned, from the College of Engineering Sciences, Technology and Agriculture (CESTA) to the School of Architecture. As a result, the School of Architecture was reorganized into two Divisions: the Division of Architecture and the Division of Engineering Technology. The SOA sees the change as an opportunity to initiate new graduate programs, access new research partnerships and provide new opportunities for the SOA students and faculty.

Program: Mission

The School adopted the following Mission statement on March 15, 2005:

The mission of the School of Architecture (SOA) is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technologically advanced, and student-centered environment conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors within the fields of Architecture and Landscape Architecture in an ever-evolving society. The School aspires to seek and support a faculty and

staff of distinction dedicated to providing outstanding academic education at the undergraduate, graduate, and professional school levels, with a particular emphasis on integrity, creativity, and ethical conduct. The SOA is committed to motivational teaching, imaginative research, and meaningful community service. The SOA is also committed to cultural diversity by means of its course offerings, special programs, and recruitment efforts.

21st Century Architectural Education

The SOA mission statement reflects the core principles of the program while being relevant to a 21st century architectural education. The University's "historic mission of educating African Americans " and the SOA's "committed to cultural diversity" illustrate an unmatched dedication to non-traditional students. As a Historically Black College/ University (HBCU) with a national reputation, the University draws African American students from across the country. The result is a freshman design studio that typically has more than 40 African American students interested in architecture. The opportunity to serve minorities, who are not equitably present in the profession, enhances the diversity of the discipline.

But, our unique diversity is a result of crafting multiple access points into the pre-architecture, B.Arch and M.Arch programs. The multiple access points are described below:

- Our community college pre-architecture articulation agreements provide access to students that have completed a AA degree. These are typically non-African American students, which helps to diversify the racial composition of the SOA. It also provides access (regardless of race or gender) to students who need an affordable option in North Florida.

- The multiple access points into the Master of Architecture degree increases the diversity of students in the graduate program. The 2 year curriculum, the 55 graduate credit track, typically attracts students who did their 4 year degree at FAMU. The 3.5 year curriculum, the non-architecture bachelor degree + 90 graduate credit track, attracts students who did not consider architecture as a career choice in high school. This path contributes graduate students who did not attend a Historically Black College/ University (HBCU).

- The B.Arch program's non-traditional (evening/ weekend) schedule diversifies the age and experience level of students in the B.Arch program. Because the B.Arch program provides two classes each semester as evening/ weekend courses, students have the option to keep their positions as full time interns and complete their classes as a part time student over a two year period. This typically results in the enrollment of students above the traditional age. The opportunity to have part-time students in the program that are working in firms, both increases a B.Arch student's exposure to practice and their ability to finance higher education.

Benefits To The Institution

The School of Architecture, well meshed with the mission and goals of its larger institutional setting, Florida A&M University. Our specific architectural mission is an extension of the fundamental university mission: furthering the education of African American students and residents of the State of Florida. Therefore, at the most fundamental level, the FAMU SOA benefits from and contributes to its institutional context in a cooperative manner. SOA students, faculty, and administrators are collectively and individually involved in making positive contributions to the University.

The SOA Administration's benefit to the University includes often serving as the Chair for University wide committees. For example, Dean Wright served as the Chair for the Organization Analysis Task Force. The Task Force included more than 36 faculty and administrators from across the University. In addition, the Dean serves on various personnel action hearings.

The faculty's contributions range from representing the University at academic conferences (identified in *Faculty Resumes*, Part 4 Section 2) to serving on University committees. The University-wide committees include, but are not limited to: Tenure and Promotion, Sabbatical and Professional Leave, Curriculum, Library, Graduate School, Search. Other faculty contributions to the University are shown below:

- Holding elected positions on the Faculty Senate and the Faculty Senate Steering.
- Service on the University re-accreditation committees.
- The generation of approximately \$20,223 in indirect-cost income to the Division Sponsored Research.
- Enhancement of the University image by conducting highly visible downtown revitalization studios and charrettes in Tallahassee, FL; Havana, FL; Jacksonville, FL; Daytona Beach, FL; Birmingham, AL and Nassau, Bahamas.
- Enhancement of the University image by hosting a public lecture series guests and symposium discussions.

A sample list of SOA student contributions to the University is shown below:

- Election to positions in the FAMU Student Government Association.
- Participation in intercollegiate athletics and various intramural sports. During the 2011 academic year, architecture students can be found on the football team as a starting safety (John Ojo), as the catcher on the baseball team (Ryan Sheplak), on the track (Robert Bogle), on the cheerleading squad (Sade Hooks), wrestling (Martavis Frazier) and on the softball team (Amanda Reyes). Reyes was named to the 2010 Mid-Eastern Athletic Conference (MEAC) Commissioner's All-Academic Team.
- Participation in the famous FAMU Marching 100 Band.
- Participation in fraternities, sororities, and other student organizations.

The SOA's largest lecture hall is provided to the University for its general education classes. Similarly, FAMU departments and organizations often reserved the SOA north atrium to host receptions and other special events. The SOA computer lab, library, and construction lab are available to students from across the campus. The sharing of space increases community cohesion, enhances the educational experience of the students, and enhances the atmosphere for faculty and staff.

Benefits derived to the program from the Institution

FAMU provides a valuable context for a comprehensive professional education. The University has a broad range of academic programs and is widely recognized as a leader among Historically Black Colleges and Universities (HBCU).^{*} As one of 14 colleges and schools on the FAMU campus, the School of Architecture draws from the resources of the University and operates within the rules and requirements of the State of Florida Board of Governors to ensure continued academic excellence and fairness in the treatment of students, faculty, and staff. Various FAMU programs and offices directly benefit the SOA. A sample list of benefits is shown below:

- The University provided a renovated building that is dedicated to the architecture program. The building houses the SOA studios, classrooms, faculty offices, administration, a construction lab, computer labs, and the SOA library.
- The University provides sabbatical and leave to SOA faculty to further their individual research activities. A sample list is available in *Human Resource & Human Resource Development/ Sabbatical or Developmental Leave*, Part I Section 2.1.

^{*} In 1997, the University was awarded "College of the Year" designation by Princeton Magazine for its ability to meet its unique mission. In 2011, FAMU was selected as one of The Princeton Review's "311 Green Colleges: 2011 Edition.". In late 2011, FAMU was name one of the best colleges in the Southeast by the Princeton Review. It is one of 134 institutions The Princeton Review recommends in its "Best in the Southeast" section of its website feature, "2012 Best Colleges: Region by Region."

- The Presidential Scholarship Office provides scholarships to first-time-in-college students and community college transfer students.
- The Registrar's Office provides in-state fee status/waivers to Caribbean and Latin American undergraduate and graduate students.
- The Office of Graduate Studies provides Graduate Teaching Assistantships (GTA), Graduate Research Assistantships (GRA), and fee waivers to the SOA students. A budget summary is available in *Financial Resources/ Budget Detail: Graduate Financial Aid*, Part 1 Section 2.4.
- The Office of Civil Rights provides funds for SOA scholarships that are awarded to undergraduate students, as described in *Financial Resources/ Comparative Report: SOA Budget History*, Part 1 Section 2.4.
- The Office of Title III Programs has provided enhancements that included the computer labs' software and hardware, the wireless network, and additional enhancements to the building. For graduate students, the Title III Office provided additional assistantships, fee waivers, and travel stipends, as described in *Financial Resources/ Comparative Report: SOA Budget History*, Part 1 Section 2.4.
- The Office of International Education and Development (OIED) have provided assistance for student and faculty study trips to the Caribbean.
- The Student Government Association (SGA) provides the SOA students with a voice in the management of policies of the University.
- The Honors Program provides challenges to the more academically motivated and scholastically capable students.

Holistic development

The SOA course of study encourages holistic development through the liberal arts requirements of the four-year Bachelor of Science in Architecture Studies. While it is not the professional degree, it serves as the common ground for the B.Arch and two year M.Arch program. The liberal arts presence in the FAMU SOA Bachelor of Science is listed below:

- * The State of Florida General Education Sequence requires a minimum level of communication, mathematics, natural sciences, social sciences and humanities courses. More detailed information about the General Education Sequence is online, see http://www.famu.edu/index.cfm?catalog&AcademicAffairs#The_General_Education_Sequence
- * More than 33% of the 4 year Bachelor of Science degree is composed on non architecture classes.
- * Upper Division students are required to complete 4 NON ARC Electives (and only 1 ARC Elective).

While the SOA programs do not require an intern experience, the SOA provides numerous experiences for students to be engaged with practicum-based learning. Examples are provided below:

- * Professor Valerie Goodwin's Design 3.2 studio worked with the Florida Institute of Rehabilitation Education (FIRE) and developed proposal for their potential expansion.
- * Professor Huffman's Design 5.1 studio worked with the City of Daytona Beach and developed a Master Plan for their Midtown District (Fall 2010).
- * Professor Huffman's Design 5.1 studio worked with Innovation Park, a local Intergovernmental agency and developed a mixed Use Master Plan (Fall 2011).
- * Professor Ots' Design 3.1 studio worked with the City of Tallahassee Fire Department in developing a 9/11 Memorial (Fall 2011).
- * Professor Ots' Design 3.1 studio worked with the Leon County Homeless Shelter (Fall 2010).
- * Professor Ots' Design 3.1 studio worked with Carrabelle War Museum (Fall 2010).
- * Professor Wells-Bowie's Design 4.1 studio worked with the City of Tallahassee and developed a Civil Rights Memorial proposal (Fall 2011).

- * Professors Alfano and Miller and the AIAS students worked with the Florida State University's College of Medicine, the Gadsden County School Board and the Gadsden County Health Department to develop a 4,000 square foot state-of-the-art Health and Wellness Service and Training Center at Havana Middle School (Spring 2011).
- * Professor La Grasse's Design 1.2 studio worked with the School of Arts & Sciences to design a greenhouse and outdoor classroom (Spring 2010).
- * Professor Miller's Design 3.1 studio worked with a Gadsden County, FL in developing a "Green" Elementary School project (Spring 2011).

I.1.2. Learning Culture and Social Equity

Studio Culture

The FAMU School of Architecture Studio Culture Policy provides a philosophy for faculty and students to help frame and ensure that the academic environment is conducive to healthy learning. It is, therefore, the intention of the School that faculty and students be given a nurturing and supportive environment where intellectual development can occur, where harmonious relations thrive between faculty and students, and where intellectual curiosities are matched with realistic expectations. As such, the Policy attempts to frame an academic climate that is conducive to individual and group exploration, achieving the learning outcomes, and asserting the value of each person who is a part of this community.

The FAMU School of Architecture Studio Culture Policy is intended to ensure the healthiest possible teaching and learning environment, conducive to the development of the well-rounded student, while preparing fully for entry into the profession of Architecture. Because the focus of the school's learning activity has at its heart the design studio experience where all learning comes together, this policy gives special attention to providing the conditions to enhance that experience. The policy stands as one expression of the mission of the University, an 1890 Land Grant Institution, which seeks to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student centered environment. Six values (from the University Mission Statement) form the basis for the policy: passion, respect, professionalism, focus, integration, and time.

- * **Passion:** The school provides a lively atmosphere, which encourages optimism, constructive thinking and acting, and a fervent pursuit of the best in architecture. Exploration, discovery, and creative imagination are supported by student and faculty interaction.
- * **Respect:** Mutual appreciation among faculty and students creates an environment in which all benefit from the sharing of knowledge and good judgment. Faculty will work to enhance the best of student talent and abilities. Students respond to good faculty instruction and advice.
- * **Professionalism:** Faculty will sustain a well-organized and clearly delineated program of study. Students will involve themselves in the learning process actively and engage the school community in a positive and self-disciplined manner.
- * **Focus:** The learning and teaching setting are opportunities for giving full emphasis on architecture as the underlying purpose of the school's academic programs. Studios will provide the place where architecture has its clearest manifestation within the school.
- * **Integration:** Recognizing that architecture is an inclusive field and represents a process of iterative synthesis, the faculty assists in bringing the widest possible range of knowledge and creative thinking to bear on student learning. The spirit of exploration, discovery, and critical thinking will be infused with a commitment to a search for truth that brings all together into a holistic understanding of architecture.

* Time: Time is valuable, and it requires careful allocation to a wide variety of activities, not only adequately providing for effective study, but also many other aspects of life. In the interest of the students' fullest personal development, the school and its faculty will endeavor to establish reasonable schedules for learning activity.

In support of the broad purposes stated in the Studio Culture Policy, the following (actions) will be implemented:

* The Studio Culture Policy is published in the Florida A&M University School of Architecture Student Handbook. The documents can be viewed online at <http://www.famu.edu/index.cfm?Architecture&StudioCulture>

* Students should expect to have a quiet and professional atmosphere for work in the School of Architecture Building. To facilitate this, noise from cell phones, radios, and music devices should be minimized according to common courtesy. Students must be cognizant of the conduct and behavior of invited guest.

* The building will be open and accessible to students enrolled in architecture courses 24-hours a day, 7-days a week, while the academic term is in progress. Conditions for study should continue through the night. Students are required to maintain respect, collegiality, professionalism, and sobriety during non-business hours. Students in violation of the spirit or principle of this policy are subject to disciplinary actions by the school including but not limited to termination of building access.

* Security is of paramount importance. The School will take the necessary steps to assure personal and property security at all times. Late evening and early morning hours will be given special consideration.

* An esprit de corps will be encouraged, particularly through a structured set of experiences in which younger students will have opportunity to become acquainted with older students and their work, and be introduced fully into the culture of the architectural community, including faculty, professional groups, and communities of scholars.

* Every student should be able to expect that their work will not be copied by any other student and that their work will be safe from theft or vandalism.

* Everyone is expected to respect the property of others, and the school, and care for it accordingly. All faculty, students, and staff are expected to assist in maintaining a comfortable, respectful, and clutter-free working environment.

* The studio atmosphere will engender an attitude of mutual assistance, sharing of ideas and information, and friendly, constructive competition. Students will be encouraged to spend time in the studio adequate for nourishing this attitude.

* Students will be provided reasonable equipment, access to the library, workshop, and computer facilities, supporting their ability to work in the building. The school will make every attempt to provide access to the workshop during studio hours, as well as, an expanded evening schedule. They may also expect appropriate furnishings and a reasonable level of comfort in the working environment.

This Studio Culture Policy is not intended as a substitute for expectations and requirements of students and faculty as delineated in The Fang (Florida A&M University Student Handbook). The Policy is expected to complement the School's "Classroom and Studio Use – Guidelines."

Access to Policy

A required freshman Orientation to Architecture course (taught by the Dean and the Undergraduate Advisement Coordinator) introduces students to architecture, FAMU policies and SOA policies through the SOA Student Handbook - which includes the FAMU SOA Studio Culture Policy document. A copy of the SOA Student Handbook is provided to students on the SOA website, see <http://www.famu.edu/index.cfm?Architecture&StudentHandbook>. In addition, the Studio Culture Policy is also posted on the SOA website, see <http://www.famu.edu/index.cfm?Architecture&StudioCulture>

Participation In Development

For this Policy to be effective, the students and faculty must fully participate. The “spirit” of this Policy is predicated on the assumption that teaching and learning is enjoyable and worthwhile. This Policy is not a document to be only read; it is to be followed emphatically. The SOA Dean’s Council and faculty representatives review the Studio Culture Policy annually and update the document.

Grievances

The University’s EEO/AA policies and procedures comply with relevant regulations and guidelines, including those of the Office of Federal Contract Compliance Programs (OFCCP), Equal Employment Opportunity Commission (EEOC) and the Office of Civil Rights (OCR). The FAMU Office of Equal Opportunity Programs website has the University’s policies and procedures for filing a complaint, see <http://www.famu.edu/index.cfm?EOP&Proceduresforfilingacomplaint>.

Academic Integrity

The SOA policy for academic integrity (e.g., cheating, plagiarism) is in the SOA Student Handbook, which is provided online, see <http://www.famu.edu/index.cfm?Architecture&AcademicHonestyandEthicalConduct>

Diversity

The School’s commitment to non-traditional students, and its unique diversity, is a result of crafting multiple access points into the pre-architecture, B.Arch and M.Arch programs. These access points are described in *History Mission/ 21st Century Architectural Education*, Part I Section 1.1.

I.1.3. Responses to the Five Perspectives

NAAB recognizes five constituencies of any School of Architecture: Educators (ACSA), Students (AIAS), Registration boards (NCARB), Professional practitioners (AIA) and Society. The FAMU SOA’s response to these five NAAB Perspectives takes into special consideration the missions and identities of FAMU and its SOA, described in *History Mission*, Part 1 Section 1.1.

Perspective 01: Architectural Education and the Academic Context

Relationship to University: As stated earlier, the School of Architecture mission, students, faculty and facilities are meshed with the larger institutional setting. The SOA:

- * students participate in student government, student organizations, fraternities, sororities and university athletic programs.
- * faculty participate in research and service activities that enhance the University’s image and reputation.
- * classrooms, labs and atrium spaces are used by other academic programs and student organizations.

Interaction with other programs: The SOA benefits from the other educational institutions in Tallahassee, a network of community colleges, and the academic programs and offices on the FAMU campus. For example, Florida A & M University, Florida State University (FSU) and Tallahassee Community College (TCC) participate in a cooperative program that lets students

take classes at the other institutions. By introducing FSU and TCC students to the SOA, the cooperative agreement assists in the recruitment of B.S.Arch. and M.Arch. students.

In the last six years, the School has maintained an effective articulation agreement with TCC and five other community colleges in north and central Florida. Each spring, the Undergraduate Advisor connects with the Colleges and to update each other on their academic programs. The current colleges include:

- Tallahassee Community College, Tallahassee
- Valencia College (formerly Valencia Community College, Orlando)
- Florida State College at Jacksonville (formerly Florida Community College at Jacksonville)
- Gulf Coast State College (formerly Gulf Coast Community College, Panama City)
- Northwest Florida State College (formerly Okaloosa-Walton Community College, Niceville)

The SOA's relationship with other academic programs is evident in the general education curriculum requirement, joint teaching efforts, and research activities. Like most universities, the freshmen and sophomore SOA curriculum is almost 50% non-architecture credits. We also require that four senior electives be non-architecture classes.

The closest external departmental relationship was with the landscape architecture program. The Master of Landscape Architecture (M.L.A.) faculty have taught elective courses in the SOA undergraduate and graduate architecture programs. Similarly, the architecture program has provided courses to the M.L.A. program. A sample list of joint teaching and research activities with other educational institutions is shown below.

- Our community college pre-architecture articulation agreements provide access to students that have completed an AA degree. These are typically non-African American students, which helps to diversify the racial composition of the SOA. It also provides access (regardless of race or gender) to students who need an affordable option in North Florida.
- The School of Architecture sponsored the Jerome Ringo lecture component of the FAMU Environmental Sciences Institute's "Focus on the Environment" series (Spring 2010).
- Professors Alfano and Miller worked with the Florida State University's College of Medicine, the Gadsden County School Board and the Gadsden County Health Department to develop a 4,000 square foot state-of-the-art Health and Wellness Service and Training Center at Havana Middle School (Spring 2011).
- Professor LaGrasse's Design 1.2 studio worked with the School of Arts & Sciences to design a greenhouse and outdoor classroom (Spring 2010).
- Professor Miller's Design 3.1 studio worked with a Gadsden County, FL in developing a "Green" Elementary School project (Spring 2011).
- Professor Pugh worked with FAMU Campus Library Office and developed web based wayfinding tools (Summer 2011).
- Professor Pugh worked with FAMU/FSU College of Engineering, Mechanical Engineering students during their one-semester externship. Pugh helped them develop a PC-based ventilation model to simulate the effect of increased air changes on indoor air quality (date).
- Professor White served as a Visiting Studio Instructor for the Drury University Architecture Center in Volos, Greece (2011).

- Professor White taught as faculty in 8 FSU Study Abroad centers (1996-2011).
- Professor White gave a paper in the FSU Symposium on Composing. "Making Buildings" (2011).

Perspective 02: Architecture Education and the Students

FAMU School of Architecture students have many avenues for personal student growth, development and leadership as a result of a diverse student body, nurturing support, leadership preparation and participation in SOA governance.

A Diverse Student Body: The SOA is a racially and culturally diverse program that attracts students from across the state of Florida and from across the country. Our diversity is a result of three enrollment factors: (1) African-American students in search of an accredited HBCU architecture program, (2) community college students looking for an articulation agreement, and (3) older professional program students who are looking for a professional degree opportunity in north Florida. In addition, the SOA has a unique international presence as a result of the University's Caribbean/Latin American Scholarship. The University provides "Residency for Tuition" status to students from Caribbean and Latin American countries. In Fall 2011, the SOA will have more almost 15 students from the College of the Bahamas in Nassau, Bahamas and the University of Technology in Kingston, Jamaica.

Nurturing Support: The SOA's academic advisement process and small classes support a student-centered experience. The full time Advisement Coordinator, Ronald Lumpkin, oversees the SOA's advisement process and coordinates the work of the Lower Division Advisor (Jonathon Audu), the Upper Division Advisor (himself) and the Professional program advisor (Andrew Chin). Each semester, the Advisor meets with his students to review their progress and recommend a class schedule for the next semester. Additional information on the SOA Advisement process is available online, see <http://www.famu.edu/index.cfm?Architecture&AcademicAdvising>.

The freshman-through-graduate classes at the SOA are kept relatively small and allow for personal attention. Undergraduate studios rarely exceed 16 students, and the required lecture courses are typically 25 to 40 students. At the graduate level, lecture courses typically have 15 to 25 students.

Leadership Preparation: The SOA curricula and organizations provide many opportunities for students to develop leadership skills. The most obvious is the design studio sequence where students are required to present their work and discuss the rationale for making certain design decisions. Freshmen through graduate level design studio student routinely present their work. The School supports five national architecture student-oriented organizations: American Institute of Architects Students (AIAS), National Organization of Minority Architects/Students (NOMAS), Alpha Rho Chi (APX) professional architecture fraternity, Tau Sigma Delta (IE) honor society, and the American Society of Landscape Architects (ASLA). The organizations hold regular meetings and sponsor School and community service activities, fund-raising events, social affairs, etc. Each organization strives to provide events that allow the architecture students' voices and interests to be heard and develop.

Participation in SOA Governance: A Student's participation in the governance of the SOA contributes to their professional development and provides a service to the School. Within each studio, a representative to the Dean's Council is selected. The Council meets with the Dean once a month to discuss topics, asks questions, and makes suggestions.

Perspective 03: Architecture Education and Registration

Communication: Students are initially presented with information about internship and licensure in the required freshmen Orientation to Architecture course. More diverse practice issues are

later discussed in greater detail in the required Professional Practice I and Professional Practice II classes, see *Course Descriptions*, Part 4 Section1.

In addition to the required classes, the SOA hosts an annual presentation on the IDP process by the SOA IDP Coordinator, Mike Alfano. In 2010, the SOA hosted an additional lecture by Martin Smith. Martin is the manager of the Intern Development Program at NCARB.

Diversity: A unique accomplishment of the School is evident in data provided by the Center for the Study of Practice at the University of Cincinnati. The Center's Directory of African-American Architects (<http://blackarch.uc.edu/>) documents the licensure of African-Americans in the 50 U.S. jurisdictions and their territories. Of the Center's 90 licensed African-American architects in Florida, 23 (or 25%) are FAMU SOA alumni or faculty, as listed below:

- * Adams, Joyce; Jacksonville, FL
- * Akinyemi, Akin S.; Tallahassee, FL
- * Arthur, Modupe; Orlando, FL
- * Bates, Daya Irene; Winter Park, FL
- * Brito, Maximiano; Orlando, FL
- * Brokaw, Crystal J.; Altamonte Springs, FL
- * Bush, Jeffrey C.; Orlando, FL
- * Cox, Reginald A.; Delray Beach, FL
- * Goodwin, Jr. Robert; Tallahassee, FL
- * Goodwin, Valerie Scruggs; Tallahassee, FL
- * Harris, Orlando Antonio; Miami, FL
- * Hawkins, Kenneth; Orlando, FL
- * Johnson, Timothy Leander; Orlando, FL
- * Muhammad, Rabhani Abu Rashid; Tallahassee, FL
- * Olopade; Solomon; Jacksonville, FL
- * Rhodes, Ruffin A.; Orlando FL
- * Rosier, Wayne; St. Petersburg, FL
- * Smith, Sidney Michael; Tampa, FL
- * Tait, Ralph E.; Fort Lauderdale, FL
- * Udenze; Roland N.; Jacksonville, FL
- * Williams, Donald Michael; Orlando, FL
- * Williams, Karen E.; Orlando, FL
- * Wright, Rodner B.; Tallahassee, FL; MS

Perspective 04: Architecture Education and the Profession

Like most architecture programs, the SOA makes it a regular practice to invite architects in traditional and alternative career roles to design studio juries and class lectures. For example, the following Tallahassee professionals have participated in juries and lectures:

- * Akineyeme, Akin
- * Aaron, Shirey
- * Emo, Warren, AIA
- * Gilchrist, David
- * Grey, Keith
- * Griesback, Mark
- * Gutierrez, Rolando J.
- * Hadar, Brian
- * Hartsfield, Kenneth
- * Heath, Shawn, Esq.
- * Hilburn, Rick
- * Hodges, Patrick, ASLA
- * Hoy, Patrick E., AIA
- * Huffman, Linda
- * Innes, Brad

- * Ivan Johnson, AIA
- * Kevin Sassong, AIA
- * Manacci, David, Esq
- * Rubio, Elvie
- * Stone, Peter
- * Stark, Monty
- * Welch, Andy
- * Wing, Mike

Similarly, local artist(s) have also participated in class lectures: Linda Davis (Dance) Judy Rushin (Painter), David Kirby (Poet), Terri Lindbloom (Artist), and Barbara Hamby (Poet, Novelist) When the guests provide class lectures, it is typically in a freshman (Orientation to Architecture) or professional program class (Professional Practice I or II, see *Course Descriptions*, Part 4 Section 1. The guests often focus on the types of discussions listed below:

- * The role of the architect as leader and coordinator of a team of related disciplines;
- * The numerous and diverse careers and roles that can be assumed with a professional degree;
- * The existence of, and the need for resolving, conflicts between the architect's responsibility to the client and the public vs. the demands of creative endeavor;
- * The need for continued education and research over a lifetime of professional work The role of the architect as leader and coordinator of a team of related disciplines;

As a supplement to the class guests, the School incorporates multiple strategies for maintaining a relationship with the profession. The strategies include the following:

- * The SOA provides funds to help students attend conferences and regional meetings. The officers of the student organizations— AIAS, NOMA and Alpha Rho Chi—typically attend the annual meeting for the respective organization.
- * The SOA provides a public lecture series that includes local, regional and nationally recognized practitioners, described in *Human Resources and Human Resource Development/Visiting Lectures and Critics*, Part 1 Section 2.1.
- * The SOA hosted Building Code seminars, in Fall 2008 and Fall 2009, as a joint effort with AIA Tallahassee.
- * The SOA hosted a pair of spring symposium events that connected the SOA with the local AIA and critical professional issues. The 2010 discussion focused on Service Learning and the 2011 discussion focused on Green Schools. The symposiums were joint effort with AIA Tallahassee and local USGBC chapter. The 2012 discussion will focus on “ Green Architecture and Public Health.”
- * The SOA provides the B.Arch class on a non-traditional schedule that allows interns to complete the courses while they maintain full time employment outside of Tallahassee. Almost 25% of the students in the B.Arch. program are in this category. To support their access to licensure, the SOA schedules their classes once a month and uses online resources to broadcast class lectures. While these non-traditional students have been re-energized by the youth and enthusiasm of the younger, full-time students, the older students have raised the professionalism of the traditional, younger students.

* The SOA's Master of Architecture design studio has maintained a close relationship with the Jacksonville Chapter of the AIA, for almost 20 years. The Chapter identifies a local problem that is incorporated into the urban design or the comprehensive building studio. The Chapter often sponsors the travel of the students, provides an award for the most outstanding project and juries the midterm and final projects.

* As indicated in the *Faculty Resumes*, Part 4 Section 2, the SOA faculty serve on various professional and community boards and organizations.

Perspective 05: Architecture Education and Society

The FAMU SOA has an important role to play, along with other disciplines, in the mitigation of the region's social and environmental challenges. Therefore, the SOA has involved its students and faculty in projects addressing the needs of towns and cities across north Florida. The involvement has come in the form of design studios, service projects, funded research, and design charrettes.

* The SOA student organizations regularly participate in service projects for the local community. Most recently, the AIAS has worked with the Tallahassee AIA to raise funds for the Food Bank through bi-annual CANstruction activities.

* The B.Arch and M.Arch Urban Design studios regularly focus on problems of a multi-faceted nature at the urban scale.

* Professor Valerie Goodwin's Design 3.2 Studio worked with the Florida Institute of Rehabilitation Education (FIRE) and developed proposal for their potential expansion.

* Professor Huffman's Design 5.1 Studio worked with the City of Daytona Beach and developed a Master Plan for their Midtown District (Fall 2010).

* Professor Huffman's Design 5.1 Studio worked with Innovation Park, a local Intergovernmental agency and developed a mixed Use Master Plan (Fall 2011).

* Professor Ots' Design 3.1 studio worked with the City of Tallahassee Fire Department in developing a 9/11 Memorial (Fall 2011).

* Professor Ots' Design 3.1 studio worked with the Leon County Homeless Shelter (Fall 2010).

* Professor Ots' Design 3.1 studio worked with Carrabelle War Museum (Fall 2010).

* Professor Wells-Bowie's Design 4.1 studio worked with the City of Tallahassee and developed a Civil Rights Memorial proposal (Fall 2011).

Student Learning and Development

The FAMU SOA provides multiple opportunities for student learning and development within the context of the five perspectives. Regarding *Perspective 01: the Academic Context*, SOA students interact with other units on the FAMU campus and other educational institutions in the city.

Regarding *Perspective 02: Architecture Education and the Students*, SOA students have many avenues for personal student growth, development and leadership as a result of a diverse student body, nurturing support, leadership preparation and participation in SOA governance. Regarding *Perspective 03: Architecture Education and Registration*, SOA students have formal and informal opportunities to learn about and ask questions about registration. Regarding *Perspective 04: Architecture Education and the Profession*, SOA students interact with architects in traditional and alternative career roles during design studio juries and class lectures. Regarding *Perspective 05: Architecture Education and Society*, SOA students have multiple opportunities to understand the role of architects and society.

The Five Perspectives and Long-term Planning

The SOA Long Term Plan is based on the Florida A&M University 2010-2020 Strategic Plan. The 2010-2020 Strategic Plan has four Initiatives that reflect the role of the five perspectives in the SOA's long term planning. For each Strategic Initiative, the SOA has identified performance measure(s) that reflect the five perspectives.

- Perspective 01: *Academic Context* is reflected twice in FAMU's Strategic Initiative 3: Develop, enhance, and retain appropriate fiscal, human, technological, research, and physical resources to achieve the University's mission. The SOA performance measures are to "Increase faculty participation at conferences, seminars and training sessions for professional development by 10% in 5 years" and "Maintain faculty participation in sabbatical program and professional development."
- Perspective 02: *Architecture Education and the Students* is reflected twice in FAMU's Strategic Initiative 2: Enable excellence in University processes and procedures. The SOA performance measures are to "Implement six (6) meetings of the SOA Administration with student representatives each year" and to "Implement two (2) School wide meetings of the SOA Administration with all students each year."
- Perspective 04: *Architecture Education and the Profession* is reflected twice in FAMU's Strategic Initiative 1: Create a 21st century living and learning collegiate community. The SOA performance measures are to "Increase the exposure of graduating students to licensed professionals by 25% in 5 years" and to "Increase the exposure of graduating students to licensed professionals by 25% in 5 years."
- Perspective 05: *Architecture Education and Society* is reflected twice in FAMU's Strategic Initiative 5: Enhance and sustain an academic and social environment that promotes internationalism, diversity, and inclusiveness. The SOA performance measures are to "Become the top producer in Florida of African Americans with a professional degree in architecture, in the next five years" and "Maintain the diversity of the SOA student body."

I.1.4 Long Range Planning (see FAMU strategic Plan)

In Fall 2008, President James H. Ammons appointed a university-wide committee to conduct a comprehensive review of the 2004-05 to 2013-14 Strategic Plan. On October 8, 2009, FAMU presented the 2010-2020 Strategic Plan "Vision with Courage." The FAMU Board of Trustees approved it on October 15, 2009. The goal was to ensure that the University continuously accounts for the rapidly changing dynamics of the global economy, with 2050 in its sights. A copy of the plan is available online, see <http://www.famu.edu/index.cfm?AboutFAMU&StrategicPlan>.

In Spring 2010, the SOA submitted its Long Range Planning document. The SOA response clarifies which Initiatives and objectives will be the focus of the SOA. The SOA identified performance measures for each Initiative. A copy of the SOA response is posted to the FAMU SOA website, see <http://www.famu.edu/Architecture/NAAB/Appendix/SOA Long Range Plan.pdf>

The decision-making process for the School of Architecture for both short-term goals and long range planning engages the faculty through the SOA Committees, Task Forces and the Undergraduate and Graduate Council. The School's full-time faculty meet at least once a month during the academic year. If the School needs additional time for long-range planning or special needs, half-day or full-day workshops are held. In addition, the Dean meets weekly with the Program Directors.

I.1.5. Program Self Assessment

The School of Architecture self-assessment process is composed of four parts and by four parties.

- The University's Office of Assessment requires each program to identify, evaluate and reflect on its Academic Learning Compacts.
- The Dean asks each faculty member to complete a year-end report.
- The SOA Undergraduate and Graduate Councils focus on short-term concerns and strategies for improvement.
- The SOA students complete course evaluations for each required and elective class.

Academic Learning Compacts: In 2004, the University initiated a systematic review of each academic program's self-assessment standards and procedures. To facilitate this review, the University established the Office of Assessment, a division of the Office of the Provost, and appointed Dr. Uche Ohia as Director. In May 2005 the School of Architecture reviewed and revised its assessment standards and developed a detailed assessment plan. These plans were completed in July 2005 and submitted to the University's Office of Assessment for final approval.

Next, a set of learning outcomes were developed that included specific, measurable, learning objectives. These new learning outcomes integrate several different pedagogic intentions including existing the SOA outcomes, State of Florida mandated Academic Learning Compacts (ALC) and National Architectural Accrediting Board performance criteria. Finally, a set of assessment criteria including qualitative and quantitative measures was established. In response, the SOA submits an annual assessment report. Additional information on the Office of University Assessment is available online (<http://www.famu.edu/index.cfm?Assessment&About>). (See old report Appendix A and B.)

Dean Review: The SOA Dean asks each faculty member to complete a year-end report each Spring. The report form is posted to the SOA website. Faculty use the report to document their activities, accomplishments and develop a forward plan for development. The document provides the Dean with a vehicle to assess progress toward tenure or post tenure development.

SOA Councils: The SOA Undergraduate and Graduate Councils are the primary means for faculty to discuss critical issues, assess the undergraduate and graduate programs and make recommendations for improvement. In the last five years, Council recommendations have resulted in significant changes to the SOA curriculum, including:

- A reduction in the number of required technology courses
- An increase in the number of elective courses
- A landscape architecture/ urban design elective requirement
- The restructuring of the computer skills classes

Student Evaluations: The University provides a regular semester course evaluation by students. The computer scored form is later reported to the faculty member and the Dean. These evaluations can serve as important tool in monitoring a teacher's progress. (See previous reports sub-section 3.6.2.2 and Appendix H for more on course evaluations.)

I.2. Resources

I.2.1. Human Resources & Human Resource Development

At the School of Architecture, faculty, students, and staff are given access to the formulation of policies and procedures via faculty meetings, undergraduate and graduate councils, the Dean's Council (made up of student representatives), the Student Handbook, the SOA website and staff meetings.

Faculty Matrix

A Faculty Credentials Matrix is provided for each of the two academic years prior to the preparation of the APR. The Matrix identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports the assignments. An updated matrix, including the academic year of the visit will be provided in the team room. Please see the faculty credentials and the faculty resumes for additional information.

The Faculty Credential Matrices are available in following pages in this order:

- * Faculty Credential Matrix: Fall 2009
- * Faculty Credential Matrix: Spring 2010
- * Faculty Credential Matrix: Fall 2010
- * Faculty Credential Matrix: Spring 2011
- * Faculty Credential Matrix: Fall 2011

Faculty Resumes

A resume for each faculty member, full-time and adjunct, who taught in the program during the previous two academic years prior to the preparation of the APR can be found in *Faculty Resume*, Part 4 Section 2.

EEO/AA Policies and Procedures

The FAMU Office of Equal Opportunity Programs is responsible for the day-to-day implementation of the nondiscrimination policies of Florida A&M University. The University's EEO/AA policies and procedures comply with relevant regulations and guidelines, including those of the Office of Federal Contract Compliance Programs (OFCCP), Equal Employment Opportunity Commission (EEOC) and the Office of Civil Rights (OCR). The Office also coordinates with the institution's compliance with the Americans with Disabilities Act of 1990 (ADA). The FAMU Office of Equal Opportunity Programs website has the University's policies and procedures. Listed below are the URL links:

- Procedures for filing a complaint
<http://www.famu.edu/index.cfm?EOP&Proceduresforfilingacomplaint>
- Americans with Disabilities Act (ADA)
[http://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct\(ADA\)](http://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct(ADA))
- Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures
<http://www.famu.edu/regulations/Regulation10.103Non-DiscriminationPolicyandDiscriminationandHarassmentComplaintProcedures.pdf>

Diversity

The School's commitment to non-traditional students, and its unique diversity, is a result of crafting multiple access points into the pre-architecture, B.Arch and M.Arch programs. These access points are described in *History Mission/ 21st Century Architectural Education*, Part 1 Section 1.1.

Human Resource Development

Both the University and the School of Architecture are dedicated to the ongoing professional development of their students, faculty, and staff. It has been the practice of the Dean at the beginning of each academic year to request from the faculty a list of conferences and meetings they wish to attend throughout the academic year. In their request, faculty identify a leadership role in the professional organization, such as an officer or conference chair or attend in order to present a paper and/or to represent the School. Priority is given to tenure-track faculty and newly appointed faculty. Even in tight budgetary times, many experiences that enhance the process of education have been offered. The remainder of this section outlines sample strategies for faculty development through mentorship, evaluation, assessment, education, research and sabbatical or developmental leave.

Mentorship: Following appointment to tenure-earning status, new faculty are encouraged to consult with tenured senior faculty on matters concerning either their approach to teaching or the direction of their own scholarly interests. Every attempt is made to support their work through publication and/or presentation of papers or works at state, regional, and national conferences. Travel support is provided whenever possible to promote this activity.

Evaluation: The University provides a regular semester course evaluation by students. The computer scored form is later reported to the faculty member and the Dean. These evaluations can serve as important tool in monitoring a teacher's progress. (See previous reports sub-section 3.6.2.2 and Appendix H for more on course evaluations.)

Assessment: Faculty members are asked to prepare an annual assessment of their work and a forward plan for the next year that are then reviewed by and discussed with the Dean. In addition to their annual review, the Dean provides a tenure appraisal to apprise them of their progress toward tenure.

Education: The University provides a tuition reimbursement program for full time employees. The goal is to provide resources to help faculty and staff maintain the credentials necessary for advanced classes. FAMU SOA faculty may take courses at FAMU, Florida State University or across the State University System.

Research: Faculty are encouraged to engage in research activity. Assistance in grant development is available through the School's Institute for Building Science (IBS). See *Human Resource and Development: Research, Scholarship and Creative Activities*, Part 1 Section 1.2 for additional information about IBS.

Development: How Faculty Remain Current

Continuing Education: Approximately 50% of the full-time faculty members are licensed architects. In the state of Florida, all licensed architects are required to take 20 credit hours of continuing education courses biannually in order to renew their licenses. In addition, AIA members must take 36 hours of continuing education to retain their active status. These mandated activities help ensure faculty currency, but there are also many other, less formal vehicles for faculty to continue their professional growth.

SOA Enrichment: The SOA enrichment activities (lecture series, exhibitions, field trips, etc.) are educational for the faculty as well as the students. Funded research projects add new knowledge to the field, the classroom, and the faculty. Many faculty serve on various boards of national and state organizations, thereby keeping abreast of the latest advances in those areas. The most concentrated and long-term educational endeavors for faculty come via, the previously listed, paid sabbaticals and professional development leaves offered by the University.

Development: Resources

The University's Instructional Media Center provides free computer software and technology workshops to workshops for faculty and staff. Sessions (from beginner to advanced) are presented on a variety of topics including basic computer introductions, general office needs (word processing, spreadsheets, etc.), presentation software, how to use the Internet, how to develop courseware for the Internet, Web graphics software, and many others. Several SOA faculty has taken advantage of these workshops.

Development: Sabbatical or Developmental Leave

Sabbatical Or Developmental Leave: Almost 75% of the SOA's full time faculty have been provided sabbatical and other forms of paid leave to pursue their individual scholarship or creative pursuits, since the last visit. A description the faculty sabbatical and professional development leaves since the last accreditation visit are presented below:

* Michael Alfano (Fall 2011 Sabbatical) is examining Community Design Centers at architecture programs. Alfano states that it will benefit the University by "increasing his ability to secure grant funding and extend the efforts of the M.Arch program's Jacksonville Studio."

* Andrew Chin (Spring 2008 Sabbatical) began PhD course work in Urban and Regional Planning at Florida State University. Chin states, "the coursework enhanced my ability to teach research method courses at FAMU." The results include increased grant and funding for sustainable K-12 school planning.

* Robert Goodwin (Fall 2011 Professional Development Leave) is redesigning the Professional Practice 1 course so that it can become a Distance Learning course. Goodwin states that it will benefit “the University by providing opportunities to offer courses so that nonresidential students can minimize travel to the campus.”

* Valerie Goodwin (Spring 2009 Sabbatical) expanded her work as a fiber artist with a background in architecture and explored the analytique as a compositional tool. Goodwin states that the results have been exhibited nationally, published in a book called “Art quilt collection: Design and Inspiration from around the world” and resulted in an article written by this faculty member which was published in the studio art quilt journal.

* Walter Grondzik (Spring 2006)

* Roy Knight (Spring 2010 Sabbatical) researched the physical implications of very high-density urban areas. The basis of the study required Vancouver travel and the work resulted in an SOA lecture, conference papers, content for an AIA CEU HSW Workshop lecture and an enhanced FAMU SOA elective class.

* Deborah LaGrasse (Spring 2011 Professional Development Leave) explored India art and architecture. She states that, “I visited the Rajashan Desert, the TAJ Mahal, Fatehdur Sikri and ... spent one month in an Sanskrit artist residency, creating new artwork and making university connections with the School of Planning and Architecture, New Delai.” The Leave has resulted in exhibitions of work created in New Delhi.

* Enn Ots (Spring 2005 Sabbatical) completed preliminary research and development of material for a book and established a contract with publisher; Taylor & Francis. The results are the book ‘Decoding Theory Speak’. Ots states, “it has been well received worldwide, thus enhancing the reputation of the University.”

* Arleen Pabón (Fall 2008 Sabbatical) was deeply engaged in research activities on the Hispanic influence in Floridian and Caribbean architecture. Dr. Pabón states that “it benefited the University allowed to research material included in published book: “La arquitectura patrimonial puertorriqueña y sus estilos.”

* Eduardo Robles (Spring 2010 Sabbatical) worked with the Florida State University International Programs center in Spain to complete architecture history research. He is currently working on a book about historic sites. Robles states, “ it benefited me by providing more knowledge for classes and material for my courses.”

* LaVerne Wells-Bowie (Fall 2010 Sabbatical) focused on the planning goals of various service learning projects. She worked with citizens and government organizations in St. Maarten, establishing a basis for citizen planning in development, preservation and cultural conservation. Wells-Bowie states, “as a result, two articles are being completed for publication.”

* Edward White (Spring 2010 Sabbatical) initiated a book on “Place Theory”. During the semester, he taught the Global Studio in The Drury University Center in Volos, Greece. White state that “it benefited the University by enhancing the FAMU SOA reputation.” It also provided him with the opportunity to “create contacts useful for future study abroad opportunities” and to build his place theory material employed in studio lecture and electives.

Criteria and Procedures in Faculty Appointments, Promotions and Tenure

The FAMU SOA seeks to be fair and equitable to all faculty, students, and staff, regardless of race, ethnicity, creed, national origin, gender, age physical ability, or sexual orientation. At the

University level, the EEO Office is responsible for assuring implementation and policing of all procedures and policies regarding equitable treatment of persons. The University's standards and procedures for equity in hiring, promotions, admissions, etc. meet or exceed all requirements of the Southern Association of Colleges and Schools and the federal and state governments. They can be inspected at the University's EEO office and at its Center for Equity and Cultural Diversity.

Faculty Appointment: The policies and procedures for the appointment of all faculty at the University are mandated by both a Collective Bargaining Agreement between the Board of Trustees and the United Faculty of Florida and by extensive search and screen procedures developed by the University's Equal Employment Opportunity (EEO) office. The entire search procedure, interview process, post-interview procedure, and hiring process must be carefully documented and submitted to the EEO office for approval. A copy of the Search, Screen, and Selection Procedures for Faculty Appointments, distributed by the Office of the Provost and Vice President for Academic Affairs is available online, see <http://www.famu.edu/Architecture/NAAB/2005 APR/APR Appendix.pdf>

Faculty Promotion and Tenure: The University specifies its policies and procedures for both the promotion and tenure of faculty members according to its agreement with the United Faculty of Florida. Each school or college within FAMU must develop and have approved by the University a set of criteria and evaluation factors for each. In the case of promotion, separate criteria are specified for promotion to each rank.

The categories of evaluation factors for the assessment of faculty performance by committees making promotion and tenure recommendations are:

- Teaching ability;
- Research, publications, professional practice, and other creative activities; and
- Academic, professional, and community service.*

Complete copies of the School's Guidelines for the Evaluation of Applications for Tenure and the Criteria for Consideration of Applications for Promotion available online, see <http://www.famu.edu/Architecture/NAAB/2005 APR/APR Appendix.pdf> .

Research, Scholarship, and Creative Activities

Research: The School maintains an active research program through the coordination efforts of the Institute for Building Sciences (IBS). The Institute is led by a Director (Professor Thomas Pugh), who is also a member of the School's administrative team. The University supports the Institute by providing the Director's salary and space. The Institute regularly employs students on its projects, providing them excellent learning experiences as well as income. In order to assure clients of the best possible research results, the Institute relies not only on the considerable experience and expertise found within the faculty of the School of Architecture but also routinely reaches out to other universities, research organizations, and professionals throughout the world. Since its establishment in 1981, IBS has procured or coordinated over \$5 million in funded research or continuing education activities. A sample list of projects since the last visit includes the following:

* Exploration of Possible Development Options for Riverside Drive and Adjacent Areas. Matthew Powers, PI. Students and faculty developed a set of "Community Waterfront Envisioning Plans" for the community of Steinhatchee, Florida to assist the Taylor County/Steinhatchee Waterfronts Florida Partnership and the residents of Steinhatchee to see various design and planning alternatives for the future of this important waterfront area. The FAMU SOA "Community Waterfront Plans" addressed the historic, cultural, environmental, economic, and developmental relationship between the Gulf of Mexico, the Steinhatchee River and Riverside Drive. (Funded at \$2,000)

* Investigation of Elevated Radon Levels Above the 3rd Floor In Florida Residential Structures. Thomas Pugh, PI. The Florida Department of Health requested the School's

assistance in determining the cause of elevated radon concentrations in high-rise residential structures in Florida. Mr. Pugh worked on-site in southwest Florida with personnel from the Bureau of Community Environmental Health to document construction and performance of several condominiums and to develop a research strategy for mitigation and prevention of these problems. (Funded at \$38,118)

* Woodville Elementary School Wildlife Garden. Matthew Powers, PI. Students and faculty worked with students, faculty, and administrators of a local elementary school to design and build a "learning garden" and to introduce the students to concepts of designed space. (Funded at \$21,250)

* Museum Design Illustration and Design Guidelines. Michael Alfano, PI. Prof. Alfano developed design guidelines for a museum that is housed in the "Arsenal Building" on the grounds of The Florida State Hospital at Chattahoochee. (Funded at \$24,900)

* Jacksonville Urban Design Studio. Michael Alfano, PI with Eduardo Robles and Gretchen Miller. Students analyzed a major traffic corridor in the city of Jacksonville, and to provide guidelines and visual representations of various more sustainable growth scenarios for the area. (Funded at \$143,849)

* "Building Sustainable Communities" – The Environmental, Social, and Economic Pillars of Sustainability, A Florida Campus Compact Day Institute. Andrew Chin, PI. This day-long event brought together a wide variety of experts who engaged students in presentations of their work on sustainability from a variety of perspectives. (Funded at \$12,175)

* Support for Radon-Related Refinements to the Florida Building Code. Thomas Pugh, PI. This project was created in response to the findings of earlier work that concluded building materials were the likely primary cause of high radon concentrations in some Florida buildings. Extensive whole-building ventilation modeling was conducted, based physical measurement data from each of the buildings. The results confirmed the conflict between various State and national codes and standards and proposed development of code language to prevent the problem in the future. (Funded at \$24,952)

* Creating A Vision For Midtown. Craig Huffman, PI and Andrew Chin, Co-PI. The project team worked with a number of students and municipal and community organizations in the Midtown neighborhood of Daytona Beach Florida to develop a conceptual master plan for redevelopment of this distressed community. (Funded at \$70,996)

* Green Schools Symposium. Andrew Chin, PI. A variety of experts made presentations to architects, school board members, and educational facility managers to explain the feasibility of, and need for, sustainable design in schools. (Funded at \$8,000)

* Green Architecture + Public Health Symposium. Andrew Chin, PI. A variety of experts will make presentations to architects and public health officials to explain the feasibility and health benefits of green design. (Funded at \$8,000)

Scholarship & Creative Activities: The scholarship and creative interests of faculty is documented in their resume as conference presentations, publications, commissions, consultant contracts, other artistic works and grant funded research. The school provides support for a structured exploration of scholarship through the assignment of elective classes. Tenured or tenure earning faculty have the opportunity to teach an elective class every year. The professor determines the topics that are addressed and the structure of the class. The elective options have ranged from traditional seminars, to online classes and included faculty led study trips. A sample list of the elective classes is provided below:

- * Mike Alfano, Urban Design. The lecture course introduced students to urban design terminology, history, precedents and literature.
- * Andrew Chin, Robert Goodwin, Thomas Pugh, Green Building Analysis. The course introduced students to whole-building modeling using REVIT and Green Building Studio. The students used the School of Architecture building as a case study (Fall 2010 and Summer 2010).
- * Valerie Goodwin, Cloth Constructions & Cartographic Constructions. This class explores the idea of map-making as an art through the mastery and manipulation of traditional architectural mediums as well as the use of fiber-specific materials (Spring 2011).
- * Craig Huffman, Urban Design. The lecture course provided a general overview of the history and theory of urban design and planning. The lectures examined the interface between geographic, environmental, urban, social, regulatory, economic and architectural systems. (Spring 2010, Spring 2011 and Fall 2011).
- * Roy Knight, Urban Design. The lecture class provides a survey of the physical implications of high-density urban areas (Spring 2010).
- * Elizabeth Lewis, Sustainable Construction: Green Building. The lecture class provides a review of critical Green Building practices. The course provides a basis for evaluating high performing Green Building Delivery Systems. The USGBC's LEED framework is used to cover issues critical to sustainable design such as sustainable sites, energy, water efficiency, materials and resources and air quality. The class provides a framework for Green Associate or LEED A.P. study (Spring 2009, 2011 and Fall 2009).
- * Ronald Lumpkin, Crime Prevention Through Environmental Design. The class provides an exploration and investigation of how natural access, natural surveillance and territorial reinforcements can be used to increase safety in public facilities (Spring 2009 and 2010).
- * Ronald Lumpkin, Safety by Design. The course introduced Crime Prevention Through Environmental Design (CPTED) strategies to improve access, safety, and human comfort in public spaces (Fall and Spring 2010)
- * Enn Ots, Design Build Studio. The course focused on the development of low cost, appropriate construction technology utilizing waste materials, begun in the previous semester. Course includes project management, research, prototype design, construction and evaluation. Emphasis is placed on careful documentation (Spring 2009 and Fall 2009).
- * Enn Ots, Design Build Studio. The course focused on the development of low cost, appropriate technology for the reconstruction of housing in Haiti. Course includes participation by the NGO Hope Builds, and the international agriculture development program at FAMU. Course activities: project management, precedence research, prototype design, construction and evaluation. Emphasis is placed on careful documentation (Fall 2010).
- * Enn Ots, Design Build Studio. The course focused on the design and prototype construction of technologies in support of the mission of Hope Builds in Nigeria and Cameroon. The repurposing of "greyhound" buses as mobile clinics will be investigated, along with other projects associated with the reuse of shipping containers. Course includes project management, research, prototype design, construction and evaluation. Emphasis is placed on careful documentation. (Fall 2011)

* Arleen Pabón, Historic Preservation. The elective class introduces preservation issues regarding architecture interventions (Spring 2009).

* Arleen Pabón and Eduardo Robles, Barcelona Study Trip. The elective class organized a Spring Break study trip (Spring 2009).

* Eduardo Robles, Urban Design. The lecture course introduced students to urban design terminology, history, precedents and literature.

* Edward White, Piazzas of Florence. The class highlights place-making lessons for urban environments based on an evaluation of public spaces in Europe and the U.S. (Spring 2010).

Visiting Lecturers and Critics and Public Exhibitions

Visiting Lecturers and Critics: The School hosts guest lecturers each semester to expose students to a variety of perspectives about architecture. The guests address various topics in practice, history, theory, and technology. In addition, the School also invites guest critics, alumni and local practitioners to participate in reviews and juries. Recent guests include the following:

- * Dr. Mary Anne Akers. Morgan State University, Baltimore (2010-2011)
- * John Amodeo, ASLA, LEED AP. Carol R. Johnson Associates, Boston (2010-2011)
- * Sam Andras, AIA. Andras, Allen, Starr Architecture. Columbus (2010-2011)
- * Modupe Arthur, AIA, LEED, NOMA. Schenkel/ Shultz Architect, Orlando (2010-2011)
- * Ralph Belton. University of District of Columbia, Washington (2010-2011)
- * Dr. William Carpenter, FAIA. Southern Polytechnic State University
- * Jackson Burnside III. Nassau, Bahamas (2009-2010)
- * Phoebe Crisman. University of Virginia School of Architecture (2009-2010)
- * Ralph DeMeo. Hopping Green & Sams, Tallahassee (2009-2010)
- * Dr. Richard K. Dozier. Tuskegee University, Tuskegee (2010-2011)
- * Robert L. Easter, AIA, NOMA. Hampton University, Hampton (2010-2011)
- * Mariana Figueiro, Ph.D.. Rensselaer Polytechnic Institute, Troy (2010-2011)
- * Phillip G. Freelon, FAIA, NOMA. The Freelon Group, Durham (2008-2009)
- * Thorn Grafton, AIA, LEED AP BD+C. Zyscovich Architects, Inc, Miami (2010-2011)
- * Bradford C. Grant, AIA, NOMA. Howard University, Washington (2010-2011)
- * Kona Gray, ASLA. ESDA, Fort Lauderdale (2010-2011)
- * David Hamilton. National Capital Planning Commission, Washington (2009-2010)
- * Shawn Hamlin. Perkins & Will Architects, Atlanta (2010-2011)
- * Robert A. Ivy, FAIA. Boston (2010-2011)
- * Diane Jones, ASLA. Morgan State University, Baltimore (2007-2008)
- * Raymond Jungles, ASLA. Raymond Jungles Inc., Miami (2008-2009)
- * Roy Knight, FAIA. FAMU SOA, Tallahassee (2009-2010)
- * Dr. Henry Louis Taylor, Jr.. SUNY University of Buffalo, Buffalo (2009-2010)
- * Stephen Luoni, University of Arkansas, Fayetteville (2009-2010)
- * Roxanne Manning, AICP. City of Tallahassee, Tallahassee (2007-2008)
- * Lawrence Maxwell, AIA, LEED AP. Spacecoast Architects, P.A., Indialantic (2010-2011)
- * Luke Nicholson, P.E., Tallahassee Community College, Tallahassee (2010-2011)
- * Jerome Ringo. Apollo Alliance (2009-2010)
- * Dr. Ikhlas Sabouni. Prairie View A&M University, Prairie View (2010-2011)
- * Matt Scaringe, P.E., LEED AP. H2Engineering, Inc., Tallahassee, (2010-2011)
- * Lawrence Scarpa, FAIA. Scarpa Brooks Architects, Los Angeles (2010-2011)
- * Brook K. Sherrard, AIA, LEED AP. Schenkel/ Shultz Architecture. Orlando (2010-2011)
- * Martin Smith, AIA, LEED Green Associate. IDP NCARB, Washington (2010-2011)
- * Korydon Smith, University of Arkansas, Fayetteville (2010-2011)
- * Maxwell Spann, ASLA. Weaver Boos Consultants, Orlando (2009-2010)
- * Michael Starr, AIA, LEED AP. Andras, Allen, Starr Architecture. Columbus (2010-2011)

- * Lonnie Wilkinson, AIA, NOMA, Southern University, Baton Rouge (2010-2011)
- * Perry L. Wood, ASLA. Wood + Partners, Tallahassee (2009-2010)
- * Karin Zawrotny, AIA, LEED AP. Dodstone Group Architects, Tallahassee (2007-2008)

Public Exhibitions: The School Gallery has hosted exhibitions of work by regional artists and architects. In 2009, the SOA hosted AIA Tallahassee Award Winners: an exhibit featuring the posters submitted for the local AIA Awards. In 2009, the SOA hosted *Moving Walls*, an exhibit of works of local artists. In 2010, the SOA hosted Environmental Analogies: an exhibit featuring the work of FSU Faculty and Students.

Student Admission

The SOA programs are designated as "limited access" programs. Therefore, the requirements for admission and progression are higher than those of other programs at the University. It also means that, even for those students who meet the minimum requirements, admission is on a space-available basis. While the SOA provides relatively open access into the pre-professional program, an academic and portfolio review are completed prior to entering one of the professional programs. A sophomore review is also done for the community college transfers.

Pre-architecture (Lower Division): Florida A&M University is committed to the policy that all persons shall have equal access to programs without regard to race, sex, religion, national origin, handicap, age, or status as a disabled or Vietnam-era veteran. However, there are still basic requirements for admissions. The minimum admission requirements for First Time in College (FTIC) students are as follows:

- * a diploma from a Florida public or regionally-accredited high school, out-of-state high school or, if foreign, its equivalent,
- * a minimum 2.5/4.0 GPA with a 21 E/ACT or 1010 on the SAT,
- * two years of foreign language in high school,
- * a score of 500 on the Test of English as a Foreign Language (TOEFL) for international applicants years of foreign language in high school.

Applicants who have attended any college or university and who have earned 12 or more semester hours (except as high school dual-enrolled students) are considered transfer students. Transfer applicants with fewer than 60 semester hours must meet First-Time-in-College admission rules. Upon receipt of an admitted transfer student's transcript(s) the SOA transfer coordinator reviews the courses descriptions from the student's sending institution(s) to see if and how the credits will transfer to FAMU. If transferable, credits are included to the student's transcript as earned credits. For State of Florida Institutions, general education courses transfer without further review and without the need for a course-by-course match. For non-Florida Institutions, there must be a course-by-course match in order for the credits to transfer towards the fulfillment of the degree requirement. From institutions in which the SOA has an articulation agreement, the courses that are stipulated in the agreement transfer to the program without further review. Additional information about the transfer process and the Statewide Course Numbering System is available in Section II.3 "Evaluation of Preparatory/Pre-professional Education"

Transfer students without a FAMU equivalent lower-level architecture curriculum will be admitted into the Pre-architecture program provided they meet all of the FTIC criteria and have:

- * Two years of foreign language in high school or eight semester hours (or the equivalent) of a foreign language at an accredited undergraduate institution prior to enrollment
- * Good standing eligibility at last institution attended,
- * 60 semester hours and at least a "C" (2.0 on a 4.0 scale) in all college work attempted at an accredited institution,

Architecture (Upper Division): FAMU School of Architecture students and State of Florida articulated Associates of Arts Pre-architecture transfers must meet the following requirements: minimum cumulative 2.5/4.0 GPA in architecture courses, minimum cumulative 2.5/4.0 GPA in general education courses, completion of all lower division courses with a “C” grade or higher, and completion of all courses in lower division.

Students transferring with over 60 hours or with an Associate of Arts (AA) degree may be admitted if they have a 2.5 overall GPA in their college-level courses; Grade of “C” or better in all course work and two years of foreign language in high school or eight semester hours (or the equivalent) of a foreign language at an accredited undergraduate institution prior to enrollment

Bachelor of Architecture: Admission to the B.Arch program is competitive and primarily based on the applicant’s GPA and portfolio rank. The SOA is a limited access program. Therefore not everyone meeting minimum requirements will be admitted. The minimum admission requirements are as follows:

- * completion of an undergraduate equivalent to the FAMU Bachelor of Science in Architectural Studies degree,
- * a minimum 2.75 (of 4.0) GPA in Upper Division Courses of the FAMU B.S. or equivalent undergraduate degree in architecture,
- * satisfactory Portfolio Review Score.

Master of Architecture: Admission to the 2 year M.Arch program is competitive and primarily based on the applicant’s GPA and portfolio rank. The SOA is a limited access program. Therefore not everyone meeting minimum requirements will be admitted. The minimum admission requirements for a 2 Year Academic Plan are as follows:

- * completion of an undergraduate equivalent to the FAMU Bachelor of Science in Architectural Studies degree,
- * a minimum 3.0 (of 4.0) GPA in Upper Division Courses of the FAMU B.S. or equivalent undergraduate degree in architecture or a 1000 GRE score, and
- * a satisfactory Portfolio Review Score.

The minimum admission requirements for a 3.5 Year Academic Plan are as follows:

- * completion of an undergraduate degree and
- * a minimum 3.0 (of 4.0) GPA in last 60 hours or a 1000 GRE score.

Advancement

Advancement in the program is based on performance in individual courses as measured by a student’s grade point average (GPA). Students in the undergraduate program retake coursework in which they achieved a grade of “D” or “F” through the University’s grade forgiveness program. Although the unsatisfactory grade remains on the transcript, it is no longer counted in the GPA calculation. This policy does not apply at the fifth-year or master’s levels. Grades of “C” or lower are failing grades for graduate students.

At the end of 59 hours attempted, a student must have a 2.0 cumulative average and maintain it each term. A student whose cumulative average is less than 2.0 but who earns at least a 2.0 term average will be allowed to remain in school but placed on probation. Failure to earn a term average of at least 2.0, with the cumulative average being below 2.0, will result in probation or suspension by the University.

Advancement into the upper division requires that the student

- complete all lower-division course requirements,
- earn a minimum “C” grade in all courses attempted,
- have a minimum of a 2.5 overall GPA as well as
- a 2.5 GPA in all architecture coursework.

Student Support Services

Academic Advisement: At the time of advisement, every School of Architecture student must meet with an academic advisor and chart an acceptable course of study. No student is permitted to register for any course without completing the prerequisites (bundled in the IRattler System) or the written approval of the academic advisor. The process is as follows:

- * Each student must schedule a session with his/her academic advisor.

- * Each student must secure his/her folder from the Student Records Office of the SOA and give it to the academic advisor.

- * SOA advisors may advise students designated as “pre-architecture” or “architecture” majors by the Office of Admissions. Students who have been at the University for one term have an academic transcript and a folder in the SOA Student Records Office. Students must present this academic record to their academic advisor for class selection and for charting their academic progress on the Progression/Completion Checklist form. Students interested in enrolling in architecture courses and have not been admitted to the SOA must be advised by the Coordinator of Recruitment and Retention and by the advisor in the Freshman Sophomore Year Experience Program through the School of General Studies.

- * SOA students should select only the ARC and General Education courses identified in the SOA curriculum. Students should follow the prescribed sequence of courses as closely as possible. The advisor will approve course selections and sign the registration form. Sometimes students may elect to enroll in courses in other disciplines, which are “by permission only”. These are identified by a section number of 301 or 601. Students must go to that academic unit to get a permission number to enroll in the class.

- * The student should review his/her academic records using either the FAMU IRattler system and/or by SOA Progression/Completion Checklist. Any discrepancies in accuracy should be brought to the attention of the advisor. If this discrepancy is due to non-posting of transfer credits, the advisor should notify the Coordinator of Recruitment and Retention.

- * The student should make sure that all previous grades, elective courses titles, or substitute courses are entered. For example, ARC 2809 Structure I was offered at a community college and it satisfies the requirement of ARC 2501 at FAMU. The substitute course should appear on the Progression/Completion Checklist form adjacent to ARC 2501 Structures I in the “Equivalent Course” column and the grade earned recorded. The same will be reflected in the IRattler System.

- * The SOA has developed the Lower-Division Academic Plan and Upper-Division Academic Plan forms to assist students and advisors in predicting an acceptable plan of progression through the curriculum. The student may elect to use these.

- * Upon the recommendation of the advisor, students select courses from the University schedule book and/or SOA schedule and enter appropriate data on Registration Form.

- * The advisor approves all courses selected by the student. The advisor must initialize each course selected.

- * A student who elects Special Study or Directed Individual Study (DIS) courses must secure written permission from the instructor. For specifics on DIS courses, please refer to the separate heading in this section.

* When advisement is complete, the student returns the folder and signed registration form to the Student Records Office. The student will register for the courses using the I Rattler system.

Personal Advisement: Personal advising is provided through the University's Center for Human Development. The professional counseling, self-development programs, and testing provided by the Center are designed to help students adjust to college and to assist them in resolving emotional issues, negative reactions to stressful situations, and other concerns that tend to interfere with the learning process. Faculty at the School of Architecture are also available to students for the discussion of personal issues, should the student choose to do so.

Field trips

Student travel opportunities are available through SOA sponsored studio trips, SOA elective courses, the FAMU Office of International Education and State of Florida International Programs Center.

- The SOA Administration co-sponsored fourth year design studio field trips to New York in 2006 and Washington, DC in 2007. The SOA paid for the student's hotel accommodations. But, due to the SOA's recent economic constraints, most of the studio centered travel has been reduced in scale and focused on graduate M.Arch and B.Arch studios.
- SOA elective courses and funded research also provided travel options. Dr. Pabón and Prof. Robles coordinated elective courses that included Spring Break study trips to Europe (e.g. Barcelona).
- The FAMU Office of International Education and Development (OIED), a component of the Division of Academic Affairs, supports and promotes the inter-nationalization of the University through the incorporation of international curriculum support and academic enhancement activities related to teaching, research, and public service. OIED assists faculty and students with international travel opportunities. A copy of an OIED newsletter is available online, see <http://www.famu.edu/Architecture/NAAB/Appendix/FAMU%20OIED.pdf>
- FAMU SOA students have access to more than 50 diverse programs in 20 different locations around the world, through the State of Florida International Programs Center housed at Florida State University. Since the last visit, SOA Professors Edward White and Eduardo Robles have taught classes in Florence, Italy; Volos, Greece; and Valencia, Spain. More detailed information about is available online, see <http://international.fsu.edu/About%20Us/About%20Us.aspx>

Professional societies and organizations, honor societies, and other campus-wide activities

The American Institute of Architecture Students (AIAS), the National Organization of Minority Architects (NOMA), Alpha Rho Chi (APX) and Tau Sigma Delta have active chapters at Florida A&M University. The chapters hold a wide array of activities for their memberships. The Dean has set aside a percentage of the school budget for student participation in off-campus activities. Support for travel, hotel, and registration for their national conferences were given to students. Also, as mentioned in *History Mission/ Benefits To The Institution*, Part 1 Section 1.1., SOA students contribute to the University in various ways.

Facilitation of student research, scholarship, and creative activities

Graduate students may receive financial aid in the form of scholarships (tuition awards), graduate assistantships including teaching assistantships (TAs), research assistantships (RAs) and fellowships to assist students who have received unconditional admission to the School of Graduate Studies. To be eligible for financial aid from the School of Graduate Studies, a student must, as a minimum, be admitted to and enrolled in a graduate program and pursuing a degree on a full-time (i.e., a minimum of 9 credits) basis. Graduate students who are pursuing less than 12 credits are not eligible for financial aid. A summary of the SOA graduate student financial aid can be seen in *Financial Resources/ Budget Detail: Graduate Financial Aid*, Part 1 Section 2.4.

Graduate students have opportunities to work with faculty on research and creative activities. For example, a faculty research team involved significant numbers of students in a research and documentation project of historic sites. The students received funded travel and overnight accommodations in Nassau, Bahamas.

Support to attend meetings

The SOA supports the travel of the American Institute of Architecture Students (AIAS), the National Organization of Minority Architects (NOMA) and the Alpha Rho Chi (APX) chapters to attend their national meetings. Since 2007, the SOA has provided more than \$ 5,000 to support student organization travel.

I.2.2. Administrative Structure & Governance

Administrative Structure

The University: Florida A&M University is governed by a Board of Trustees. According the University website, the Board "... consists of thirteen (13) members. Six (6) trustees are appointed by the Governor and five (5) trustees are appointed by the Board of Governors, subject to confirmation by the Florida Senate. The Presidents of the Faculty Senate and Student Government Association are elected by their bodies, and serve a one-year term. The other Trustees are appointed for staggered terms of five (5) years." As the governing body of the University, the Board of Trustees is charged with policy making for the University.

Additional information on the University's Administrative Structure is available from the link provided below:

- * Organization Chart (<http://www.famu.edu/index.cfm?President&OrganizationChart>)
- * Board of Trustees (<http://www.famu.edu/index.cfm?a=BOT>)
- * Office of the President (<http://www.famu.edu/index.cfm?a=President>)
- * Office of the Provost and Vice President of Academic Affairs (<http://www.famu.edu/index.cfm?AcademicAffairs&AboutAcademicAffairs>)
- * Faculty Senate (<http://www.famu.edu/index.cfm?facultysenate>)
- * The Division of Student Affairs (<http://www.famu.edu/index.cfm?StudentAffairs>)

The School of Architecture: The Dean of the School of Architecture reports directly to the Provost/Vice President for Academic Affairs. This results in a short, effective, and responsive decision-making relationship with the University administration. Within the School, the goal is to keep lines of communication short and simple.

Although each of the School's four full-time administrators is involved in teaching, his/her primary responsibilities are administrative. The Dean (Rodner B. Wright) is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the School. The Director of the Architecture Program (Andrew Chin) is responsible for the oversight of faculty academic activity and program development, with the Division of Architecture. The Director of the Engineering Technology Program (Yves Anglade) is responsible for the oversight of faculty academic activity and program development, with the Division of Engineering Technology. The Director of the Institute for Building Sciences (Thomas Pugh) is responsible for the operations of the Institute, the research and community service arm of the School. These four administrators meet bi-weekly to coordinate the activities of the School.

Figure 1 summarizes the organizational structure of the SOA.

Provost &
VP for Acad.
Affairs
Dr. C. Huges Harris

Dean
9001
#16876 (1.00)
R. Wright

Assist. Dean
9002
#18109 (1.00)
A. Chin

Director, IBS
9002
#16888 (1.00)
T. Pugh

**Division of
Engineering
Technology**

DIVISION OF ARCHITECTURE

R. Lumpkin
9003
#16912 (1.00)
Faculty

S. Cloud
#18875 (1.00)
Adm. Asst

H. "Pat" Ding
9166
#17458 (1.00)
Res. Assoc.

Land Arch.
G. Purdum
9003
#16852 (.75)
V. Faculty

D. Cowles
Adjunct

S. Kalbli
Adjunct

M. Mick
Adjunct

Arch. Design
M. Alfano
9002
#16872 (.75)
Faculty

C. Huffman
9002
#17391 (.75)
Faculty

E. Ots
9002
#16856 (.75)
Faculty

D. LaGrasse
9121
#16860 (1.00)
Lecturer

E. Lewis
9002
#18875 (.75)
Faculty

G. Miller
9003
#816972 (.75)
V. Faculty

O. Chamel
Adjunct

Arch. Design
E. Robles
9002
#18170 (.75)
Faculty

R. Knight
9001
#16905 (.75)
Faculty

E. T. White
9001
#16861 (.75)
Faculty

R. Goodwin
9166
#17125 (1.00)
Faculty

V. Goodwin
9002
#18156 (.75)
Faculty

L. Wells-Bowie
9001
#16914 (.75)
Faculty

Arch. History
A. Pabon
9001
#18095 (.75)
Faculty

C. Fee
Adjunct

Technology
T. Martineau
Adjunct

T. Beitelman
Adjunct

Practice
I. Johnson
Adjunct

--- Visiting & Adjunct Directors

Governance

While the SOA's regular faculty meetings provide opportunities for questions, comments and input, the faculty committees further organize involvement. Two faculty bodies most directly accomplish this: the Undergraduate Programs Council and the Graduate Programs Council. These are deliberative bodies charged with the direction of the two basic programs of study: undergraduate (currently including the B.S.Arch. and B.Arch. programs) and graduate (currently including the M.S.Arch., the M.Arch., and the M.L.A.). The Director of Architecture Programs chairs the Undergraduate Council while the Graduate Council is co-chaired by the Director of Architecture Programs and the Director of the Landscape Architecture Program, both appointed by the Dean. The Councils are composed of five members each, including the chairs. The faculty elects two members to serve on each Council. The Dean appoints the remaining members. A list of additional SOA committees is available on the SOA website, see <http://www.famu.edu/Architecture/NAAB/Appendix/SOACommitteesFall2011.pdf>

Other degree programs

As a result of the University Restructuring Plan, the FAMU School of Architecture is now organized as a Division of Architecture and a Division of Engineering Technology.

The Division of Architecture is composed of one program – architecture. The Division of Architecture offers the non-professional Bachelor of Science in Architectural Studies, the non-professional Master of Science in Architecture, the professional Bachelor of Architecture and the professional Master of Architecture. **[Under the Restructuring Plan, the Landscape Architecture program will be terminated after the summer 2012.]**

The Division of Engineering Technology is composed of three programs – construction engineering technology, electronic engineering technology and civil engineering technology. The Division of Engineering Technology offers the Bachelor of Science in Construction Engineering Technology, the Bachelor of Science in Electronic Engineering Technology and the Bachelor of Science in Civil Engineering Technology. **[Under the Restructuring Plan, the Civil Engineering Technology program will be terminated after the summer 2013.]**

1.2.3. Financial Resources

The major sources of funding for Florida A&M University and the School of Architecture are a combination of allocations from the State of Florida and student tuition. Moneys from these sources are provided annually through the University to the academic units on a fiscal calendar of October 1 - September 30. These funds are used to support virtually all components of the School, including faculty and staff salaries, operating and maintenance expenses, travel, and capital equipment purchases.

The School of Architecture budget serves the Division of Architecture and the Division of Engineering Technology. But, the numbers presented in this section (Financial Resources) isolate those related to the Division of Architecture. For example, while the total salaries for the SOA are \$3,174,400, the total salaries for the Division of Architecture are \$2,165,231.

Current Fiscal Year

on provides a budget overview for the current fiscal year.

Figure 2 - Current Fiscal Year (AY 2011)

Category	AY 2011
Salaries	\$ 2,165,231
Expense	91,438
Academic Support	325,500
OPS	207,250
OCO	10,000
OCR	116,200
Graduate School	99,000
Total	\$ 3,014,619

Forecast

President Ammons has publicly defined his vision to increase student enrollment to more than 15,000. He would also like to increase the support from grant resources and the private sector funding to diversify the university's revenue stream. In the next two years, it is assumed that government appropriations, both state and federal, are expected to stabilize. However, as faculty strengthen their grant writing skills and are successful in procuring grants and contracts, we hope the additional revenue will assist the School in reaching its strategic goals. We also expect the addition of Engineering Technology to lead to new research funding opportunities for the Division of Architecture. provides a forecast of the School's budget in 2012 and 2013, based on the totals for the previous three years.

Figure 3 - Forecast (AY 2012 and AY 2013)

Category	AY 2012	AY 2013
Salaries	\$ 2,328,240	\$ 2,265,135
Expense	155,650	180,272
Academic Support	93,621	98,832
OPS	158,791	149,400
OCO	33,473	32,601
OCR	112,313	111,683
Graduate School	162,313	159,437
Total	\$ 3,045,068	\$ 2,997,361

Comparative Report: SOA Budget History

provides the comparison of the SOA budget from AY 2006 through AY 2010.

Figure 4 - Comparative Report: SOA Budget History (AY2006 through AY2010)

Category	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010
Salaries	\$ 2,567,133	\$ 2,495,060	\$ 2,517,553	\$ 2,306,386	\$ 2,160,780
Expense	197,470	167,020	81,783	64,337	320,830
Academic Support	70,304	44,288	77,990	136,492	66,382
OPS	145,497	169,198	186,965	131,392	158,017
OCO	186,076	43,576	36,088	58,648	5,682
OCR	109,100	132,114	116,868	119,870	102,200
Graduate School	183,204	186,091	170,941	170,999	145,000
Total	\$ 3,458,784	\$ 3,237,347	\$ 3,188,188	\$ 2,988,124	\$ 2,958,891

Comparative Report: FAMU Professional Units

provides a comparison with other professional units on the FAMU campus.

Figure 5 - Comparison of Operating Budget Allocation per Student (AY 2006 through AY 2010)

Unit	AY 2007	AY 2008	AY 2009	AY 2010
Allied Health Sciences				
Budget	\$ 271,533	\$ 273,718	\$ 255,458	\$ 350,529
FTE	345	361	357	402
\$/FTE	787.05	758.22	715.57	871.96
Architecture				
Budget	\$ 414,848	\$ 359,595	\$ 251,168	\$ 282,760
FTE	180	169	154	155
\$/FTE	2,304.71	2,127.78	1,630.96	1,824.26
Journalism and Graphic Communications				
Budget	\$ 206,229	\$ 197,253	\$ 178,576	\$ 229,242
FTE	240	231	234	267
\$/FTE	859.29	853.91	763.15	858.58
Nursing				
Budget	\$ 240,427	\$ 128,089	\$ 105,940	\$ 86,585
FTE	138	137	145	151
\$/FTE	1,742.22	934.96	730.62	573.41
Pharmacy				
Budget	\$ 860,013	\$ 1,720,060	\$ 920,558	\$ 1,119,123
FTE	634	627	657	620
\$/FTE	1,356.49	2,743.32	1,401.15	1,805.04
School of Business and Industry				
Budget	\$ 421,929	\$ 421,930	\$ 4247,970	\$ 419,167
FTE	670	599	580	673
\$/FTE	\$629.74	4704.39	4427.53	\$622.83

* Annualized FTE = (Total fundable undergraduate credit hours divided by 40) + (Total fundable graduate credit hours divided by 32).

Budget Detail: Graduate Financial Aid

Financial support at the graduate level takes several forms (as shown in). The students are supported primarily with funds designated for architecture by the University's School of Graduate Studies and Research. The money is typically awarded to students in the form of assistantships, technology stipends, travel stipends, and/or thesis research stipends. The graduate students at FAMU are unionized, and the specific assistantship rate is negotiated each year. The cost per graduate credit hour at FAMU is lower than most states.

Figure 6 - Graduate Financial Aid History (AY 2006 through AY 2010)

Category	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010
Waiver: In State	\$ 17,113	\$ 20,000	\$ 20,000	\$ 20,999	\$ 21,000
Waiver: Out of State	\$ 20,941	\$ 20,941	\$ 20,941	\$ 20,000	\$ 20,000
Assistantships	\$ 101,150	\$ 101,150	\$ 85,000	\$ 85,000	\$ 60,000
Special Allocation	\$ 44,000	\$ 44,000	\$ 45,000	\$ 45,000	\$ 44,000
Total	\$ 183,204	\$ 186,091	\$ 170,941	\$ 170,999.00	\$ 145,000

I.2.4. Physical Resources

General Description

The FAMU School of Architectural building was first constructed during 1983-1984 and occupied in January 1985. In 1995 authorization was given by the Florida Board of Regents to proceed with plans for the renovation and expansion of the School of Architecture building. Similar to the original design, the open display of the structural and mechanical systems was continued so that the building could continue to serve as a teaching tool. In 2001, an \$11.5 million renovation/expansion was completed. The total facility is 102,526 gross square feet that provides 67,871 net square feet.

Figure 7 - School of Architecture Facility

Space Category	NASF
Classrooms and Class Labs	4,220
Studios	28,165
Meeting Rooms	7,948
Student Lounge	205
Library	4,299
Computer Labs	3,432
Exhibition/Gathering	2,368
Campus Support Services	1,487
Atriums (2)	8,100
Office	7,647
Total	67,871
	GSF = 102,526

The new design “squared off” the building to the west and converted the two courtyards into interior atrium spaces. This expansion provided the following benefits:

- * The building is more secure and has a more controlled perimeter because all circulation through the building is now interior circulation.
- * The transformation of the courtyards into interior atriums has provided space for pin-ups, formal and informal gatherings, and display of work; they have become internal “streets.”
- * Studios are larger and more accessible, thus allowing for more inaction between various studio sections and levels.
- * The administrative offices are more centrally located, allowing for more opportunity for “management by walking around” and access to visitors, faculty, and students.
- * A wireless network, allowing faculty and student convenient access to the Internet at any time, supports the entire building.
- * The faculty and administrative offices along with the library and classrooms are wired with fiber-optical connections providing a secure, 100 mbps computer network throughout the building.
- * Computer labs have been expanded to include a student lab, dedicated teaching lab and distance learning space.
- * The architecture library has nearly doubled in space to over 7,700 square feet.

The first floor includes the following facilities:

- * Wing A is composed of an informal assembly area “under the bridge,” a 50-seat multimedia lecture room, a 30-seat multimedia classroom, a dedicated archive room, and a student organization office/store.
- * Wing B houses the SOA library.
- * Wing C is occupied by fifth-year studio and a 100-seat multimedia lecture hall.
- * Wing D houses the technology laboratory and graduate studio.
- * Wing E houses the Building Construction Lab
- * The north atrium is located between Wings B and C while the south Atrium is between Wings C and D.

The second floor includes the following facilities:

- * Wing A houses the deans' suite, administrative staff offices, and the landscape architecture studio
- * Wing B includes a reception area, faculty and support staff office, employee lounge/mail room, a small conference room, and the SOA gallery.
- * Wing C houses office space for the distance learning classroom, teaching and student computer labs, student organization office, and vending/lounge area.
- * Wing D houses second-year studio space.

The third floor includes the following:

- * Wing B houses faculty and support staff offices and seminar rooms.
- * Wing C is first-year studio space.
- * Wing D houses third- and fourth-year studio space.

A plan of each of the three floors is shown as Figure 8 Through Figure 10

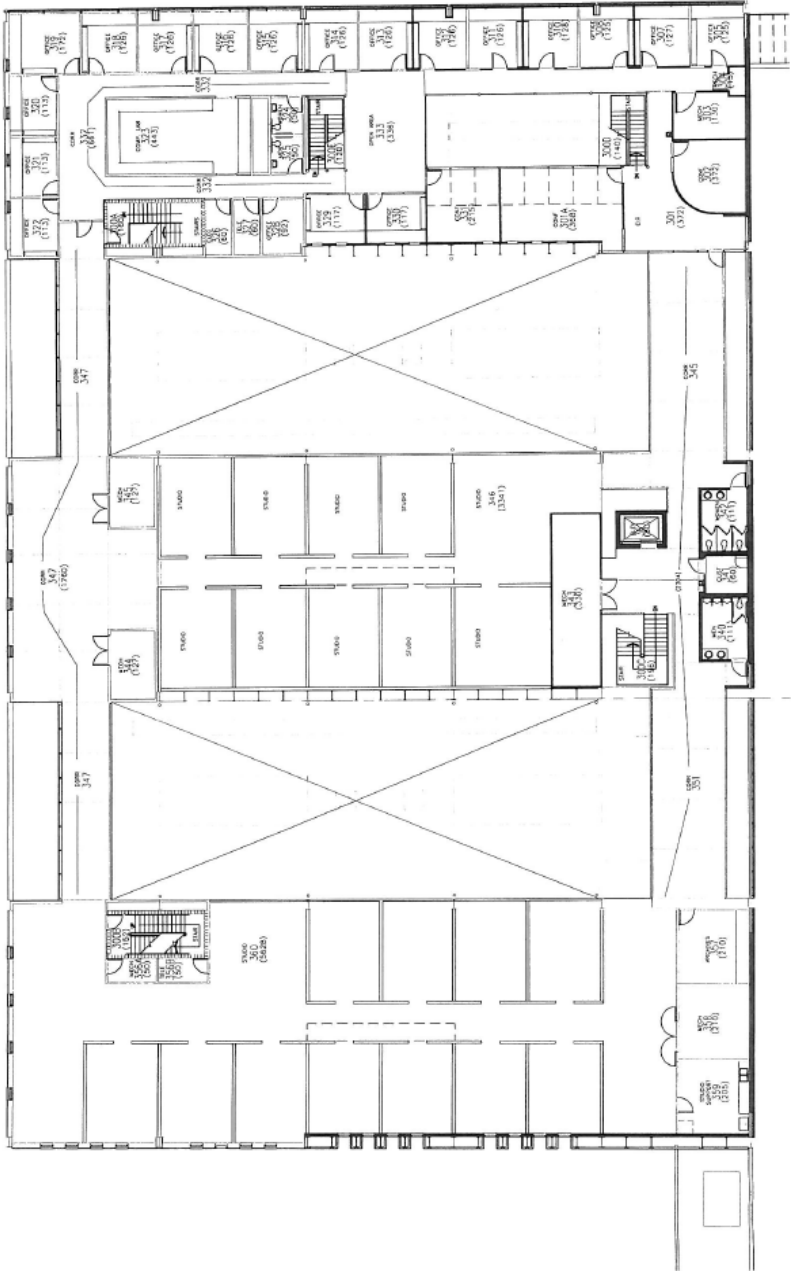


Figure 8 - Third Floor Plan

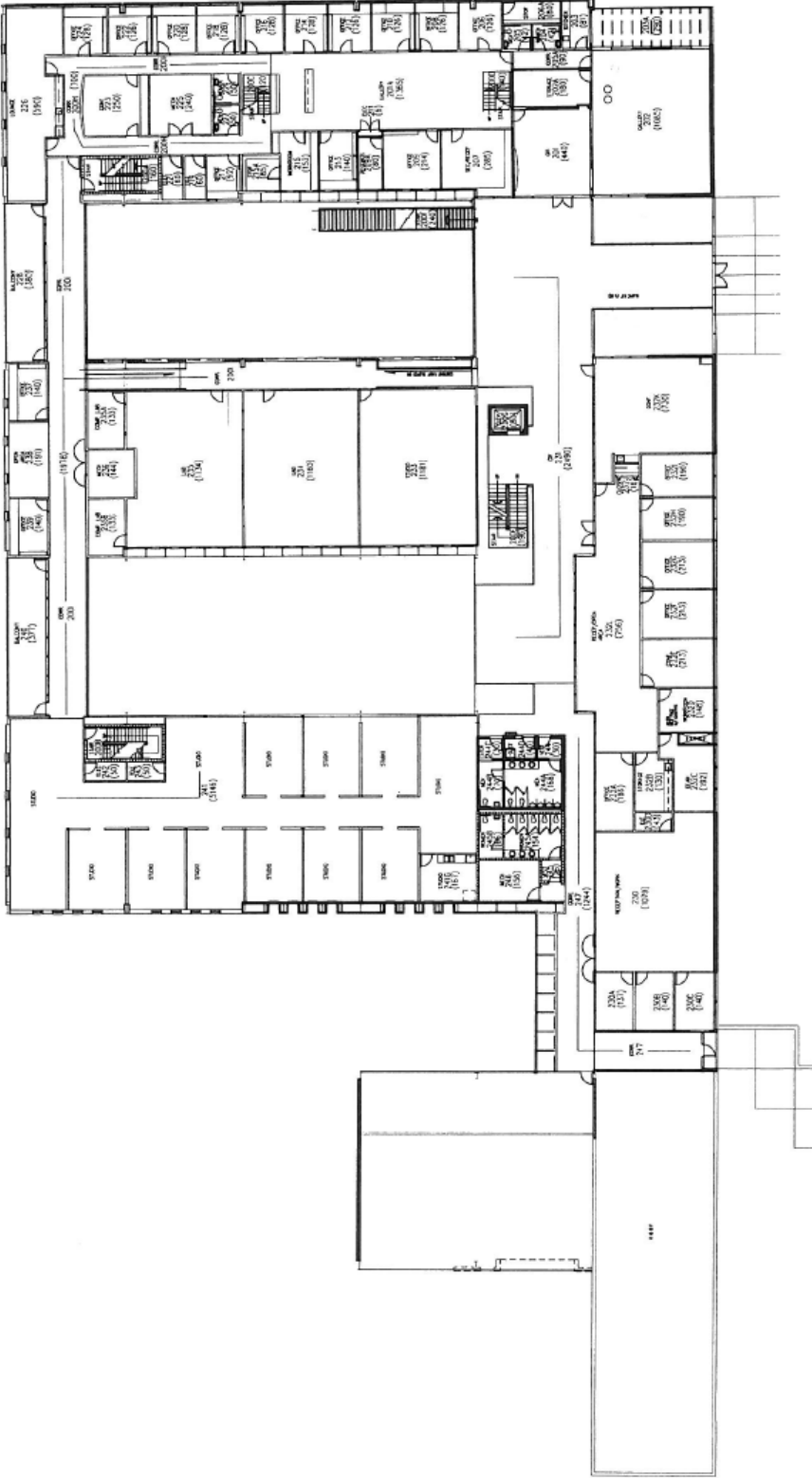


Figure 9 - Second Floor Plan

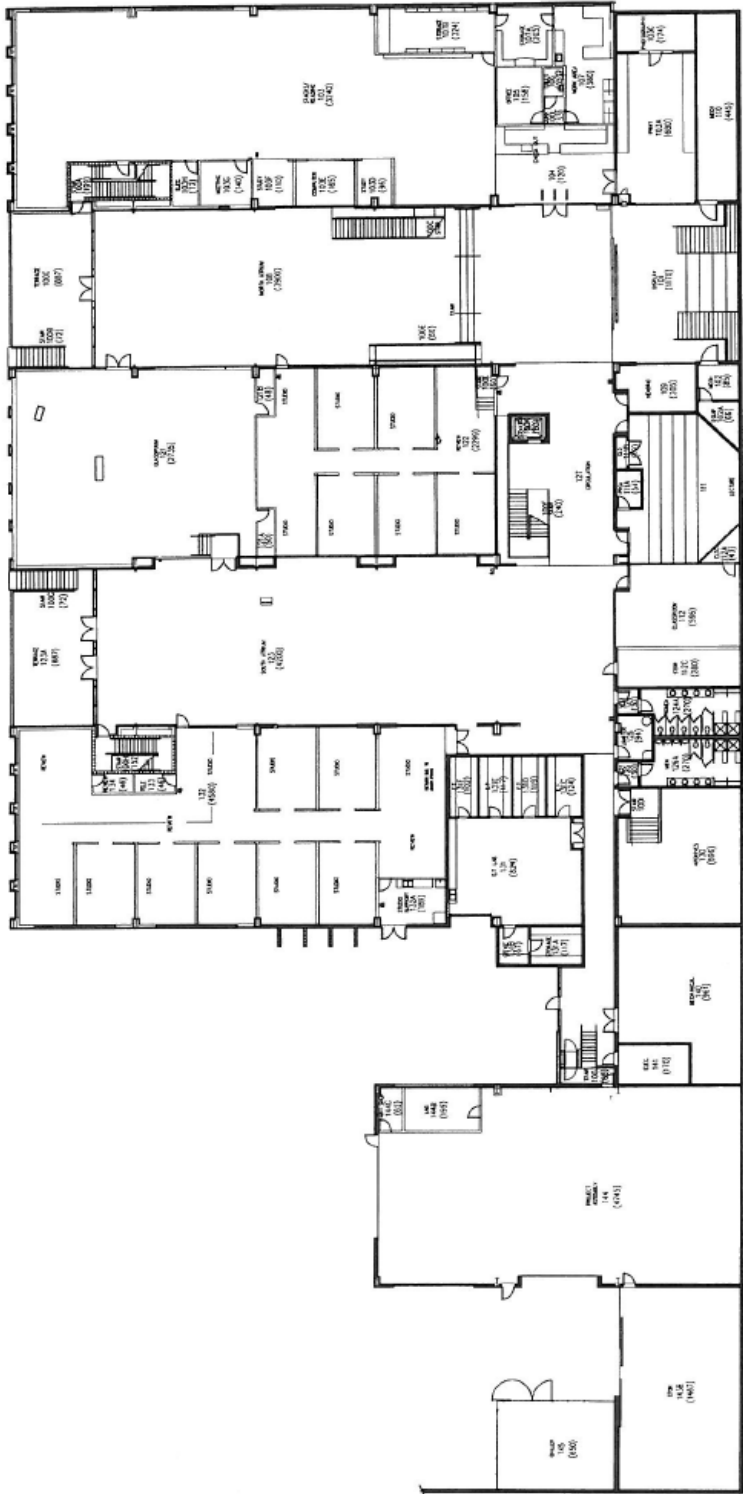


Figure 10 - First Floor Plan

The SOA network provides both wired and wireless full-time high-speed network coverage throughout all five wings of the SOA building. Fiber-optic cable tethered workspaces offer broad bandwidth and high throughput for each networked station and other network devices, such as group printers. The SOA wireless network covers all areas of the building, and provides students, faculty and staff great flexibility in accessing information - anywhere and anytime in the building.

There are two SOA computer labs. The Teaching Lab has 25 high-end workstations and the Student Lab with 12 high-end workstations and a scanner. All of the workstations are networked and equipped with the necessary software for architecture teaching or research purposes such as AutoCAD Architecture, Autodesk Revit Architecture 2011, Green Building Studio, Ecotech Analysis, MS Office, PhotoShop, SketchUp, etc. The SOA has recently developed a Distance Learning Conference room adjacent to the Teaching Lab. The system can link any remote sites with similar capacity via Internet, independent of their geographical locations. The system provided teachers and remote sites high quality bi-directional audio and visual communication.

Each faculty and staff member's personal workstation is configured to access networked output centers (two) for unlimited black and white printing. Color printing is limited with a quota assigned to each faculty and staff member. High volume and high speed digitizing of paper materials is available to all faculty and staff members. It allows users to convert papers or books to USB storage devices conveniently.

Large format plotting and scanning, up to 36" in width, is now available to students and faculty. Large size flatbed scanners are also available in the student lab and faculty workspace. They also have access to a high-resolution slide scanner for digitizing their personal image collections.

Problems and Recommendations for Improvement

We have submitted minor requests for changes to the building itself. The requests included

- * additional security cameras with a video monitor to be installed,
- * a "grapevine" electronic signage/ communication system and
- * Additional enhancements to the distance learning conference room

I.2.5. Information Resources

Context and Institutional Relationships

The Architecture Library, a branch library designed to serve the architecture programs, is housed in the School of Architecture and draws upon the resources of the main library. The University Libraries provide collections of current books, periodicals, and pertinent reference materials, which are readily accessible to students and are sufficient in scope to support the curriculum of the SOA. The Samuel H. Coleman Memorial Library (the main library) and branch libraries provide traditional print and non-print resources, electronic access to full-text, bibliographic and abstracting databases, and to numerous online and traditional services. The Architecture Library also serves as a resource to local practitioners in the surrounding community. Through the University Libraries' website (www.famu.edu/library), faculty and students have full access to the FAMU Library catalog on or off campus and to the library catalogs of the State of Florida University and Community College libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the website.

The University maintains reciprocal access, borrowing agreements, and memberships that mutually enhance the availability of resources for FAMU architecture students. Partnerships are with the State University Libraries of Florida and the Community College Libraries of Florida. Memberships are with the Florida Center for Library Automation (FCLA), the State Library of Florida Electronic Library, the Florida Virtual Campus, and the Southern Regional Education

Board (SREB). Florida public post-secondary college and university libraries provide services directly and indirectly to students and faculty of State of Florida post-secondary institutions.

Library and Information Resources Collections

The Architecture Librarian serves as liaison to faculty in the SOA to assure that the collection supports defined curricular goals and that adequate services, including instruction, are available. Library collections contain materials that support the School of Architecture directly and indirectly through interdisciplinary collections. The University, Libraries, and School have strategic plans and work together to participate in, to support, and to achieve the mission of the University. The collection is designed to support the mission and goals of the University in general and the mission and goals of the SOA in particular. The policy statement for the architecture branch library is printed in the Policy and Procedures Handbook of the Library. Short-term and long-term goals are listed separately, and progress is reported in the annual report of the Library. Requests for books, periodicals, electronic resources, and non-print selections made by the faculty and Library staff are considered as recommendations for purchase. The Assistant Director for Collection Management makes the final decision on acquiring all library resources. An approval plan has been established to ensure the timely receipt of current architecture literature. Books shipped on approval reflect requirements of a university library supporting general and advanced degrees in architecture. Books are automatically received on approval in the Library of Congress classes: "NA" and "NK." Slips are available for faculty and librarians to make additional selections.

During fiscal year 2010-2011, 119 books were shipped for a total amount of \$6,733.79, and five books were ordered from approval slips for an amount of \$239.00. In addition to books and serial publications, the libraries provide access to the PALMM digital collection, a public university cooperative project that includes 303 digitized titles on architecture.

The Library collection contains a wide variety of print, visual, and electronic media and is adequate in size, scope, content, currentness, retrospectiveness, and availability for professional degree programs in architecture. The collection has been developed to support undergraduate and graduate degree programs in architecture and landscape architecture. The collection includes over 9,000 different Library of Congress classed "NA" titles along with technical and support volumes to provide a balanced architecture collection. The monograph collection of the Library is above average in respect to current and retrospective titles. Resources are purchased in a timely fashion, and approval books are received weekly. Reference publications are on "standing order" and thus are current and up-to-date. Many are available in both print and electronic formats, such as Grove Art Online. The collection is supplemented by publications from the United States government. As a federal depository library, FAMU receives government publications in all formats from the federal government, which number over 500 on the subject of architecture.

The SOA Library has a healthy assortment of serial publications. The Association of Architecture School Librarians (AASL) has constructed a list of titles that serve the needs of a first-degree program, while reflecting a consensus of practice within the profession. The list published by AASL in 2009 includes 54 core titles, 42 supplementary titles. The Library subscribes to or provides access to 75% of the core titles, to 20% of the supplementary titles. All of the titles are held by at least one public university of Florida. Faculty and students have reciprocal borrowing privileges at all the public universities and community colleges in Florida. Additionally, interlibrary loan of journal articles is completed electronically. In addition to the AASL list, the Library provides access to the full text of 277 architecture journals. The online catalog reflects that the Library holds 331 serial publications in architecture, and 235 periodicals. Digitized serial architecture publications are also accessible from the Florida Electronic Library, the PALMM Project, and the Florida Memory Project. The architecture librarian searches for missing issues in print, microform, or electronic format and fills in gaps as is possible.

The following are selected indexing, abstracting, and full-text resources, most of which are available from the Libraries' homepage from any Internet-accessible computer:

- * African American Biographical Database
- * Architectural Index (paper only)
- * Art Index (paper only)
- * Art FullText
- * Avery Index to Architectural Periodicals
- * BHA: Bibliography of the History or Art
- * CAMIO - RLG's Catalog of Art Museum Images Online
- * Florida Memory Project
- * Humanities Full Text
- * Index to 19th Century American Art Periodicals
- * InfoTRAC OneFile
- * JSTOR
- * Oxford Journals Online
- * PALMM Collections
- * Proquest Digital Dissertations (citations and abstracts)
- * Readers Guide to Full Text
- * SCPIO - Art and Rare Book Sales Catalog
- * Wilson Web

Visual and non-book resources are appropriate and sufficient in coverage and scope and are acquired in a timely fashion to support architecture programs. Advances in technology have made non-book and visual resources a top priority in collection development decisions for the Library. The faculty and staff are diligently working at increasing the digital and non-print collections. The online catalog reflects that the Library owns 124 microforms, 377 online books, 146 audio visual resources, and 41 slides on the subject of architecture. The SOA also provides a slide collection, which is housed in the Architecture Library. Faculty and librarians are investigating several options to obtain additional digital images to support the architecture program, including ArtStor.

The collection is housed in a properly climate-controlled environment. All appropriate measures are in place and enforced for the protection of the collection. Continuous monitoring is done to ensure that the collection is in good physical condition. When necessary, a standard bindery company is contracted to mend, bind, and preserve items in the collection.

Services

Information services provided include library orientation, bibliographic instruction, information literacy instruction, ready reference, searching, and virtual reference—"Ask a Librarian." The goal of the Library is to provide information to the patron in a timely manner. We achieve this goal with the attentive personal services provided by the staff and librarians. Policies are in place to ensure smooth operations. Policies include collection development, circulation, ILL, use of equipment and audiovisual resources, and all University-wide policies. Reference guides on a variety of subjects are available.

Library orientation, instruction on library skills, electronic database searching, research methods, and documentation are offered as a reference service to all patrons. Information literacy sessions are offered to class groups scheduled by the instructor and to individuals as requested. The Building Arts, Design 1.1, Architectural Research, and Landscape Architecture instructors have requested bibliographic instruction for individual class sessions.

Notices and announcements are circulated both in print and electronically via email. Bulletin Boards are used for most notices as well as displays in the Library. New arrivals to the Architecture Library are displayed, and a list is sent by email to the faculty and administration. Information about the Architecture Library is featured on the University Libraries

(www.famu.edu/library) and the SOA (www.famusoa.net/) websites and The Architecture Blog (famu-architecture-library.blogspot.com)

The Library of Congress cataloging classification system is used to organize the holdings of the Library. This is a standard system that allows for expansion as the holdings increase. Items ordered, received, processed, and delivered to the Library are represented in the online catalog and delivered to the Library within a reasonable time frame. Access to the collection is electronic via the online catalog system. ALEPH is the integrated library management system that allows for federated searching across databases, article linking, and personal customizations for searching and managing results.

As a branch of the University Libraries system, the Architecture Library operates under the circulation policy of the main library. Circulation policies are printed, available at all circulation desks, and on the website at www.famu.edu/library. Other pertinent library information is also available on this website. The Library is open seven days a week. The main library is open 110 hours per week; the Architecture Library is open 80 hours per week. The main library maintains extended hours until 2:00 a.m. Sunday through Thursday.

Providing electronic access to reserve material is a feature of the integrated library management system. Patrons may access reserve materials through course names; faculty names; or standard authors, title, subject, or keywords. Remote access to the holdings of the Library and databases is available to patrons with valid ID cards. Adequate licenses and agreements have been acquired for multiple users to avoid limited access and down time for our users. Library collections are supplemented with access to databases licensed through consortial arrangements. The Florida Center for Library Automation (FCLA) licenses core databases for all Florida public universities and makes them available to students and faculty by authentication, from any Internet-capable computer and at any of the public colleges and universities. Databases licensed for the Florida Electronic Library offered by the State Library of Florida are also available. Databases licensed by consortial arrangements are available seamlessly from the Libraries' website and by authentication from public libraries and college and university libraries. Interlibrary loan service provides access to library materials not owned by Florida A & M University Libraries. Service is provided to FAMU faculty, staff, and students who are currently enrolled and engaged in academic research. This international service is a reciprocal agreement between lending libraries to borrow or loan material as needed by participating members. A courier service operates between Florida state colleges and universities and Florida public libraries to fill interlibrary loan requests in a timely manner. Examples of other cooperative agreements include cooperative access to electronic resources, the Panhandle Library Association Network (PLAN), and Southeastern Library Network (SOLINET).

Staff

The staff of the Library operates under the following hierarchy: University President, Provost and Vice-President for Academic Affairs, Director of Libraries, Associate Director of Libraries, Assistant Director of Public Services, architecture branch librarian, staff. The Library staff's primary responsibility is to provide service and support directly to the SOA and thus is considered a component of the architecture program's educational team. The University employs 20.5 professional librarians, all of whom hold the master's degree from an ALA accredited program. Additionally, two librarians hold the Ph.D., three librarians hold the advanced master's degree, and six hold the specialists degree and/or a second master's degree. The average length of professional service for librarians is 20.5 years. The University employs 37 library support staff and part-time and student workers as needed. The minimum requirement for employment as a paraprofessional is a high school education. Written position descriptions are available from the administrative office of the University Libraries for all library employees. In addition to the 3 FTE staff assigned to the Architecture Library, all public service librarians and support staff assist in services to the branch libraries either virtually or in person.

The salaries of the staff in the Architecture Library are comparable to salaries of other main campus library employees. Funding is available to the staff to attend workshops and conferences. Professional development and continuing education are supported and encouraged by the administration.

Facilities

Renovations within the SOA relocated the Library to an expanded space with 7,725 net square feet. The space has optimum visibility and is strategically placed within the School. The Library is spacious, well maintained, comfortable, and inviting to students, faculty, and staff. The move into the renovated space is now into the eighth year, and shelf space remains available for growth. There is room within the Library for storage, so remote storage is no longer required. Remote storage is available in Coleman if the need arises. A conference/group study room is available for patron use. Carrels are available for individual study. The windows in the rear of the building provide a pleasant view and a warm atmosphere. The staff is very comfortable with the work space provided. All spaces are in compliance with the American Disabilities Act.

The Library facilities are properly maintained by the HVAC system. University employees providing maintenance to all buildings monitor the Library's environment. Requests for service are honored in a timely manner. Security for the collection is provided by the Checkpoint Security System, which is installed at the entrance of the Library, and a security camera monitors the primary access to the Library. The Sonitrol security system provides access to the building. In case of an emergency, a fire alarm system and water sprinklers are also installed. A disaster plan and emergency evacuation plans and procedures are displayed in the building.

Space is provided for the housing and storage of all library resources. Patrons have access to a photocopier, one print station networked to the eleven computer workstations, and one scanner. Faculty and students have access to 161 computers in the main library and to an additional 61 computers in the branches and reading rooms. All computers are well maintained and reliable. Faculty members have access to one slide viewer in the slide room. Other AV equipment available to patrons include LCD projectors, laptop computers, overhead projectors, slide projectors, photo lamps, tripods, monitors, VCRs, and VCR/DVD combo players. Several items have limited-access rules for patron use. The Library has wireless capability to connect to the Internet as well as LAN accessibility on the OPAC workstations.

The Office of Instructional Technology (OIT) is housed in the Coleman Library. The OIT contains two teleconference centers/distance learning classrooms, with a combined seating capacity of over 50 people, designed for both satellite teleconferencing and for mediated viewing. The OIT also contains an open computer laboratory, television services, graphics and production laboratory, and faculty development laboratory. Non-print resources and equipment are available for faculty and students to borrow and/or view.

Budget/Administration/Operations

Funds are allocated to the branch library for collection development from Coleman Library's lump-sum allocation. The Assistant Director for Collection Management determines the amount of the book allocation. The librarian is asked by both the SOA and Coleman Library to submit a budget request indicating annual needs. Once the budget has been approved and funding allocated, expenditures are approved or disapproved by the Dean of the School and the Director of Libraries. The expenditure of the allocated funds is the responsibility of the librarian.

Inherent in responsibilities of the administrators and staff of the University Libraries is the duty to provide smooth, systematic, and efficient service to all patrons. This is accomplished by adherence to the rules and regulations governing the library system. The policies and procedures of the library system are available to all patrons. Diligent attention to the rules and regulations ensures successful sessions in the Library.

The Dean of the SOA annually appoints a chairman and assigns faculty members to serve on the SOA Library committee. This committee serves in an advisory capacity to review the policies of the Library and to make recommendations to the general faculty concerning the Library and to assist with collection development. A student representative also serves on this committee.

Library Statistics

Statistics regarding the collections, budget, and staffing for the SOA Library are given in Figure 11 and Figure 12 shown below.

Figure 11 - School of Architecture Library Staffing

Types of Positions	(FTEs) 2006-07	Budget 2007-08	Budget 2008-09	Budget 2009-10	Budget 2010-11
Librarian/VR Professionals (degreed)	1	1	1	1	1
Paraprofessionals	1	2	2	2	2
Clerks	0	0	0	0	0
Student assistants	.5	1.75	0	0	0
Volunteers	0	0	0	0	1
Other: Other Personnel Services	1.5	1.5	1.5	1	1
Other: Graduate Assistants	0	1.5	0	0	0
TOTAL	4	7.75	4.5	4	5

Note: OPS employees worked 20 hours per week, graduate assistants worked 5-10 hours per week, and student assistants worked 10-15 hours per week.

Figure 12 - School of Architecture Library Collections

Types of Collections	Vol.	Budget 06-07	Budget 07-08	Budget 08-09	Budget 09-10	Budget 10-11
Books classed in LC-NA or Dewey 720s	6,935	10,000	10,000	10,000	10,000	10,000
Other books	43,645	23,000	18,000	18,518	18,000	18,518
Periodical subscriptions	70					
Other serial subscriptions	137					
Microfilm reels	65					
Microfiche	0					
CD-ROMs	1					
Photo-CDs	3					
Digital image files	165					
Other electronic publications						
E-books	377					
E-journals	84					
Database	283					
Drawings	0					
Photographs	0					
TOTAL	51,765	\$33,000	\$ 28,000	\$ 28,518	\$ 28,000	\$ 28,518

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Fall 2006 SOA Student Demographics

The FAMU Office of Institutional Research's 2006 IPED reports did not include the ethnic composition of individual Schools. Therefore, the SOA data was retrieved from its previous NAAB Annual report. The SOA data is compared to the University data available from the University Fact Book 2006-2007, published by the FAMU Office of Institutional Research (<http://www.famu.edu/index.cfm?oir&FactBook06-07>).

Figure 13 - Percentage of Students by Ethnic Origin (Fall 2006)

	SOA		FAMU	
American Indian	0	0%	11	0%
Asian	1	0%	111	1%
Black	135	51%	11,012	92%
Hispanic	8	3%	222	2%
White	<u>123</u>	46%	<u>557</u>	5%
Total	267		11,913	

Regarding gender, University Fact Book 2006-2007 indicates that the School of Architecture enrollment was 69% male and 31% female. The University enrollment was 41% male and 59% female.

Figure 14 - Percentage of Students by Gender (Fall 2006)

	SOA	FAMU
Male	69%	41%
Female	31%	59%

The FAMU Office of Institutional Research's 2010-11 IPED reports include the ethnic and gender composition of individual Colleges and Schools, and the University. The IPEDS 2010-11 data for students enrolled in the School of Architecture, as shown in Figure 15.

Figure 15 - SOA Students by Ethnic Origin and Gender (Fall 2010)

Asian	5	2%
Black	201	76%
Hispanic	7	3%
American Indian	3	1%
White	34	13%
Non-Resident Alien	15	6%
Two or More Races	0	0%
Male	171	65%
Female	94	35%

The IPEDS 2010-11 enrollment data provides the ethnic origin and gender of students enrolled at the University, as shown in **Figure 16**.

Figure 16 - FAMU Students by Ethnic Origin and Gender (Fall 2010)

	Male	Female	Total
Total	5,314	7,970	13,284
American Indian	23	11	34
Asian	68	89	157
Black	4,728	7,444	12,172
Hispanic	89	118	207
White	341	258	599
Non-Resident Alien	57	39	96
Two or More Races	8	11	19

Figure 17 - Qualifications of FAMU Undergraduate Students (Fall 2010)

<i>Admissions Scores: SAT</i>	420
<i>Critical Reading</i>	
25th percentile SAT score:	
75th percentile SAT score:	510
	410
<i>Mathematics</i>	
25th percentile SAT score:	
75th percentile SAT score:	510
	410
<i>Writing</i>	
25th percentile SAT score:	
75th percentile SAT score:	500
<i>Admissions Scores: ACT</i>	
25th percentile ACT score:	17
75th percentile ACT score:	21
Verbal:	366 (200-800)

Quantitative: 478 (200-800)
Analytical: NA (0.0 – 6.0)

The 4-year (100%) and the 6-year (150%) graduation rates by race and gender for the entire university can be found on the FAMU Office of Institutional Research website. At the bottom of the OIR website (<http://www.famu.edu/index.cfm?oir&GraduationRetentionRates>), a link is provided to the data used to produce Figure 18 through Figure 21

Figure 18 - FAMU Graduation Rates by Race and Gender (2006)

	Gender		Ethnicity							Not Reported		
	Total	Males	Females	Asian	Black	Hispanic	American Indian	Non-Resident Alien	White			
01ST YEAR 06/07												
TOTAL NUMBER ENROLLED	1,642	706	936	13	1,568	20	4	7	28	2		
NUMBER GRADUATED	0	0	0	0	0	0	0	0	0	0		
PERCENT GRADUATED	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL NUMBER RETAINED	1,642	706	936	13	1,568	20	4	7	28	2		
PERCENT RETAINED	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
02ND YEAR 07/08												
TOTAL NUMBER ENROLLED	1,370	582	788	13	1,313	12	4	6	20	2		
NUMBER GRADUATED	0	0	0	0	0	0	0	0	0	0		
PERCENT GRADUATED	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL NUMBER RETAINED	1,370	582	788	13	1,313	12	4	6	20	2		
PERCENT RETAINED	83.43%	82.44%	84.19%	100.00%	83.74%	60.00%	100.00%	85.71%	71.43%	100.00%		
03RD YEAR 08/09												
TOTAL NUMBER ENROLLED	1,163	485	678	13	1,119	9	2	5	13	2		
NUMBER GRADUATED	5	0	5	0	3	0	0	1	0	1		
PERCENT GRADUATED	0.30%	0.00%	0.53%	0.00%	0.19%	0.00%	0.00%	14.29%	0.00%	50.00%		
TOTAL NUMBER RETAINED	1,163	485	678	13	1,119	9	2	5	13	2		
PERCENT RETAINED	70.83%	68.70%	72.44%	100.00%	71.36%	45.00%	50.00%	71.43%	46.43%	100.00%		
04TH YEAR 09/10												
TOTAL NUMBER ENROLLED	1,009	403	606	12	972	8	2	3	11	1		
NUMBER GRADUATED	152	37	115	1	144	1	0	2	4	0		
PERCENT GRADUATED	9.56%	5.24%	12.82%	7.69%	9.38%	5.00%	0.00%	42.86%	14.29%	50.00%		
TOTAL NUMBER RETAINED	1,014	403	611	12	975	8	2	4	11	2		
PERCENT RETAINED	61.75%	57.08%	65.28%	92.31%	62.18%	40.00%	50.00%	57.14%	39.29%	100.00%		

Figure 19 - FAMU Graduation Rates by Race and Gender (2007)

	Gender		Ethnicity						Not Reported	
	Males	Females	Asian	Black	Hispanic	American Indian	NON-Resident Alien	White		
01ST YEAR 07/08										
TOTAL NUMBER ENROLLED	787	1,082	21	1,760	31	4	14	21	18	
NUMBER GRADUATED	0	0	0	0	0	0	0	0	0	0
PERCENT GRADUATED	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL NUMBER RETAINED	787	1082	21	1760	31	4	14	21	18	
PERCENT RETAINED	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
02ND YEAR 08/09										
TOTAL NUMBER ENROLLED	655	932	21	1,495	25	3	14	14	15	
NUMBER GRADUATED	1	0	0	1	0	0	0	0	0	0
PERCENT GRADUATED	0.13%	0.00%	0.00%	0.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL NUMBER RETAINED	655	932	21	1495	25	3	14	14	15	
PERCENT RETAINED	83.23%	86.14%	100.00%	84.94%	80.65%	75.00%	100.00%	66.67%	83.33%	
03RD YEAR 09/10										
TOTAL NUMBER ENROLLED	536	818	19	1,276	20	2	13	12	12	
NUMBER GRADUATED	3	2	0	2	1	0	0	0	0	0
PERCENT GRADUATED	0.21%	0.18%	0.00%	0.17%	3.23%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL NUMBER RETAINED	537	818	19	1,277	20	2	13	12	12	
PERCENT RETAINED	68.23%	75.60%	90.48%	72.56%	64.52%	50.00%	92.86%	57.14%	66.67%	

Figure 20 - FAMU Graduation Rates by Race and Gender (2008)

	Gender		Ethnicity						
	Total	Males	Females	Asian	Black	Hispanic	American Indian	Resident Alien	White
	01ST YEAR 08/09								
TOTAL NUMBER ENROLLED	2,066	892	1,174	15	1,953	41	6	15	36
NUMBER GRADUATED	0	0	0	0	0	0	0	0	0
PERCENT GRADUATED	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL NUMBER RETAINED	2,066	892	1,174	15	1,953	41	6	15	36
PERCENT RETAINED	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
02ND YEAR 09/10									
TOTAL NUMBER ENROLLED	1,656	694	962	14	1,574	27	4	14	23
NUMBER GRADUATED	1	0	1	0	1	0	0	0	0
PERCENT GRADUATED	0.05%	0.00%	0.09%	0.00%	0.05%	0.00%	0.00%	0.00%	0.00%
TOTAL NUMBER RETAINED	1,656	694	962	14	1,574	27	4	14	23
PERCENT RETAINED	80.15%	77.80%	81.94%	93.33%	80.59%	65.85%	66.67%	93.33%	63.89%

Figure 21 - FAMU Graduation Rates by Race and Gender (2009)

	Gender		Ethnicity						Not Reported		
	Total	Males	Females	Asian	Black	Hispanic	American Indian	Non-Resident		White	
01ST YEAR 09/10											
TOTAL NUMBER ENROLLED	2,351	927	1,424	22	2,259	32	1	6	25	6	
NUMBER GRADUATED	0	0	0	0	0	0	0	0	0	0	
PERCENT GRADUATED	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL NUMBER RETAINED	2,351	927	1,424	22	2,259	32	1	6	25	6	
PERCENT RETAINED	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

The 2010 SOA Annual Report and the University Factbook 2010-2011 were used to develop the Faculty by Ethnic Origin and Gender table (**Figure 22**).

Figure 22 - Full Time Faculty by Ethnic Origin and Gender (Fall 2010)

	SOA		FAMU	
Asian	0	0%	36	6%
Black	7	39%	412	72%
Hispanic	2	11%	14	2%
American Indian	0	0%	1	0%
White	<u>9</u>	50%	<u>110</u>	19%
Total	18		573	
Male	11	61%	312	56%
Female	7	39%	261	44%

The 2006 SOA Annual Report and the University Factbook 2006-2007 were used to develop the Faculty by Ethnic Origin and Gender table (**Figure 23**).

Figure 23 - Full Time Faculty by Ethnic Origin and Gender (Fall 2006)

	SOA		FAMU	
Asian	0	0%	37	6%
Black	8	40%	414	69%
Hispanic	2	10%	10	2%
American Indian	0	0%	1	0%
White	<u>10</u>	50%	<u>126</u>	21%
Total	20		* 600	
Male	15	75%	351	58%
Female	5	25%	249	42%

* Eleven FAMU faculty did not provide race information.

Promotion, Tenure and License

<u>Year</u>	<u>Promotion</u>	<u>Tenure</u>	<u>Licensed</u>
2006	—	—	12
2007	—	—	13
2008	—	—	14
2009	—	—	10
2010	—	—	10

I.3.2. Annual Reports

The following letter, from the FAMU Office of Institutional Research, confirms that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.



Florida Agricultural and Mechanical University

Tallahassee, Florida 32307-3100

Excellence with Caring

OFFICE OF INSTITUTIONAL RESEARCH
G15 FOOTE-HILYER ADMINISTRATIVE CENTER

Telephone: (850) 412-5156
Fax: (850) 412-5187

Rodner B. Wright, Dean
School of Architecture
Florida A&M University
Tallahassee, FL 32307

September 26, 2011

Dear Dean Wright,

This is a verification that all data prepared and released to you by the Office of Institutional Research is accurate and true and is consistent with data reported to the National Center for Education Statistics (NCES).

Sincerely,

Kwadwo Owusu-Aduemiri, Ph.D.
Director of Institutional Research &
University Data Administrator
Florida A&M University

I.3.3. Faculty Credentials

The School of Architecture faculty provide a diverse range of backgrounds and operate across a wide spectrum of architectural interests.. A narrative description of their credentials is provided below. Please see the faculty matrix and the faculty resumes for additional information.

* Mike Alfano is a registered architect with 40+ years of practice experience. He has a Master of Science in Urban Design. Alfano has 35+ years of teaching experience.

* Thomas Beitlelman is a Professional Engineer (P.E.) with 10+ years of practice experience.

* Olivier Chamel is a registered architect and LEED AP with 15+ years of practice experience.

* Andrew Chin has 20+ years teaching experience. His published works and funded research focuses on green architecture, public health and urbanism. Chin has completed PhD coursework in Urban and Regional Planning.

* Carey Fee has 8 years of teaching experience and is completing a PhD in Art History.

* Donald Gray has 10+ years of practice experience and 5 years of teaching experience. Gray is currently pursuing a Master of Architecture in Urban Design at Harvard GSD.

* Robert Goodwin is a registered architect with 30+ years of practice experience and a specialization in education design & facilities planning. Goodwin has 15+ years of teaching experience.

* Valerie Goodwin is a registered architect with 25+ years of practice experience and 15+ years of teaching experience. Goodwin is an accomplished quilting artist with lectures, publications, commissions, exhibits and international workshops on her creative works.

* Derek Ham has 10+ years of teaching experience with an expertise in digital media. Ham is currently pursuing a PhD at MIT.

* Craig Huffman is a registered architect with 30+ years of practice experience. His firm, Huffman Associates/ Studio for Architecture, specializes in commercial/ residential regionalism and urban design. His 20+ years of teaching experience includes funded research activities.

* Ivan Johnson is a registered architect with 40+ years of experience. His firm, Johnson/ Peterson Architects, received the AIA Award of Honor, Award of Excellence in Architecture and Unbuilt Design Awards on numerous occasions, in addition to the 2000 Millennium Award of Honor for Design.

* Roy Knight, FAIA, is a registered architect with 40+ years of academic and administrative experience. His 20+ years of teaching experience includes publications, lectures and funded research activities.

* Deborah LaGrasse is an artist that specialized in drawing, painting and sculpture. She has 20+ years of teaching experience. She regularly presents conference papers, workshops lectures and exhibits of her work.

* Elizabeth C. Lewis is a registered architect and LEED AP. Lewis has 15+ years of teaching experience and published conference papers and journal articles on beginning design. She has also published chapters and lectured on sustainable construction.

- * Ronald Lumpkin has 20+ years of teaching experience. His published work focuses on the experiences of freshmen students and issues related to student achievement. Lumpkin has completed PhD coursework in Education Leadership.

- * Thomas Martineau is a registered architect and LEED AP. Martineau has 20+ years of teaching and research experience and has published papers and journal articles. His current firm, Productivity House, provides facilities management consulting services.

- * Gretchen Miller is a registered architect and LEED AP BD+C, whose experience focused on institutional and commercial work. She has 4 + years of teaching experience and has presented papers on beginning design studio issues.

- * Enn Ots is a registered architect with 35+ years of practice experience. He specializes in pre-design analysis, programming, universal design and residential design. Ots' 30+ years of teaching includes conference presentations, a recent book publication and funded research activities.

- * Arleen Pabón has a Ph.D in architecture history with more than 25+ years experience as a Historic Preservation and Cultural Interpretations consultant. Dr. Pabón has 30+ years of teaching experience, with publications, workshops, invited lecturers and funded research on various preservation topics.

- * Thomas Pugh has more than 15 years experience as a licensed general contractor building commercial, industrial, and residential. He also has 26 years of teaching experience. Professor Pugh has been awarded grant funds and published papers on building codes and standards, indoor air quality, and building ventilation and performance modeling.

- * Gary Purdum has 9 years of teaching experience. He has published conference and journals papers on research methods and completed Landscape Architecture PhD coursework in research methods.

- * Eduardo Robles' practice experience focuses on urban design and historic preservation. Robles has 25+ years of teaching experience. He has been an invited lecturer with publications in development on urbanism and international preservation practices.

- * LaVerne Wells-Bowie is a professor with 25+ years of teaching. Her teaching career has emphasized community involvement and service learning locally as well as regionally and internationally. Wells-Bowie has a background in fine arts, which she brings to teaching as critical thinking skills.

- * Edward White is a registered architect with more than 40+ years of practice experience, specializing in research, programming and post-occupancy evaluation. Professor White has 45 years of teaching experience with publications, workshops, invited lecturer presentations and research in POE and programming.

- * Rodner Wright is a registered architect with 30+ years of experience, specializing in residential, municipal and commercial projects. Wright also has 30+ years of academic and administrative experience.

I.4. Policy Review

The following documents will be provided in team room:

Studio Culture Policy

Self Assessment Reports

Personnel Policies including:

- Position Descriptions for all faculty and staff
- Rank, Tenure, & Promotion:
- Florida A&M Mechanical University Faculty Handbook
- Reappointment
- EEO/AA
- Diversity
- Faculty Development

Student-to-Faculty ratios for all components of the curriculum

Faculty Member Space Allocation in Square Feet

Admissions Requirements

Advising Policies

Department of Architecture Student Guidelines

Digital Media Policy: Use and Integration of Digital Media in Architecture Curriculum

Policies on Academic Integrity

Policies on Library and Information Resources Collection Development

Description of the Information Literacy Program & Curriculum Integration

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

Narrative Overview of Curricular Goals

Approximately two-thirds of the FAMU architecture students are in the pre-professional four-year Bachelor of Science in Architecture Studies. The freshmen and sophomore experience is described as lower division, and the junior and senior experience is described as upper division. The lower division curriculum provides a liberal arts foundation through 50% architecture and 50% non-architecture (general education) classes. The upper division curriculum is composed of 75% architecture and 25% non-architecture classes. In completing the 2+2 program, architecture students transition from an awareness to an understanding of the NAAB Student Performance Criteria.

Approximately one third of the FAMU architecture students are in a professional degree program. Two of the three FAMU SOA professional degree options extended the pre-professional experience. The B.Arch degree has a 4+1 structure while the M.Arch has a 4+2 structure. Both require applications from FAMU students (and transfers) that finished a four-year pre-architecture degree. The curriculums are more than 75% architecture classes, where students demonstrate the ability to address complex and comprehensive issues. The second FAMU SOA M.Arch degree option is a three-year option, which is a hybrid version of the B.Arch 4+1 and M.Arch 4+2 experiences. It is designed for students entering graduate studies with non-architectural backgrounds.

All three of the professional options are organized along a sequence of design studios (as the core experience). The design studios begin with formal ordering systems and conclude with comprehensive design. The design curriculum utilizes a blend of assignments, programmatic and design factor research and exploration, and small to larger project-based design problems over a range of building types, and study and resolution of the urban context. All of the professional degree programs have Comprehensive Design Studio. The Studio illustrates the culmination of the design studio sequence content and an evaluation of the student's achievement of several NAAB Student Performance Criteria.

The technology courses are designed to cover the fundamentals of structures, building materials, and building systems. The integration of technology in the design studio begins to occur in the third and fourth years of studio. The history/theory courses are designed in a sequential format. History and theory concepts are threaded into the content of the design studio sequence. The two required professional practice classes are supportive to the preparation for the profession and integrated into the senior year of all three professional degree options.

II.2. Curricular Framework

II.2.1. Regional Accreditation

Florida A & M University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelors, masters, and doctoral degrees. The most recent 10-year re-accreditation certification was extended to all programs offered by FAMU. A letter dated January 12, 2010 certifying this re-accreditation is attached as Figure 24.

Figure 24 - SACS Reaffirmation of Accreditation Letter



FAXED
7-24-99

**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558

July 29, 1999


Dr. Frederick S. Humphries
President
Florida Agricultural and
Mechanical University
Tallahassee, FL 32307

Dear Dr. Humphries:

This is to certify that Florida Agricultural and Mechanical University in Tallahassee, Florida, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, and Doctoral degrees.

The institution was initially accredited in 1935 and was last reviewed and reaffirmed in 1998. The 1998 reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2008.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

99 JUL 29 10 14 AM '99

II.2.2. Professional Degrees and Curriculum

Degree Title: Bachelor of Architecture
 150 undergraduate credit hours

YEAR 1

FALL	ARC 1301	Design 1.1	4
	ARC 1000	Orientation to Architecture	1
	ENC 1101	Freshman Composition 1	3
	AMH 2091	African American History	3
	MAC 1114	Algebraic/Trigonometric Functions	<u>3</u>
			14

SPRING	ARC 1302	Design 1.2	4
	ENC 1102	Freshman Composition 2	3
	MAC 2311	Calculus 1	4
	ARC 1160	Computer Application	1
		Humanities Elective	<u>3</u>
			15

YEAR 2

FALL	ARC 2303	Architectural Design 2.1	4
	ARC 2201	Theory in Architecture	3
	ARC 2470	Introduction to Technology of Arch	3
	ARC 2161	Advanced Topics in Digital Arch	1
	PHY 2053	College Physics 1	3
		Social Science Elective	<u>3</u>
			17

SPRING	ARC 2304	Architectural Design 2.2	4
	ARC 2701	Architectural History 1	3
	ARC 2501	Architectural Structures 1	3
	ARC 2162	CADD for Architecture	1
		Natural Science Elective	<u>3</u>
			14

YEAR 3

FALL	ARC 3324	Architectural Design 3.1	5
	ARC 3207	Architectural History 2	3
	ARC 3551	Architectural Structures 2	3
		LAA/ BCN 3000-6000 Level Elective	<u>3</u>
			14

SPRING	ARC 3325	Architectural Design 3.2	5
	ARC 3463	Materials & Methods of Construction 2	4
	ARC 3703	Architectural History 3	3
		ARC Upper Division Elective	<u>3</u>
			15

YEAR 4

FALL	ARC 4341	Architectural Design 4.1	5
	ARC 4610	Environmental Systems in Architecture	3
		ARC Upper Division Elective	3
		General Education Elective	3
		Humanities Elective	<u>3</u>
			17

SPRING	ARC 4342	Architectural Design 4.2	5
	ARC 4319	Design Analysis	3
		Non-ARC 3000-6000 Level Elective	3
		Non-ARC 3000-6000 Level Elective	<u>3</u>
			14

YEAR 5			
FALL	ARC 5352	Advanced Architectural Design 5.1	6
	ARC 5286	Practice 1	3
	ARC 6259	Programming Theory and Practice	3
		Non-ARC 3000-6000 Level Elective	<u>3</u>
			15
SPRING	ARC 5353	Advanced Architectural Design 5.2	6
	ARC 5288	Practice 2	3
	ARC 6624	New Technology of Enclosed Buildings	3
		ARC 4000-6000 Level Elective	<u>3</u>
			15

Degree Title: Master of Architecture
 Pre-professional degree + 55 graduate credit hours

YEAR 1	COURSE #	COURSE NAME	HRS
FALL	ARC 6357	Design 6.1	5
	ARC 5206	Advanced Architecture Theory	3
		ARC 5-6000 Level Elective	3
		Non-ARC 4-6000 Level Elective	<u>3</u>
			14
SPRING	ARC 6359	Design 6.2	5
	ARC 6624	New Technology of Enclosed Buildings	3
		ARC 5-6000 Level Elective	3
		ARC 5-6000 Level Elective	<u>3</u>
			14
YEAR 2	COURSE#	COURSE NAME	
FALL	ARC 5286	Practice 1	3
	ARC 6259	Programming Theory & Practice	3
	ARC 6910	Thesis Masters/Project Research	6
		ARC 5-6000 Level Elective	<u>3</u>
			15
SPRING	ARC 6971	Thesis/Masters Project	6
	ARC 5287	Practice 2	3
		Non-ARC 4-6000 Level Elective	<u>3</u>
			12

Degree Title: Master of Architecture
 Non pre-professional degree + 90 graduate credit hours

YEAR 1	COURSE #	COURSE NAME	HRS
FALL	ARC 2470	Introduction to Technology of Architecture	3
	ARC 3610	Arch Computer Applications	3
	ARC 5361	Graduate Design 1	3
	ARC 5731	Architectural History 1	<u>3</u>
			12
SPRING	ARC 2501	Architectural Structures 1	3
	ARC 5362	Graduate Design 2	3
	ARC 4610	Environmental Systems in Architecture	3
	ARC 5732	Architectural History 2	<u>3</u>
			12

SUMMER	ARC 5363	Graduate Design 3	4
	ARC 5475	Materials & Methods of Const 3	<u>3</u>
			7
YEAR 2			
FALL	ARC 5364	Graduate Design 4	4
	ARC 5206	Adv. Architectural Theory & Phil	3
	ARC 3551	Architectural Structures 2	3
		ARC 5-6000 Level Elective	<u>3</u>
			13
SPRING	ARC 6359	Graduate Design 6.2	5
	ARC 3703	Architectural History 3	3
	ARC 6624	New Technology of Enclosed Buildings	3
		ARC 5-6000 Level Elective	<u>3</u>
			14
YEAR 3			
FALL	ARC 6357	Graduate Design 6.1	5
	ARC 5286	Practice 1	3
	ARC 6910	Thesis/Masters Project Research	6
		ARC 5-6000 Level Elective	<u>3</u>
			17
SPRING	ARC 6971	Thesis/Masters Project	6
	ARC 5288	Practice 2	3
	ARC 6259	Programming Theory & Practice	3
		ARC 5-6000 Level Elective	<u>3</u>
			15

Minor/ Concentration

The School of Architecture does not provide a minor in architecture or individual areas of degree concentration.

Professional Content vs. General Education

The Bachelor of Architecture students complete 104 credits of professional content and 46 credits as general education content. Forty-three (43) general education credits are completed in the 4 years pre-professional program. Three (3) general education credits are completed in the final year of the B.Arch experience. The general education courses are listed below.

ENC 1101	Freshman Composition 1	3
ENC 1102	Freshman Composition 2	3
MAC 1114	Algebraic/Trigonometric Functions	3
AMH 2091	African American History	3
MAC 2311	Calculus 1	4
PHY 2053	College Physics 1	3
	Humanities Elective	6
	Social Science Elective	3
	Natural Science Elective	3
	General Education Elective	3
	LAA/ BCN 3000-6000 Level Elective	3
	Non-ARC 3000-6000 Level Elective	9
		46 credits

The Master of Architecture (pre-professional + 55 credit) students complete 127 credits of professional content and 46 credits of general education content. Forty-three (43) general

education credits are completed in the 4 years pre-professional program. Three (3) general education credits are completed during the 2 year M.Arch experience. The general education courses are listed below.

ENC 1101	Freshman Composition 1	3
ENC 1102	Freshman Composition 2	3
MAC 1114	Algebraic/Trigonometric Functions	3
AMH 2091	African American History	3
MAC 2311	Calculus 1	4
PHY 2053	College Physics 1	3
	Humanities Elective	6
	Social Science Elective	3
	Natural Science Elective	3
	General Education Elective	3
	LAA/ BCN 3000-6000 Level Elective	3
	Non-ARC 3000-6000 Level Elective	9
		46 credits

The Master of Architecture (non pre-professional + 90 credit) students complete 87 credits of professional courses. The general education requirement is met by the student's non-architecture undergraduate bachelor degree. Most of these students have more than 100 credits of non-architecture classes.

II.2.3. Curriculum Review and Development

Curriculum review and development originates from both formal and informal assessments, faculty discussion and student feedback. Issues, suggestions and comments are presented to the Graduate Council and the Undergraduate Councils at the start of each semester (as their charge). The two Councils are a quorum of tenured and tenure track faculty, including the Program Director, that consider long and short term program issues.

The two Councils discuss the issues, evaluate the options and evaluate the potential outcomes. If a change is recommended, the recommendation is introduced at a faculty meeting, discussed at the next faculty meeting, presented at a Dean's Council meeting (for student input) and voted on at a third faculty meeting. The faculty vote will determine if the Council should continue forward by developing an implementation plan. If approved for continued development, the Council will develop the implementation plan and present it at a faculty meeting for an implementation vote.

II.3. Evaluation of Preparatory/Pre-professional Education

General Education

Two State of Florida mandates simplify the evaluation of transfer student credits for Florida students. First, the State requires a common freshman/ sophomore academic experience for all architecture majors at 2-year and 4-year programs. Second, the Statewide Course Numbering System (http://scns.fldoe.org/scns/public/pb_index.jsp) provides additional assistance in the evaluation of transfer credits. The SCN System provides a database of post- secondary courses that are used by architecture programs to build their curriculums. The assigned numbers prescribes course descriptions and content to improve research and facilitate the transfer of students' credits. In summary, the system requires the SOA to accept the class from another Florida schools, if the class has the same number. As a result, there are very few general education problems for transfer students with an AA degree.

Students without an AA degree are individually reviewed, on a course-by-course basis to ensure that they have had met the general education and Lower Division architecture requirements. Those who have not met the requirements must do so before they take Upper Division classes.

Professional Content

Community college articulation agreements are customized for schools in our region. The agreement specifies what is equivalent to the FAMU architecture program Lower Division experience. All of these classes are part of the SCN System. The school will typically request a course description, syllabus and/ or NAAB Course description that identifies the class' SPC responsibilities. This has become much easier since Schools are now posting their APR online.

II.4. Public Information

Public Information

The Degree Programs

Information on the School's degree programs appears in two different sections of the University's General Catalog. The pre-professional B.S. degree and the professional B.Arch. degree are covered in the undergraduate portion. Descriptions of the graduate degrees offered by the School, the M.Arch., M.S. in Architectural Studies, and M.L.A. degree, appear in the graduate section of the Catalog. Due to the length of these descriptions, they are posted online, see <http://www.famu.edu/index.cfm?Architecture&CourseDescriptions>. This information is also available on the School's website under "Degree Programs." An updated version, that corrects some of the errors and omissions in the current print Catalog, was submitted during the summer 2011.

Information on the NAAB Conditions

The School of Architecture's Student Handbook is distributed to all students and faculty. New students are issued the Handbook as a part of their admission process, and it is discussed in "Orientation to Architecture" course. The Handbook contains a sub-section on the accreditation process titled, "Educating the Architect." The entire NAAB Guide to Student Performance Criteria is appended to and made an integral part of the Student Handbook.

II.4.1. Statement on NAAB-Accredited Degrees

The "statement on NAAB-Accredited Degrees" is in the Student Handbook and available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

II.4.2. Access to NAAB Conditions and Procedures

Links to the NAAB Conditions and Procedures are available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

II.4.3. Access to Career Development Information

Links to Career Development Information are available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

II.4.4 Public Access to APRs and VTRs

Links to the APRs and VTRs are available via a link on the School of Architecture website, see

II.4.5. ARE Pass Rates

Links to the ARE Pass Rates (<http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx>) are available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings

A. Responses to Conditions Not Met

The Responses to Conditions Not Met can be found in the Visiting Team Report (dated 22 February 2006) available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

B. Responses to Causes of Concern

The Responses to Causes of Concern can be found in the Visiting Team Report (dated 22 February 2006) available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

2. Summary of Responses to Changes in the NAAB Conditions

The Summary of Responses to Changes in the NAAB Conditions can be found in the Visiting Team Report (dated 22 February 2006) available via a link on the School of Architecture website, <http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

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Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)

Pre-Professional

ARC 1302 Design 1.2	4 credits
ARC 2303 Architectural Design 2.1	4 credits
ARC 2304 Architectural Design 2.2	4 credits
ARC 2501 Architectural Structures I	3 credits
ARC 3207 Architectural History II	3 credits
ARC 3324 Architectural Design 3.1	5 credits
ARC 3325 Architectural Design 3.2	5 credits
ARC 3551 Architectural Structures II	3 credits
ARC 3703 Architectural History III	3 credits
ARC 4319 Design Analysis	3 credits
ARC 4341 Architectural Design 4.1	5 credits
ARC 4342 Architectural Design 4.2	5 credits
ARC 4610 Environmental Systems in Architecture	3 credits

Professional

ARC 5286 Practice I	3 credits
ARC 5288 Practice II	3 credits
ARC 5352 Advanced Design 5.1	6 credits
ARC 5353 Advanced Design 5.2	5 credits
ARC 5361 Architectural Design 1	3 credits
ARC 5362 Architectural Design 2	4 credits
ARC 5363 Graduate Design 3	4 credits
ARC 5364 Graduate Design 4	4 credits
ARC 5732 Architectural History II	3 credits
ARC 6357 Graduate Design 6.1	5 credits
ARC 6359 Graduate Design 6.2	5 credits
ARC 6624 The New Technology of Building Enclosures	3 credits

ARC 1302, Design 1.2, 4 credits.

The studio course focuses on the development of two- and three-dimensional communication skills and the ability to think spatially and to manipulate elements in space. Analysis and design exercises are in abstract two/three dimensional space and highlight topics such as figure/ground relationships, line/plane/mass, the ideas of systems, networks, repetition, and the relation of part to whole.

Course Goals & Objectives:

To understand formal ordering systems for 2-D and 3-D design.

To introduce fundamental design principles.

To introduce communication skills, such as: drawing, sketching, model making, oral presentation, etc.

To introduce a variety of presentation techniques.

Student Performance Criterion/a addressed:

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.

Topical Outline:

Visual Communication Skills	40%
Ordering Systems Skills	30%
Fundamental Design Skills	30%

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: Form, Space & Order*

Ching, Francis D.K. *Design Drawing*

Offered:

Spring and Summer

Faculty assigned:

Deborah LaGrasse (F/T), Ronald Lumpkin (F/T), Gretchen Miller (Visiting)

ARC 2303, Design 2.1, 4 credits.

The studio course focuses on the development of inhabited space, including considerations of site, climate, and human comfort for simple indoor and outdoor spaces. Fundamental design skills and precedent studies are used to study basic building parts--floor, wall, and roof. Communication skills focus on the representation of architectural components.

Course Goals & Objectives:

To understand formal ordering systems for 2-D and 3-D design.

To introduce fundamental design principles.

To introduce communication skills, such as: drawing, sketching, model making, oral presentation, etc.

To introduce a variety of presentation techniques.

To introduce and apply ideas, theories and precedents to designing small projects

Student Performance Criterion/a addressed:

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.

Topical Outline:

Ordering Systems Skills	40%
Fundamental Design Skills	25%
Graphic Skills/Presentation Skills	25%
Use of Precedent	10%

Prerequisites:

ARC 1302 Design 1.2

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: Form, Space & Order*

Ching, Francis D.K. *Building Construction Illustrated*

Offered:

Fall only; annually

Faculty assigned:

Robert Goodwin (F/T), Beth Lewis (F/T), Gretchen Miller (Visiting), Tim White (F/T)

ARC 2304, Design 2.2, 4 credits.

The studio course focuses on the use of design ordering systems based on circulation, structural support, function, climate, and context. The course also focuses on the development of fundamental ideas and techniques directed to the development and understanding of the design process and an architectural vocabulary.

Course Goals & Objectives:

To understand formal ordering systems for 2-D and 3-D design.

To understand fundamental design principles.

To introduce communication skills, such as: drawing, sketching, model making, oral presentation, etc.

To introduce a variety of presentation techniques.

To introduce and apply ideas, theories and precedent to designing small projects.

Student Performance Criterion/a addressed:

A.6 Fundamental Design Skills

Ability to effectively use basic architectural and environmental principles in design.

Topical Outline:

Fundamental Design Skills	50%
Use of Precedents	25%
Graphics Skills/Presentation Skills	25%

Prerequisites:

ARC 2303 Design 2.1

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: Form, Space & Order*

Ching, Francis D.K. *Building Construction Illustrated*

Offered:

Spring annually

Faculty assigned:

Robert Goodwin (F/T), Valerie Goodwin (F/T), Derek Ham (F/T), Elizabeth Lewis (F/T), Gretchen Miller (Visiting)

ARC 2501, Structures I, 3 credits.

This course covers structural concepts and principles of structural behavior. Included are the elements of statics and mechanics of material: concurrent and noncurrent force systems, moments and couples, equilibrium, centroids and moment of inertia, stress and strain, shear and moment diagrams, elastic column buckling, flexural and shearing stresses in beams, and truss analysis.

Course Goals & Objectives:

To provide basic solutions to statics problems.

To understand and calculate basic section properties.

To understand and sketch shear and moment diagrams for beams and columns.

Student Performance Criterion/a addressed:

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.

Topical Outline:

Statics of Mechanics of Materials	50%
Basic Section Properties	20%
Shear and Moment Diagrams	30%

Prerequisites:

ARC 2470 Introduction to the Technology of Architecture

PHY 2053 Physics I

MAC 2311 Calculus

Textbooks/Learning Resources:

Shaeffer, R.E. *Elementary Structures of Architects and Builders*, 4th edition, McGraw-Hill, New York.

Nawy, E., *Design of Concrete Structures*, current edition.

Offered:

Spring annually

Faculty assigned:

Thomas Beitelman (Adjunct)

ARC 3207, History of Architecture II, 3 credits.

The lecture course provides an in-depth study of critical positions related to the objects or artifacts which are able to communicate, symbolize, express or embody 15th – 19th century architectural thought.

Course Goals & Objectives:

To understand the cultural development of architecture as an art form and the creative processes that generated it during the Renaissance until 19th century.

To study and analyze the social role played by architecture.

To understand the ideas and theories that shaped architecture during the period under study.

Student Performance Criterion/a addressed:

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.

Topical Outline:

Analysis of architectural examples belonging to the above-mentioned period, including architectural terms and examples.

Prerequisites:

ARC 2701 History of Architecture I

Textbooks/Learning Resources:

Gardner. *Gardner's History of Art*, 6th edition, New York

Janson. *A History of Art*, 5th edition, New York: Abrams, 1997.

Kostoff. *A History of Art*, 5th edition, New York: Abrams, 1997.

Offered:

Spring only; annually

Faculty assigned:

Carey Fee (P/T), Arleen Pabón-Charneco (F/T)

ARC 3324, Design 3.1, 5 credits.

The important issues from the first two years of design are revisited within the context of small buildings or building complexes with multiple uses and specific sites with distinctive site features. Design exercises are structured to allow for teaching design processes and to ensure that students engage all issues of a project. Students develop alternative responses to important design issues and evaluate these alternatives.

Course Goals & Objectives:

The ability to design both site and building to accommodate individuals with varying physical disabilities.

The ability to respond to natural and built site characteristics in the development of a program and the design of a project.

The ability to use precedents in architecture projects.

Student Performance Criterion/a addressed:

A.6 Fundamental Design Skills

Ability to effectively use basic architectural and environmental principles in design.

A.7 Use of Precedents

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Topical Outline:

Design Process	40%
Research/precedents	20%
Typologies	20%
Theory	10%
Presentation Skills	10%

Prerequisites:

Admissions to Upper Division

Textbooks/Learning Resources:

Ching Francis, Reinhold Norstrand Van, *Building Construction Illustrated*, N.Y. latest edition

Hoke Ray John, Jr. Editor, *Architecture Graphic Standards*, John Wiley, student edition

Offered:

Fall only; annually

Faculty assigned:

Michael Alfano (F/T), Derek Ham (F/T), Enn Ots (F/T), Edward White (F/T)

ARC 3325, Design 3.2, 5 credits.

The course provides a firm grounding in design principles and the technical systems associated with buildings and their urban settings. It offers the opportunity to link with the history course on modern architecture by locating a design project in a setting being studied in the history course. The course also incorporates a hands-on experience with building materials and systems that relates to a design project for a specific climate and topography.

Course Goals & Objectives:

The ability to design both site and building to accommodate individuals with varying physical disabilities.

The ability to respond to natural and built site characteristics in the development of a program and the design of a project.

The ability to use precedents in architecture projects.

Student Performance Criterion/a addressed:

B.3 Sustainable

Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

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.5 Life Safety

Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Topical Outline:

Passive design analysis	20%
Introduction to LEED	20%
Site documentation and analysis	20%
Programming	20%
Code research and analysis	20%

Prerequisites:

ARC 3324 Design 3.1

Textbooks/Learning Resources:

Allen, Edward *The Architecture Studio Companion The Architecture Graphic Standards Student Edition.*

Offered:

Spring and Summer

Faculty assigned:

Olivier Chamel (Adjunct), Elizabeth Lewis (F/T), Enn Ots (F/T)

ARC 3551, Structures II 3 credits.

The course focuses on indeterminate structures and analysis and design of reinforced concrete elements and systems. Fundamentals of pre-stressed concrete, lateral forces, and resisting systems are also addressed.

Course Goals & Objectives:

Understanding the behavior of continuous beams and frames and their applications.
Understanding the fundamentals of wind and earthquake design.

Student Performance Criterion/a addressed:

B.9 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Topical Outline:

Prerequisites:

ARC 2501 Structures 1

Textbooks/Learning Resources:

Shaeffer, R.E., *Reinforced Concrete: Preliminary Design for Architects and Builders*, McGraw-Hill, New York, 1992.

Offered:

Spring only; annually

Faculty assigned:

Thomas Beitelman (Adjunct)

ARC 3703, History of Architecture III, 3 credits.

The lecture course provides an in-depth study of critical positions related to the objects or artifacts which are able to communicate, symbolize, express or embody 20th century architectural thought.

Course Goals & Objectives:

To understand the cultural development of architecture as an art form and the creative process that generated it after the mid 19th century.

To study and analyze the social role played by architecture.

To understand the ideas and theories that shaped architecture during the period under study.

Student Performance Criterion/a addressed:

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, natural settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Topical Outline:

Analysis of architectural examples belonging to the period from the mid 19th century until 20th century.

Prerequisites:

Admission to Upper Division

Textbooks/Learning Resources:

Curtis, W.J.R. *Modern Architecture since 1900*. London: Phaidon Press, 1996(reprinted 1999)

Hitchcock, H.H. *Architecture: Nineteenth and Twentieth Centuries*. Baltimore, Maryland:

Penguin Books, 1989 (revised edition)

Trachtenberg, Marvin. *Architecture: From Prehistory to Post-Modernism: the Western Tradition*. New York, 1986.

Offered:

Spring only; annually

Faculty assigned:

Arleen Pabón-Charneco (F/T)

ARC 4319, Design Analysis, 3 credits.

The course provides a survey of the relationship between the design disciplines (specifically, design in architecture) and general science, planning, art, and other human modes of knowing and interacting with reality. The course aims at increasing student understanding of the concepts of design, planning, creativity, science, art, philosophy, and their role and relationship to architectural design. Methods and techniques for improving skills of problem analysis and problem-solving, creativity, critical thinking and judgment, evaluation, communication about design problems, information-gathering and analysis, dealing with design difficulties, and negotiation and conflict resolution.

Student Performance Criterion/a addressed:

A.10 Cultural Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

C.2 Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Prerequisites:

Admission to Upper Division

Textbooks/Learning Resources:

None

Offered:

Spring only; annually

Faculty assigned:

LaVerne Wells-Bowie (F/T)

ARC 4341, Design 4.1, 5 credits.

The first term of fourth year emphasizes accountability in terms of working from a theoretical position grounded in history and precedent and from the idea of the detail as a form determinant.

Student Performance Criterion/a addressed:

A.1 Communication Skills

Ability to read, write, speak and listen effectively.

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.

Topical Outline:

Prerequisites:

ARC 3325 Design 3.2

ARC 3463 Materials and Methods of Construction

Textbooks/Learning Resources:

None

Offered:

Fall only; annually

Faculty assigned:

Robert Goodwin (F/T), Valerie Goodwin (F/T), Roy Knight (F/T), Enn Ots (F/T)

ARC 4342, Design 4.2, 5 credits.

The second term of fourth year is centered on a larger scale multi-use project in an urban setting.

Student Performance Criterion/a addressed:

A.2 Design Thinking Skills

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

A.3 Visual Communication Skills

Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

B.2 Accessibility

Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B.3 Sustainability

Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B.5 Life Safety

Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Topical Outline:

None

Prerequisites:

ARC 4341 Design 4.1

Textbooks/Learning Resources:

None

Offered:

Spring only; annually

Faculty assigned:

Oliver Chamel (Adjunct), Craig Huffman (F/T), Roy Knight (F/T), LaVerne Wells-Bowie (F/T)

ARC 4610, Environmental Systems in Architecture, 3 credits.

The course provides an understanding of mechanical systems: thermal comfort, indoor air quality, active and passive climate control approaches, daylighting, acoustics, energy utilization, fire protection, sanitation systems. Technical problems associated with providing quality environments for human habitation are also addressed.

Course Goals & Objectives:

Understanding the principles of environmental systems.
Understand basic terminology and measurement units.
Understand key mechanical system functions.

Student Performance Criterion/a addressed:

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.

Topical Outline:

Active + Passive Design Strategies	50%
Human Comfort and IAQ	10%
Daylighting	10%
Acoustics	10%
Solar orientation	10%
Artificial illumination	10%
Admission to Upper Division	

Textbooks/Learning Resources:

Kwok, Stein, Reynolds, and Grondzik. *Mechanical and Electrical Equipment for Buildings*, 10th edition, John Wiley & Sons, Hoboken, NJ, 2006.

Offered:

Spring only; annually

Faculty assigned:

Thomas Martineau (Adjunct)

ARC 5286, Practice 1, 3 credits.

The lecture course examines the methods and processes related to procuring and delivering projects in an architectural practice.

Course Goals & Objectives:

- To understand the client/architect relationship.
- To understand the administrative roles of architects and working with a team.
- To understand the forms of architectural practice and their related challenges.
- To understand the roles of architects as leaders in the building design and construction process.
- To understand the legal responsibilities of the architect.
- To understand the fundamental understanding of architectural contracts.
- To understand the internship and licensing process.

Student Performance Criterion/a addressed:

B. 7 Financial Considerations

Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

C. 3 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C. 4 Project Management

Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C. 5 Practice Management

Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Topical Outline:

Client/architect relationship	30%
Practice Management	30%
Financial Considerations	20%
Project Management	20%

Prerequisites:

Admission to professional program

Textbooks/Learning Resources:

Segal Paul, Professional Practice "A Guide to Turning Design into Building: FAIA, W. W. Norton & Company, 2006.

Offered:

Fall only; annually

Faculty assigned:

Robert Goodwin (F/T), Craig Huffman (F/T), Ivan Johnson (Adjunct)

ARC 5288, Practice II, 3 credits.

This course investigates the evolution of architectural practice and the role of the architect from a historical and contemporary point of view. Emphasis is placed on the current state of practice and its relation and obligations to the community, the marketplace, and the profession. This course explores the varied contexts in which architects have negotiated, conceived, and executed professional services from antiquity to the present. A major intent of the course is to explore professional ethics as related to architectural practice and to assess the architect's obligation and relationship to the community.

Course Goals & Objectives:

Ethical issues associated with architecture.

Client/architect relationship.

Administrative roles of architects and working with a team.

Legal responsibilities of the architect.

Internship and licensing process.

Student Performance Criterion/a addressed:

C.6 Leadership

Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

C.7 Legal Responsibilities

Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision.

C.8 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C.9 Community and Social Responsibility

Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Topical Outline:

Prerequisites:

Admission to professional program

Textbooks/Learning Resources:

Segal, Paul: *Professional Practice*, FAIA, W.W. Norton & Company, 2006.

Offered:

Spring only; annually

Faculty assigned:

Robert Goodwin (F/T)

ARC 5352, Design 5.1, 6 credits.

The course focuses on the study of a particular urban setting and forms the basis for an urban design project conducted during this term and also for the terminal project of Advanced Architectural Design 5.2. The urban design project requires students to work both individually and in groups with other students.

Student Performance Criterion/a addressed:

A.2 Design Thinking Skills

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

A.5 Investigative Skills

Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.7 Use of Precedents

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

B. 2 Accessibility

Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B. 4 Site Design

Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

C. 1 Collaboration

Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Topical Outline:

Design Thinking Skills	30%
Investigative Skills	20%
Use of Precedents	10%
Accessibility	10%
Site Design	20%
Collaboration	10%

Prerequisites:

Admission to professional program

Textbooks/Learning Resources:

None

Offered:

Fall only; annually

Faculty assigned:

Craig Huffman (F/T), Michael Alfano (F/T), Eduardo Robles (F/T)

ARC 5353, Design 5.2, 5 credits.

The capstone building studio focuses on demonstrating the comprehensive competence sufficient to meet the exit requirements of a professional degree program.

Course Goals & Objectives:

To understand architectural of research.

To demonstrate their knowledge of technology in making architectural works.

To demonstrate the use of architecture as a vehicle for critical thinking.

To promote personal student reflection about his/her world views, values, ways of thinking and making, and role in architecture.

To demonstrate professionalism.

Student Performance Criterion/a addressed:

B.6 Comprehensive Design

Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2 Design Thinking Skills	B.2 Accessibility
A.4 Technical Documentation	B.3 Sustainability
A.5 Investigative Skills	B.4 Site Design
A.8 Ordering Systems	B.5 Life Safety
A.9 Historical Traditions and Global Cultural	B.8 Environmental Systems
	B.9 Structural Systems

Topical Outline:

Design Thinking Skills	10%	Accessibility	10%
Technical Documentation	10%	Sustainability	10%
Investigative Skills	10%	Environmental Systems	10%
Ordering Systems	10%	Structural Systems	10%
Historical Traditions and Global Cultural	10%	Site Design	5%
		Life Safety	5%

Prerequisites:

ARC 5352 Design 5.1

Textbooks/Learning Resources:

None

Offered:

Spring only; annually

Faculty assigned:

Michael Alfano (F/T), Craig Huffman (F/T), Eduardo Robles (F/T)

ARC 5361, Architectural Design 1, 3 credits.

The studio course focuses on the development of two- and three-dimensional communication skills and the ability to think spatially and to manipulate elements in space. Analysis and design exercises are in abstract two/three dimensional space and highlight topics such as figure/ground relationships, line/plane/mass, the ideas of systems, networks, repetition, and the relation of part to whole.

Course Goals & Objectives:

To understand formal ordering systems for 2-D and 3-D design.

To introduce fundamental design principles.

To introduce communication skills, such as: drawing, sketching, model making, oral presentation, etc.

To introduce a variety of presentation techniques.

Student Performance Criterion/a addressed:

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.

Topical Outline:

Visual Communication Skills	40%
Ordering Systems Skills	30%
Fundamental Design Skills	30%

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: Form, Space & Order*

Ching, Francis D.K. *Design Drawing*

Offered:

Fall only; annually

Faculty assigned:

Valerie Goodwin (F/T), Beth Lewis (F/T), LaVerne Wells-Bowie (F/T)

ARC 5362, Design 2, 4 credits.

The studio course focuses on the use of design ordering systems based on circulation, structural support, function, climate, and context. The course also focuses on the development of fundamental ideas and techniques directed to the development and understanding of the design process and an architectural vocabulary.

Course Goals & Objectives:

To understand formal ordering systems for 2-D and 3-D design.

To understand fundamental design principles.

To introduce communication skills, such as: drawing, sketching, model making, oral presentation, etc.

To introduce a variety of presentation techniques.

To introduce and apply ideas, theories and precedent to designing small projects.

Student Performance Criterion/a addressed:

A.6 Fundamental Design Skills

Ability to effectively use basic architectural and environmental principles in design.

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.

Topical Outline:

Fundamental Design Skills	25%
Ordering Systems Skills	25%
Use of Precedents	25%
Graphics Skills/Presentation Skills	25%

Prerequisites:

ARC 5361 Arch Design 1

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: Form, Space & Order*

Ching, Francis D.K. *Building Construction Illustrated*

Offered:

Spring only; annually

Faculty assigned:

Edward White (F/T)

ARC 5363, Graduate Design 3, 4 credits.

The course provides a firm grounding in design principles and the technical systems associated with buildings and their urban settings. It offers the opportunity to link with the history course on modern architecture by locating a design project in a setting being studied in the history course. The course also incorporates a hands-on experience with building materials and systems that relates to a design project for a specific climate and topography.

Course Goals & Objectives:

The ability to design both site and building to accommodate individuals with varying physical disabilities.

The ability to respond to natural and built site characteristics in the development of a program and the design of a project.

The ability to use precedents in architecture projects.

Student Performance Criterion/a addressed:

A.6 Fundamental Design Skills

Ability to effectively use basic architectural and environmental principles in design.

A.7 Use of Precedents

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

B.3 Sustainable

Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

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.5 Life Safety

Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Topical Outline:

Passive design analysis	20%
Introduction to LEED	10%
Fundamental Design Skills	10%
Use of Precedent	20%
Site documentation and analysis	20%
Code research and analysis	20%

Prerequisites:

ARC 5362 Arch Design 2

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: Form, Space & Order*

Ching, Francis D.K. *Building Construction Illustrated*

Offered:

Spring only; annually

Faculty assigned:

Andrew Chin (F/T)

Robert Goodwin (F/T)

ARC 5364, Graduate Design 4, 4 credits.

Design as inquiry of Architecture, with an emphasis on design as a method of intellectual discourse; an investigation of architectural typologies, and the paradigms that they serve.

Course Goals & Objectives:

To understand and develop argument in support of architectural design as it represents critical thinking.

Student Performance Criterion/a addressed:

A.1 Communication Skills

Ability to read, write, speak and listen effectively.

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.

Prerequisites:

ARC 5363 Arch Design 3

Textbooks/Learning Resources:

None

Offered:

Fall only; annually

Faculty assigned:

Gretchen Miller (Adjunct)

ARC 6357, Graduate Design 6.1, 5 credits.

The professional program studio introduces Urban Design vocabulary, precedents, theories, literature, and accessibility issues. The course provides an emphasis on Urban Design as a method of intellectual discourse.

Course Goals & Objectives:

To understand urban ideas and theories and integrate them to their design projects.

To formulate plans related to the urban fabric that are informed by history, urban precedents, and contemporary urban perspectives.

To develop and explain work in a cohesive fashion that is the result of both individual and collaborative effort.

Student Performance Criterion/a addressed:

A.2 Design Thinking Skills

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

A.5 Investigative Skills

Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.7 Use of Precedents

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

B. 2 Accessibility

Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B. 4 Site Design

Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

C. 1 Collaboration

Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Topical Outline:

Design Thinking Skills	30%
Investigative Skills	20%
Site Design	20%
Use of Precedents	10%
Accessibility	10%
Collaboration	10%

Prerequisites:

Admission to professional program

Textbooks/Learning Resources:

None

Offered:

Fall only; annually

Faculty assigned:

Michael Alfano (F/T), Craig Huffman (F/T), Eduardo Robles (F/T)

ARC 6359, Design 6.2, 5 credits.

The capstone building studio focuses on demonstrating the comprehensive competence sufficient to meet the exit requirements of a professional degree program.

Course Goals & Objectives:

To understand architectural of research.

To demonstrate their knowledge of technology in making architectural works.

To demonstrate the use of architecture as a vehicle for critical thinking.

To promote personal student reflection about his/her world views, values, ways of thinking and making, and role in architecture.

To demonstrate professionalism.

Student Performance Criterion/a addressed:

B.6 Comprehensive Design

Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2 Design Thinking Skills	B.2 Accessibility
A.4 Technical Documentation	B.3 Sustainability
A.5 Investigative Skills	B.4 Site Design
A.8 Ordering Systems	B.5 Life Safety
A.9 Historical Traditions and Global Cultural	B.8 Environmental Systems
	B.9 Structural Systems

Topical Outline:

Design Thinking Skills	10%	Accessibility	10%
Technical Documentation	10%	Sustainability	10%
Investigative Skills	10%	Environmental Systems	10%
Ordering Systems	10%	Structural Systems	10%
Historical Traditions and Global Cultural	10%	Site Design	5%
Life Safety	5%		

Prerequisites:

Admission to the M.Arch program

Textbooks/Learning Resources:

None

Offered:

Spring only; annually

Faculty assigned:

Michael Alfano (F/T)

Craig Huffman (F/T)

ARC 6624, The New Technology of Building Enclosures, 3 credits.

The lecture course is a capstone experience that integrates the various disparate topics and experiences associated with design studio, technology “support” courses, professional practice and theory. The objective is to view the various aspects of architectural design holistically.

Course Goals & Objectives:

To provide a synthesis of structure, environments, technology and materials/methods of construction.

To understand the role of research.

To understand the basic principles of building envelope, buildings systems, and materials and assemblies.

Student Performance Criterion/addressed:

A.4 Technical Documentation

Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.11 Applied Research

Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

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.

Prerequisites: Admission to professional program

Topical Outline:

Building Envelope Systems	50%	Building Materials and Assemblies	20%
Technical Documentation	10%	Applied Research	10%
Building Service Systems	10%		

Textbooks/Learning Resources:

Benedikt, M. (1991) *Deconstructing the Kimbell*:

Frampton, K. (1995) *Studies in Tectonic Culture: The Poetics of Construction in 19th and 20th Century Architectur*

Iwamoto, L. (2009) *Digital Fabrications: Architectural Material Techniques*

Leatherbarrow, D. (2002) *Surface Architecture*

Ots, E. (2011) *Decoding Theoryspeak*

Rush, R. (1986) *The Building Systems Integration Handbook*

Sakamoto, T. and Ferre, A. (2008) *From Control to Design: Parametric/Algorithmic Architecture*

Tschumi, B. and Cheng, I. (2003) *The State of Architecture at the Beginning of the 21st Century*

Offered: Spring only; annually

Faculty assigned: Enn Ots (F/T)

2. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)

Michael Alfano, AIA, Associate Professor
Thomas Beitelman, P.E., Adjunct
Oliver Chamel, RA, Adjunct
Andrew Chin, Assistant Dean, Associate Professor
Robert Goodwin, RA, Research Associate
Valerie Goodwin, RA, Associate Professor
Craig Huffman, AIA, Associate Professor
Ivan E. Johnson, III, AIA, Adjunct
Roy Knight, FAIA, Professor
Deborah Lagrasse, Instructor
Elizabeth Lewis, AIA, LEED AP, Associate Professor
Ronald Lumpkin, Coordinator for Recruitment & Retention, Assistant Professor
Thomas Martineau, RA, Adjunct
Gretchen Miller, RA, LEED AP BD+C, Visiting Professor
Enn Ots, RA, Associate Professor
Arleen Pabon, Professor
Thomas Pugh, Director of Institute of Building Science, Associate Professor
Gary Purdum, Visiting Professor
Eduardo Robles, Associate Professor
Laverne Wells-Bowie, Professor
Edward White, Professor
Rodner B. Wright, AIA, Dean

Michael Alfano, AIA, Associate Professor

Courses Taught

ARC 2201 Theory in Architecture I
ARC 3324 Architectural Design 3.1
ARC 6359 Graduate Design 6.2
ARC 6971 Thesis Masters Project

Educational Credentials:

Masters of Science, Urban Design, Pratt Institute, 1971
Bachelor of Architecture, University of Florida, 1968

Teaching Experience:

Associate Professor, Florida A&M University, 1982-present
Assistant Professor, Florida A&M University, 1975-1982

Professional Experience:

Private Practice- 2000-present

Licenses/Registration:

State of Florida, Architect
State of New York, Architect

Service Learning:

Wind Design for Roofs, 2008
IDP Boot Camp, 2007

Recent Research:

Programming and Design Study, DCF & Florida State Hospital Chattahoochee, 2008
Urban Corridor Study, Jacksonville Economic Development Corporation, 2007
La Villa Neighborhood Study, Jacksonville Economic Development Corporation, 2006

Professional Memberships/ Service:

The American Institute of Architects

Thomas Beitelman, P.E., Adjunct

Courses Taught:

ARC 2501 Architectural Structures I
ARC 3551 Architectural Structures II
ARC 4562 Architectural Structures III
ARC 5584 Graduate Structures I
ARC 5597 Qualitative & Exp. Structures

Educational Credentials:

Master of Science, Civil Engineering, Florida State University, 1997
Bachelor of Architectural Engineering, The Pennsylvania State University, 1992

Professional Experience:

Vice-President, Sound Structures Engineering, Inc. November 2003-present

Licenses/Registration:

State of Florida, Professional Engineer
State of Florida, Special Inspector

Professional Memberships/ Service:

Prestressed Concrete Institute (PCI)
American Concrete Institute (ACI)
American Society of Civil Engineers (ASCE)

Oliver Chamel, RA, Adjunct

Courses Taught:

ARC 2303 Architectural Design 2.1
ARC 2304 Architectural Design 2.2
ARC 3663 Materials & Methods
ARC 4341 Design 4.1
ARC 4342 Design 4.2

Educational Credentials:

Master of Architecture, University of New Mexico School of Architecture, 1998
Bachelor of Architecture, Grenoble School of Architecture, 1994

Teaching Experience:

Adjunct, Florida A&M University, 2009 - present
Adjunct, Art Institute of Tampa, 2004
Adjunct, University of New Mexico, 1997-98

Professional Experience:

Olivier Chamel Architect – January 08 – present -Tallahassee
Project Architect, EMI Architects 7-06-06-08 -Tallahassee
Project Architect, Hicks Nation Architects 04/04-06/06-Tallahassee
Project Architect, Silcox Kidwell Engineers 07/03-03/04-Tampa
Deputy Design Director, Jao Design international 05/02-01/03-Beijing, China
Project Architect, MKB Architects 06/01-04/02-Beijing, China
Project Architect, Prochaska & Associates 11/99-02/01-Omaha, Nebraska
Architect, SMPC Architects 09/98-09-99- Albuquerque, NM
Research Architect, University of New Mexico 10/95-05/96, Albuquerque, NM

Licenses/Registration:

State of Florida, Architect
NCARB Certificate
USGBC, LEED AP

Recent Commissions/Creative Works:

-FSU College of Education Addition/Renovation
-Walton County High School
-SummerCamp Beach Club
-Tongzhou City Hall
-Fuzhou Residential Complex
-New World Mall
-City of Ningbo Masterplanning (competition: won)
-Hangzhou New Central Business District (competition shortlisted)
-Beilun Office park (competition: won)

Professional Memberships/ Service:

US Green Building Council, Florida Green Building Coalition

Andrew Chin, Assistant Dean
Associate Professor

Courses Taught:

ARC 3058 Computer Application in Architecture
ARC 5363 Architectural Design 3.1
ARC 6245 Models of Inquiry
ARC 6971 Thesis/Masters Project

Educational Credentials:

Ph. D, Florida State University, Department of Urban and Regional Planning, in progress
Master of Architecture, University of Florida, School of Architecture, 1988
Bachelor of Design, University of Florida, School of Architecture, 1985

Teaching Experience:

Assistant Dean /Associate Professor, Florida A&M University, 2004-present
Director, Graduate & Professional Programs in Architecture, Florida A&M University, 2003-2004
Director, Bachelor of Architecture Program, Florida A&M University, 2002-2003
Associate Professor, Florida A&M University, 2002-present
Assistant Professor, Florida A&M University, 1999-2002
Instructor, Georgia Institute of Technology, 1996-1998
Assistant Professor, Florida A&M University, 1993-1995
Instructor, Florida A&M University, 1991-1993
Instructor, University of Florida, 1987-1988

Professional Experience:

Planning Assistant, City of Fort Lauderdale, FL, 1991-1992
Intern-Architect, Robert Bradford Brown Architects, Inc. Miami, FL, 1989 – 1991
Intern- Architect, Sender, Tragash & Alvarino Architects, Miami, FL, 1989
Intern-Architect, RTKL, Inc., Fort Lauderdale, FL, 87

Publications/ Presentations:

Why can't Johnny Breathe?. Council of Educators in Landscape Architecture National Conference. USC, Los Angeles, CA. 2010
The Downtown Nassau Project. HBCU Schools of Architecture Spring Forum. Howard Univ., Washington, DC. 2010
Service Learning. Building Sustainable Communities. Florida A&M University, Tallahassee, FL. 2010
Asking Tough Questions. Rebuilding the South. Tuskegee Univ, Tuskegee, AL. 2006
Measuring New Urban Diversity. ACSA Southeast Regional Meeting. Clemson, SC. 2005
Measuring New Urban Diversity. CELA National Meeting Athens, GA. 2005
Diversity and Neo-Traditional Planning. Making Cities Livable Conference Sarasota, FL. 2004
Diversity & Neo-Traditional Planning. 91st ACSA Annual Meeting. Lexington, KY. 2003

Research:

Green Architecture and Public Health. Wachovia Bank, 2011, \$12,000
Midtown Redevelopment Project; Phase I-4. City of Daytona Beach Planning Office, 2010 \$80,000.
Sustainable Architecture Studio, Wachovia Bank, 2010, \$8,000
Downtown Nassau Redevelopment Project. National Museum of the Bahamas' Antiquities Monuments and Museum Corporation (AMMC), 2009-10, \$15,000
Building Sustainable Communities. Florida Campus Compact (FCC), 2009, \$12,000
Caribbean and Latin American Architecture. FAMU Faculty Research Award Program, 2005, \$3,000
Urban Design & Community Planning Assistance. State of Florida DCA, 2004-05, \$27,000
City of Port St. Joe Urban Design & Community Planning. State of Florida DCA, 2004, \$6,500

City of Dunnellon Urban Design & Community Planning. State of Florida DCA, 2004, \$7,500
City of Panacea Urban Design & Community Planning. State of Florida DCA, 2004, \$6,500

Professional Memberships/ Service:

2011-present Blueprint 2000 Citizens Advisory Committee
2009-2011 Judson University, Architecture Program Advisory Council
2007-2008 American Collegiate Schools of Architecture, Southeast Regional Director
2007-2008 American Institute of Architects, Committee on Education, ACSA Representative
2005-2006 Tallahassee Trust for Historic Preservation, Chairman
2003-2006 Tallahassee Trust for Historic Preservation, Board of Directors
1995-1997 National Organization of Minority Architects, Board of Directors

Robert Goodwin, RA, Research Associate

Courses Taught:

ARC 2303 Architectural Design 2.1
ARC 2304 Architectural Design 2.2
ARC 3325 Architectural Design 3.2
ARC 3664 Materials & Methods of Construction II
ARC 4341 Architectural Design 4.1
ARC 4342 Design 4.2
ARC 5286 Practice I
ARC 5288 Practice 2
ARC 5363 Architectural Design 3

Educational Credentials:

Master of Architecture, Tuskegee Institute, 1976
Bachelor of Architecture Science, Tuskegee Institute, 1974

Teaching Experience:

Research Associate, Florida A&M University, 1996-present

Professional Experience:

Principal, Robert Goodwin, Architect, Tallahassee, FL., 2003- present
Principal, Goodwin & Goodwin Associates, P.A., Tallahassee, FL, 1997-2003
Director of Facilities Planning, Florida A&M University, Tallahassee, FL., 1986-1996
Facilities Planning Consultant to Vice President of Administration, Alabama A&M University, Huntsville, AL., 1982-1985
Project Manager, McKissack & McKissack Architects, Inc., Nashville, TN., 1979-1982
Draftsman/Project Manager, Harold Thompson Architects, Memphis, TN., 1977-1979

Licenses/Registration:

State of Florida, Architect
State of Tennessee, Architect (Inactive)

Publications:

Co-Authored Chapter 2 – Facilities, Chapter 3 – Plant Operations
For the Minneapolis Public school System. The report was contracted with E Solutions L.L.R.

Recent Commissions/Creative Works:

Coordinator, Remodeling of NAACP Office Building, Tallahassee NAACP Chapter
Celebrate New Life Tabernacle- Fellowship Hall (completed 2009)
Construction Site Observation, Bethel Towers Apartments for the Elderly, Tallahassee, Florida, 2002
Goodwin & Goodwin Architects, PA, Principal, 1996-2006
Dilworth Residence; Evans Residence Addition, Jackson Residence Addition,
Celebrate New Life Tabernacle, Jerkins Community Center Renovation, Viegbesie Residence,
Dozier Henry Residence, Coosh's Bayou Rouge, Market & Eatery,
Florida A&M University, Director of Facilities Planning, 1996-2006
Addition & Remodel to Coleman Library; Renovation of the Perry-Paige Building,
Remodeling of Jackson-Davis Hall, Remodeling of Lee Hall,
Remodeling of the Student Union Complex, Science Research Facility,
Addition to the School of Business, Plant Operation Building, President's Residence,
Addition & Remodel to Foster/Tanner Complex, General Classroom, Master Plan, 1987,
Master Plan, 1993

Tuskegee University, Designer/Project Manager, 1978-1983

Renovation of Grey Columns to President's Residence, Designer/Project Manager, Remodeling of Huntington Hall, Addition to Carver Research Laboratory Building, Tuskegee Institute, Addition & Remodel of the Farm Mechanization Building

McKissack & McKissack & Thompson Architects Inc. – Design/Project Manager 1980-1984

Renovation of Grey Columns to President's Residence, Addition & Remodel of the Farm Mechanization Building, Addition to Carver Research Laboratory Building, Remodeling of Huntington Hall, Tuskegee University, Remodel of Milbanks Hall, Tuskegee Institute, Renovation of Tompkins Hall Cafeteria, Tuskegee Institute, Designer/Project Manager, Renovation of Thrasher Hall, Tuskegee Institute, Tuskegee, AL,

McKissack & McKissack Architects Inc.

Designer/Project Manager, Base Chapel, Millington Naval Air Station, 1980

Draftsman, TVA Computer Center, Tennessee Valley Administration, Chattanooga, Tn., 1979

Project Manager, Renovation of Wards 6A & 6B Veterans Administration Medical Center, 1979

Harold Thompson Architects Inc.

Draftsman, Tennessee State University Convocation/Gymnasium Complex, Tennessee State University, 1978

Professional Memberships/ Service:

Association of University Architects

Board of Directors, School of Arts Sciences; Tallahassee, FL.

Valerie Goodwin, RA, Associate Professor

Courses Taught:

ARC 1301 Design 1.1
ARC 1302 Design 1.2
ARC 4291 Special Studies/Elective (Cartographic Const)
ARC 4341 Architectural Design 4.1
ARC 5361 Architectural Design 1
ARC 5362 Architectural Design 2
ARC 6291 Special Studies/Elective (Cartographic Const)

Educational Credentials:

Masters of Architecture, Washington University, 1983
Bachelors of Architecture, Yale University, 1976

Teaching Experience:

Associate Professor, Florida A&M University (SOA) 2003-present
Assistant Professor, Florida A&M University (SOA) 1999-2003
Visiting Assistant Professor, Florida A&M University (SOA) 1994-1997

Professional Experience:

Principal, Goodwin & Goodwin Architects, P.A., 1997 – present
Project Architect and Designer, Johnson Peterson Architects, 1992 – 1994
Project Architect and Designer, Elliott and Marshall Architects.P.A. 1989 – 1993
Project Designer and Project Team Member, Trivers Associates 1985 – 1989
Graduate Architect, TDP of Saint Louis, Inc., 1984 – 1985

Licenses/Registration

State of Florida, Architect
State of Missouri, Architecture (inactive)
NCARB Certificate

Recent Commissions/Creative Works:

Lay of the Land II: A Triptych 4'5" h X 7'-0"w 2009 for John M. Walsh III, Private Art Collector

Recent Invitational Art Exhibits:

Celebrate! National Quilt Museum's 20th Anniversary Exhibit National Quilt Museum
Paducah, KY, 2011
Contemporary Art Quilts by 2 African American Artists, 49 Palmetto Gallery Apalachicola, FL, 2011
Diversity & Virtuosity, Sara May Love Gallery - Gadsden Art Center, Quincy, FL., **2010**
Morris Museum - Morristown, NJ Contemporary Arts Quilts from the Collection of John M. Walsh III, 2010
Fine Focus '08 -- the Atrium at Coos Art Museum, Coos Bay, OR 2008
Annual Matinee of the Arts -- 7 Days of Opening Nights, Tallahassee Museum of Art & History, 2008
The Act of Resonating Fiber -- The Foster Tanner Fine Arts Gallery -- Tallahassee, FL, 2008
"Re View" Art Quilts at the Sedgwick -- Wayne Art Center in Wayne, PA. , 2008
Fiber Artists Collective Exhibition in the American Assoc. for the Advancement of Science Gallery in
Washington DC, 2007
Kansas State University / School of Architecture, 2007
"Fiber Cartography: Mapping Imagination and Experience," The Lynn Tandler Bignell Gallery at
Brookfield Craft Center, Brookfield Ct., 2007
Tallahassee XVIII St. Florida Craftsmen, Inc., St. Petersburg, Florida, 2007
"The (sub)Urban Landscape" Richard M. Ross Art Museum, the Carl Sagan National Colloquium, 2007

Recent Juried Art Exhibitions:

Journey of Hope, Quilts Inspired by President Barack Obama, National Afro-American Museum & Cultural Center Wilberforce, OH, 2011

"Mapworks Exhibition" Sebastopol Center for the Arts, Sebastopol, CA, 2010

Artist League of Tallahassee, Florida State University Gallery- Tallahassee, Fl. **2nd Place, 2010**

Quilts Visions, Visions Art Gallery, 2010

Three Person Exhibit: (*Katherine K, Allen, Valerie S. Goodwin & Kent Williams*)

San Diego, CA **2010**

Gadsden Art Center "Diversity & Virtuosity" , Present & retired faculty of the Florida A & M University School of Architecture and the Visual Arts Department -- Quincy, FL, 2010

Lemoyne Center for the Visual Arts, Group Exhibit -- Tallahassee, FL, 2009

Atlantic Center for the Art, Solo Exhibit -- New Smyrna Beach, FL, 2009

Up in Stitches -- Yeiser Art Center, Paducah, KY., 2008

Quilts = Art = Quilts - Auburn, NY, 2008

Visions, the Art of the Quilt, Oceanside Museum of Art, San Diego, CA, 2008

National Small Art Quilt Exhibit -- The Main Street Gallery – Groton, NY, 2007

Recent Publication of Creative Works:

Studio Art Quilt Journal, Spring 2011 issue

ArtQuilting Studio Magazine, Summer 2011 issue

Art Quilt Collection: Design and Inspiration from around the World, 2010

500 Quilts, 2010

Quilting Art Magazine, December 2009/January 2010 issue

Tallahassee Democrat "Florida A&M Professor, Students Craft Quilts with a Solid Foundation", Tallassee Democrat, May 2, 2010

Quilts Inspired by President Barack Obama, 2010

Contemporary Expressions - Visions 2008

The Textile Blog "Valerie Goodwin & the Human Environment" October 15, 2009

Capital Culture Magazine, Summer Issue

Art Quilts at the Sedgwick 2006, CD Rom

Recent Awards:

Artist Showcase 2010 Tallahassee Senior Foundation - Tallahassee, Fl. 1st Place, 2010

Artist League of Tallahassee, FSU Gallery- Tallahassee, Fl. 2nd Place, 2010

Carnegie Center 6th Annual "Form, Not Function: Quilt Art at the Carnegie" Exhibit Award of Merit, 2009

Invited Lecturer/Critic/Juror

"Art in Public Places" Art Exhibit" – Council on Culture & Arts -Tallahassee, FL. , 2010

"Photofest" Art Exhibit" – Council on Culture & Arts -Tallahassee, FL., 2010

"Art in Public Places" Art Exhibit" - Council on Cultural & Arts Art – Tallahassee, FL., 2008

"Creative Tallahassee" City Hall Art Gallery – Tallahassee, FL., 2007

Professional Memberships:

Fiber Artists Collective

Surface Design Associates

Studio Art Quilt Associates / Florida Rep / Member of Professional Artist Jury Committee

Craig Huffman, AIA, Associate Professor

Courses Taught:

ARC 3463 Materials & Methods of Construction
ARC 5286 Professional Practice I
ARC 5352 Advance Architectural Design 5.1
ARC 5353 Advance Architectural Design 5.2
ARC 6357 Graduate Design 6.1

Educational Credentials:

Master of Architecture, Virginia Tech University, 1994
Bachelor of Architecture, Louisiana Tech University, 1980

Teaching Experience:

Associate Professor, Florida A&M University, 1992 – present
Assistant Professor, Florida A&M University, 1988 – 1992
Adjunct, Florida State University, 1985

Professional Experience:

President & Design Principal, Huffman Associates / Studio for Architecture (2007 – present)
President & Design Principal, Huffman / Tarmey Architecture PA, (1997 – 2007)
Owner – Architect, Craig Huffman / Architect, (1989 - 1997)
Design Associate, Barrett, Daffin, & Carlan, Architects & Engineers, Inc., (1981 - 1989)
Designer, Drafting Technician, Ervin & Davis, Architects/Planners/Consultants, 1980-1981

Licenses/Registration:

State of Florida, Architect
NCARB Certificate

Recent Commissions:

urban design + planning
Daytona Midtown Master Plan & Development Standards (completed 2011)
Gaines Street Corridor Plan (completed 2011)
Seminole Boosters Master Plan (proposed completion 2013)
Roanoke Competition FSU South Sector Plan
public + commercial
Capital Health Plan 2 7.5 million Capital Health Plan 1 3 million
John Paul II Catholic High School 6.5 million Creative Child Preschool 2.8 million
Leon County Courthouse (with BDC) 39 million Farmers & Merchants Bank 2.6 million
Governor's Club Lounge 1.2 million Bull Run Retail 1.8 million
housing + mixed use
Willis Barn and Village Compound 1.6 million Tennyson Building 28 million
St. Francis Lofts (unbuilt) St. Michael's Rowhouses ¾ million
College Park Lofts (unbuilt) 2.2 million Madison Street (u.c.) 5.3 million
Key West Housing (unbuilt) 7.5 million
Railroad Square "Shipping Container" Housing (DD phase) 3 million
residential-modern vernacular
Southwood Residence Florida-Green Ranchstead
Windmark Beach Dog Trot Windmark Beach Over-Under
residential-coastal vernacular
Whitesands / Summer Camp 1, 2 + 3 1.2 million
30A / Watercolor Residences (32 completed projects)
residential-craftsman

Craftsman 1, 2 + 3
residential-new urbanist
Alys Beach 1, 2 & 3 1.4 million

Recent Research:

Daytona Midtown Master Plan & Development Standards, City of Daytona Beach Redevelopment Dept. (\$71,000)
Assessing ADA Compliance for Florida Universities, Florida Board of Regents (\$191,300)

Recent Publications:

Contributor to: Enn Ots *Decoding Theoryspeak: An Illustrated Guide to Architectural Theory*, Abington, Oxon, England, Routledge, 2011
Contributions to: Tom Porter, *Archispeak: An Illustrated Guide to Architectural Term*. London, Spon Press, 2004.

Invited Lecturer/Critic:

Continuous Circulation as an accessibility strategy, AIA National Convention (2011)
Universal Design Methods in Practice, NOMA National Convention, Boston (2010)
Universal Design Methods in Design Studio NEA Universal Design Workshop (2009)
Open Frameworks for Design Studio Education, Cranbrook Conference on Integrated Practice (2007)
The Pros & Cons of Design Guidelines, Florida Trust for Historic Preservation, State Conference (2007)
Form Based Zoning in Historic Districts, Florida Trust for Historic Preservation, State Conference (2006)
Panel Discussion on Educators that Practice, AIA National Convention (June 2004)
Architects as Leaders beyond the Profession, Cranbrook Teachers Conference (2002)
The Origins of Baroque Towns and Cities, Florida Trust for Historic Preservation, State Conf (2001)

Professional Memberships/ Service:

North Central Florida Chapter, AIA
The Urban Land Institute
Congress for The New Urbanism
Gaines Street Revitalization Committee (2007 – present)
Goodwill Industries, Board of Directors (2000 – 2004)
Capital City Planning Commission – Commissioner (1998 – 2002)

Recent Awards:

FI Trust for Historic Preservation, State Design Award for Architecture. *Willis Dairy Farm Adaptive Reuse (2010)*
Roanoke – Urban Effect, International Design Competition, *Honorable Mention for Urban Design (2009)*
FI Trust for Historic Preservation, State Design Award for Architecture. *Renovations & Additions to the Towle Building Law Firm (2005)*
American Institute of Architects, Tallahassee Chapter. *Design Award – Hon. Mention for a Coastal Residence (2003)*
Florida Assoc. of the American Institute of Architects, *Award for Architectural Detailing & Craft. Capital Health Medical Center (1998)*
American Institute of Architects / Tallahassee Chapter. *Award for Excellence in Design. Trio Restaurant (1992)*
Florida Assoc. of the American Institute of Architects, *Design Award. Leon County Courthouse (1988)*

Ivan E. Johnson, III, AIA, Adjunct

Courses Taught:

ARC 5286 Practice I

Educational Credentials:

Graduate School, Swiss Federal Institute of Technology, 1968
B. Arch, Georgia Institute of Technology, 1967

Teaching Experience:

Florida A&M University, Adjunct Faculty for Architectural Practice I (2011)
Florida State University Adjunct Associate Professor of Interior Design (1975-78)

Professional Experience:

Principal/Senior Architect, Johnson Peterson Architects, 1980-Present
Director of Architecture, Barrett Daffin & Figg, 1970-1980

Licenses/Registration:

State of Florida, Architect
State Energy Auditor and Technical Assistance Analyst
NCARB Certificate

Recent Commissions/Creative Works:

Leon Regional Juvenile Detention Center, Tallahassee
Florida A&M University Student Union Renovations, Tallahassee
Firestone Building Additions and Renovations, Tallahassee
Florida Department of Law Enforcement Headquarters Building, Tallahassee
General Dynamics Electronics Manufacturing Plant, Tallahassee
Florida Board of Bar Examiners Design/Build, Tallahassee
Pathology Associates Building Design/Build, Tallahassee
Renovation of the Leon County Courthouse
The Nature Conservancy Education Center, Liberty County
Renovations for the Franklin County Courthouse, Apalachicola
Visitor Center for Mission San Luis National Historic Site
Econfina Springs Recreation Facilities, Bay County
Eastside Branch Library for Leon County, Tallahassee

Professional Memberships/ Service:

American Institute of Architects, Member (1973 to Present)
AIA/Florida (1973 to Present; Board of Directors 1976-77, 1993-95, Silver Medal, 1990)
AIA/Tallahassee (1973 to Present; President 1975-76, Silver Medal, 1979)
Florida A&M University School of Architecture Advisory Board (1995-98)
Florida Heritage Foundation (President 1986-87)
Florida Foundation for Architecture (Trustee 1991-94; 2000-2011, President 1994-96)
Capital Center Planning Commission (1984 – 1996)
Tallahassee Urban League (Board of Directors 1993-94)
Odyssey – Tallahassee Science Center (Vice-Chair, Board/Founder 1990-92)
Tall Timbers Foundation - Preservation Committee (1991 – Present)
Rotary Club of Tallahassee (1984-Present, Board of Directors 1993-96, President 1996-97, District Governor 2004-2005, Exchange Team Leader to India 2010)
Tallahassee Chamber of Commerce (Board of Directors 1986-91; Chairman 1989-90)

Awards: (Selected)

Florida Heritage Foundation & Tallahassee Trust for Historic Preservation, Award For Compatible New Construction (2011). Visitor Center for Mission San Luis Nat'l Historic Site, Tallahassee, FL

AIA Tallahassee, Award of Honor (2010). The Nature Conservancy Education Center , Liberty County, FL

Tallahassee-Leon Co. Historic Preservation Board and Florida Heritage Foundation, *Historic Preservation Award* (2005). The Woman's Club, Tallahassee, Florida

Florida Association of American Institute of Architects, *2000 Millennium Award of Honor for Design: For Twentieth Century Decade Award Winner* (1981-1990)

Florida Association Of American Institute Of Architects, *Unbuilt Design Award* (2000). Anaclerio Residence Longboat Key, Florida

American Institute of Architects – Florida Gulf Coast Chapter, *Award of Excellence in Architecture* (1997). Theisen Residence Sarasota, Florida

American Institute of Architects – Tallahassee Chapter, *Award of Excellence in Architecture* (1996). Offices of Johnson/Peterson Architects, Tallahassee, Florida

Tallahassee-Leon Co. Historic Preservation Board and Florida Heritage Foundation, *Historic Preservation Award* (1996). "The Columns" –Tallahassee Area Chamber of Commerce, Tallahassee, FL

Georgia Association of the American Institute of Architects, *Design Award* (1995). Sarasota Memorial Hospital Critical Care Center, Sarasota, Florida

American Institute of Architects – Tallahassee Chapter, *Special Mention Award* (1994). Office Building – 313 North Monroe Street, Tallahassee, Florida

Tallahassee-Leon Co. Historic Preservation Board and Florida Heritage Foundation, *Historic Preservation Award* (1992). The Beadel House, Leon County, Florida

American Institute of Architects – Tallahassee Chapter, *Award For Excellence In Architecture* (1992). Midway Fire Station, Midway, Florida

Florida Association of the American Institute of Architects, *Award For Excellence In Architecture* (1991). Midway Fire Station, Midway, Florida

Tallahassee-Leon Co. Historic Preservation Board and Florida Heritage Foundation. *Historic Preservation Award* (1991). Old Leon County Jail – Offices for Division of Corporations, Tallahassee, Florida

State of Florida Division of Cultural Affairs, *Design Arts Award For Excellence* (1991). Dorothy B. Oven Park, Tallahassee, Florida

Florida Association of the AIA, *Silver Medal For Community Service* (1990). Ivan E. Johnson III, AIA

Florida North Central Chapter of the American Institute of Architects, *Award For Excellence In Architecture* (1989). Food Pavilions at the North Florida Fairgrounds, Tallahassee, Florida

Florida Association of the American Institute of Architects, *Unbuilt Design Award* (1988). Emergency Medical Services Facility, Venice, Florida

Florida Association of the American Institute of Architects, *Unbuilt Design Award* (1988). Florida Dept. of Law Enforcement Headquarters Facility Dept. of Management Services Tallahassee, FL

Florida Gulf Coast Chapter of the American Institute of Architects, *Award For Excellence In Architecture* (1988). Wyndemere Golf and Country Club, Naples, Florida

Florida North Central Chapter of the AIA, *Award For Excellence In Architecture* (1987). Riverboat Landing and Waiting Shelter at Stephen Foster State Folk Cultural Center White Springs, Florida

Florida Trust for Historic Preservation, *Outstanding Preservation Project For Adaptive Reuse Of A Historic Structure* (1986). The Old Jail Renovations and Additions for the Division of Corporations, Florida Department of State, Tallahassee, Florida

Florida North Central Chapter of the American Institute of Architects, *Award For Excellence In Architecture* (1985). Fire Station No. 6, City of Tallahassee, Florida

Florida North Central Chapter of the American Institute of Architects, *Award For Excellence In Architecture* (1985). Fire Station No. 7, City of Tallahassee, Florida

Roy Knight, FAIA, Professor

Courses Taught:

ARC 2201 Theory in Architecture I
ARC 3703 Architectural History 3
ARC 4341 Architectural Design 4.1
ARC 4342 Architectural Design 4.2
ARC 4294 Special Studies (Sustainable Urban Design for High Density)

Educational Credentials:

Dipl.d'Etudes – Royal Academy of Fine Arts, Architects School, Copenhagen, 1968
Master of Architecture, Graduate School of Design, Harvard University, 1967
Bachelor of Arts, Architectural Sciences, Harvard College, 1963

Teaching Experience:

Professor, Florida A&M University, 1996 - present
Dean and Professor, Florida A&M University, 1988 – 1996
Dean and Professor, School of Architecture, University of Tennessee, 1979-1988
Assistant Professor, Associate Professor of Architecture & Assistant Dean, School of Architecture, University of Tennessee, 1968-1974

Professional Experience:

Assistant Director & Director Design Programs, National Endowment for the Arts, Washington, 1974-1979

Licenses/Registration:

State of Florida, Architect
NCARB Certificate

Service Learning:

Design 4.1 (Fall 2010) Mixed use development including expansion of Riley House Museum. The results presented to the Leon County Commission
Design 4.1(Fall 2010) Major mixed-use development in the context of the new city plan for central Mobile, AL. The results were presented to Mayor and Urban Planning and Development Department.
Design 4.2 (Spring 2011) Site-Specific Studies for a mixed-use development in downtown Mobile, AL.

Recent Research:

Design for very high density urban centers (Sabbatical Fall 2009)

Recent Presentations:

Three Continuing Education Course Presentations for AIA/Florida
Sustainable Urban Design for Very High Density Development, Tampa December 2010, Orlando January and Ft. Lauderdale February, 2011 (3 hours HSW and SD credit)

Invited Lecturer/Critic:

Sustainable Florida Statewide, State University System University based conferences (Collins Center organized) 2008 University of South Florida, Tampa; 2009 University of Central Florida, Orlando; 2010 Florida Atlantic University, Ft. Lauderdale

Professional Memberships:

Fellow, American Institute of Architects
National Council of Architectural Registration Boards

Deborah Lagrasse, Instructor

Courses Taught:

ARC 1301 Design 1.1

Educational Credentials:

Master of Fine Arts, Southern Illinois University at Carbondale, 1983

Bachelor of Fine Arts, University of Florida, 1974

Teaching Experience:

Instructor, Florida A&M University, 1983-Present

Professional Experience:

2010 Symposia II, *Invitational* Berllanderi Sculpture Workshop, Raglan, Wales

2010 Artists League Exhibition, *Juror* Museum of Fine Arts, Florida State University, Tallahassee, FL

2000 20th HS Student Art Competition, *Judge*, LeMoyné Art Gallery, Tallahassee, FL

39th Annual Cast Iron Event, *Participant Invitational*, Georgia State University, Atlanta, GA

20th Annual Art in Gadsden *Juror* Gadsden Art Center, Quincy, FL

2009 Sand Molding Symposia, Berllanderi Workshop, Raglan, Wales

Recent Research:

2004 -Iron Casting, Sarajevo, Bosnia ArtsLink Grant

Recent Commission/Creative Works:

2001 "Temptress", Sculpture, Gulf Coast Museum of Art *Collection*, Largo, FL

2000 Three Large scale sculptures *Commission* Premier Health, Tallahassee, FL

Recent Presentations:

2011 "Maiden Voyage", Panelist, Invitational, St. Catherine's University, St. Paul, MN

2010 6th International Cast Iron Art Conference, *Moderator*, "Cast Iron Art and Perception",
Kidwelly, Wales

2009 National Cast Iron Conference *Keynote Speaker* Sloss Furnaces, Birmingham, AL

2008 Cast Iron Art Conference, *Panelist* "International Opportunities" Denver, CO

2006 5th International Cast Iron Conference, *Moderator* "Bosnia & Poland Iron Opportunities",
Coalbrookdale, England

2002 4th International Conference /Contemporary Cast Iron Art, *Moderator &*
Johnson Atelier, Mercerville, NJ

Panelist

Recent Exhibitions:

2011 621 Gallery's 30th Anniversary, Tallahassee, FL

"Iron Maidens" Denbigh Library Galley, Denbigh, Wales

"Iron Maidens" Catherine G Murphy Gallery, St Catherine's University, St. Paul, MN

2010 "Luminescence" *Solo* Tallahassee Community College Gallery, Tallahassee, Florida

"FAMU Faculty" *Group Invitational* Gadsden Center for the Arts, Quincy, FL

"Imagillaboration National Sculpture" Oso Bay Biennial, Texas A & M University Gallery,
Corpus Christy, TX

"Iron Maidens" & "Suitcase International" *International Invitational* Metal Museum, Kidwelly,
Wales, UK

"Pour 2010" *International Invitational* The Fire & Iron Gallery, Letterhead, Surrey, UK

"FAPAC 5th Celebration Sculpture Competition" *National Juried* Western Carolina University,
Cullowhee, NC

Barnheart Gallery, *National Invitational*, University of Kentucky, Lexington, KY

National High Magnet Lab Exhibition, *Regional Invitational*, Tallahassee, FL

- 2009 "Allegro" *Regional Invitational* LeMoyne Art Foundation, Tallahassee, Florida
"Contemporary Cast Iron Exhibition" *National Invitational* Sloss Furnaces Historic Landmark, Birmingham, AL
"Imagillaboration National Sculpture Project" *National Invitational* University of North Florida Gallery, Jacksonville, FL
"Contemporary Cast Iron II" *National Invitational* National Metal Museum, Memphis, TN
- 2008 "Outdoor Sculpture" *National Invitational* Cultural Affairs, Ft. Pierce, FL
"Iron Tribe" *National Invitational* Demiurge Design Denver, CO & Moss-thorns Gallery of Art, FT. Hayes, KS
"Collective Energy" *Solo Juried* Artport Gallery, Tallahassee, FL
"Outside/ In-vitational" *National Invitational* Conley Gallery, Dept. of Art/Design, California State University, Fresno, CA
"Out of Pocket" *Regional invitational* Gadsden Arts Center, Quincy, FL
"Southern Heat" *Regional invitational* Wilson Center for the Arts, Jacksonville, FL
- 2007 "Sculpture Exhibition" *National Juried* The Eye Drum Gallery, Atlanta, GA
"MicroMonumentals" *National Juried* Fine Art Museum Cullowhee, NC
"Cast Iron Sculpture & Drawing" *International Invitational* The Gallery@ Cowcross, London, England

Invited Lecturer/Critic:

- 2010 University of Kentucky, *Visiting Artist/Lecture*, Lexington, KY
2010 "Celebrate 5", Western Carolina University, *Visiting Artist/Lecture*, Cullowhee, NC
2004 Iron Casting Workshop, *Visiting Artist/ Televised/Exhibition/Lecture* Sarajevo, Bosnia

Professional Memberships:

Council on Culture and Arts
Florida Women for the Arts
621 Galley
Tri State Sculpture

Elizabeth Lewis, AIA, LEED AP, Associate Professor

Courses Taught:

ARC 1301 Architecture Design 1.1
ARC 2303 Architecture Design 2.1
ARC 2304 Architecture Design 2.2
ARC 2470 Introduction to Technology of Architecture
ARC 4342 Architectural Design 4.2
ARC 5361 Architectural Graduate Design 1
ARC 5291 Special Studies/Elective(Green Technology/ Higher Educ. Bldgs)
ARC 5292 Special Studies/Elective (Sustain. Construction/LEED for Schools)
ARC 6217 Special Studies/Elective (Green Technology/ Green Design)
ARC 6971 Thesis/Masters Project

Educational Credentials:

Master of Architecture, Washington University, St. Louis, Mo., 1982
Bachelor of Arts, Newcomb College of Tulane University, New Orleans, La.,1974

Teaching Experience:

Associate Professor, Florida A&M University, SOA, May 2009 - present
Assistant Professor, Florida A&M University, SOA, 2003 - 2009
Visiting Assistant Professor, Florida A&M University, SOA, 1996-1999, 2000-2003

Professional Experience:

Nathaniel Curtis Architects, New Orleans, La. 1982-84
Washington University, Campus Architect Office, 1980-82

Licenses/Registration:

State of Florida Architect
US Green Building Council LEED Accredited Professional

Publications:

Decoding TheorySpeak, edited by Enn Ots, Routledge 2010, Elizabeth Lewis contributor: Sustainability, Zero Energy Buildings, Cradle to Cradle, Eco-Tech, Greenscaping, Passive Solar Design
Journal of Architectural Education, "Katrina and New Orleans: One Year Later", OP ARCH "The Water was There....." September 2006, Volume 60, Issue 1

Presentations:

2010 Sustainable Florida Conference: Live, Manage, Thrive, Palm Beach Gardens, FL, 10.12.10, Greening our Higher Education Campus Buildings which Improve the Educational & Economic Bottom Line
SoGreen Network: "Embracing Our Traditions of Partnership" FAMU Summit 02.18.11 SE Green Higher Education and K-12 School Buildings: Case Studies & Community Reconnections
"Building Sustainable Communities"- Environmental, Social and Economic Pillars of Sustainability, 2009 FL/CC Day Institute Series, Florida Campus Compact, FAMU, " What is Sustainability?"
26th National Conference on Beginning Design, UNC Charlotte, 03.18.10 Poster Session, Collaborative Pedagogy: Converging Viewpoints on Foundation Design, submitted Gretchen Miller, w/ E. Lewis, D. Ham
4th Campus and Community Sustainability Conference, U of South Florida, Tampa, FL, 10.08.10, Green Higher Education Campus Buildings: Green Campus Case Studies
25th National Conference on Beginning Design, Louisiana State University, Baton Rouge, La., "But Also, We are a Discipline.....With Extreme Responsibility", 03.12.09
3rd Florida Sustainable Campus & Community Conference, Univ. Central FL, Greening Florida A&M University Campus: Toward a Sustainable FAMU", "Green Higher Education Campus Buildings" 10.19.08

23rd National Conference on Beginning Design, "Translations", Savannah, Ga, "Translations to Letters of Alphabet", "Intimate Translations through Looking Glass", 03.01.07
2005 ACSA Southeast Regional Conference, "Territorial Practices", Clemson University School of Architecture, Clemson, SC, "Invention, Virtuosity and the Inspiration of Place", 2005
22nd National Conference on Beginning Design, "Intersections", Iowa State University, Ames, Iowa
"Enter-Secting Cube Constructions: Designing Ecologically-Friendly Environmental Stage Sets" 04.06.06
Society of Building Science Educators Conference, Savannah College of Art and Design, Savannah, Ga,"
Leon County Climate Action Summit, Green Buildings: The Built Environments Carbon Impacts
Focus the Nation Teach In: Climate Change, Global Warming Solutions, Green Building Impacts
USGBC LEED for Schools "Healthy Schools for our Children" USGBC FCRC Presentations, 2007-09
AIA Florida 2008 Emerging Professionals Conference, Carbon Impacts of Built Environment
Cleveland Environmental Center Building Performance Workshop Tool Day, ASES & SBSE 07.13.07
The Climate Project: Challenge of Global Warming and Climate Crisis, Al Gore Presenter, 2007-09
Community Climate Change Workshop, Sustainability, Green Buildings and Green Rating Systems
Leon County Climate Action Summit, "Building Green: The Built Environment's Carbon Emissions, Global Impact and Solution Scenarios Growing Green, 03.28.08 Tallahassee-Leon County Civic Center
Ecological Literacy in Architectural Education, AIA COTE, FAMU SOA, published on website
Green Architecture in Florida, Past & Future, USF, 02.06.08, Sarasota, FL, AIA CEU Presentation

Recent Research:

Florida A&M University Faculty Senate Travel Grant: Fall 2010, Greening our Higher Education Campus
Buildings 2010 Sustainable Florida Conference: Live, Manage, Thrive, Palm Beach Gardens, Fl.

Honors/Awards

FAMU Teacher of the YEAR 2011
AIA Florida Presidential Award 2011, AIA Tallahassee, President
AIA Tallahassee Past President Service Award 2007, 2010, 2011

Professional Memberships / Service:

American Institute of Architects (AIA)
AIA National AIA RFP Awards Committee 2008
AIA Florida-Caribbean State Board of Directors 2008-2009
AIA Tallahassee Chapter of the American Institute of Architects, President 2007, 2010, 2011
US Green Building Council, FL Capital Region Founding VP., LEED for Schools 2007-09
Society of Building Science Educators (SBSE)
American Solar Energy Society, 2006-10
Sustainable Tallahassee, Green Schools Committee, Nominating Committee
Tallahassee Trust for Historic Preservation
Association of Collegiate Schools of Architecture(ACSA), FAMU SOA, Faculty Councilor, 2004-2011
American Institute of Architects Student Chapter (AIAS), FAMU SOA Faculty Advisor, 2003-2011
United Way Campaign, SOA Coordinator, 2004-2011

**Ronald Lumpkin, Coordinator of Recruitment & Retention
Assistant Professor**

Courses Taught:

ARC 1000 Orientation to Architecture
ARC 1160 Computer Applicants in Architecture
ARC 1211 Building Arts
ARC 1301 Architecture Design 1.1
ARC 1302 Architecture Design 1.2
ARC 2161 Advanced Topics in Digital Design
ARC 2162 CAD for Architecture
ARC 4292 Special Studies (Crime Prevention Design)
ARC 6292 Special Studies (Crime Prevention Design)

Educational Credentials:

Master of Architecture, Florida A&M University, 1984
Bachelor of Science in Architecture, Florida A&M University, 1980

Teaching Experience:

Instructor, Florida A&M University, 1986-1992
Coordinator of Recruitment & Retention & Assistant Professor, Florida A&M University, 1992-present

Publications:

Ronald Lumpkin, *From Gods Hands to My Hands*, USA: Xulon Press, 2008, ISBN 978-1-60477-121-3

Recent Presentations:

2011-Action Research Forum, Florida A&M University College of Education

Professional Memberships:

Florida Association of Teacher Educators
International Facility Management Association

Thomas Martineau, RA, Adjunct

Courses Taught:

ARC 3682 Environmental Technology II
ARC 4610 Environmental Systems in Architecture
ARC 4683 Environmental Technology III

Educational Credentials:

Master of Architecture, Rensselaer Polytechnic Institute, 1971
Bachelor of Architecture, Rensselaer Polytechnic Institute, 1969
Bachelor of Science (Building Science) Rensselaer Polytechnic Institute, 1968

Professional Experience:

Facilities Consultant, Prismatic Services, Inc. Huntersville, North Carolina, 2007 – present
Facilities Practice Leader, Evergreen Solutions, LLC, Tallahassee FL 2004 – present
Senior Associate, Akin & Associates, Tallahassee FL 1998 – 2004
Professor of Architecture, Florida A&M University, Tallahassee, Florida, 1991 – 2007
President, Productivity House, Inc., Tallahassee, Florida, 1988 - present
Director, Institute for Building Sciences, Florida A&M University, Tallahassee, Florida, 1985 – 1991
Senior Research Architect, Battelle Memorial Institute, Columbus, Ohio, 1973 – 1985
Project Manager, The Saratoga Associates, Saratoga Springs, New York, 1972-1973
Research Associate, State University Construction Fund, Albany, New York, 1965-1972

Licenses/Registration:

State of Florida Architect, NCARB Certificate, LEED Accredited Professional

Publications:

Tom Martineau, New Urbanism and Beyond, Haas, Tigran (Ed.), *"The Emergence of Mixed-Use Town Centers in the United States"*, Rizzoli International Publications, 2008. ISBN: 13:978-0-8478-3111-1

Recent Research:

From 2004 to present: facilities management consulting for Productivity House, Inc., Evergreen Solutions, LLC, and Prismatic Services, Inc. for school district clients in the United States.

Selected examples below:

Basic facilities management performance assessments (facilities planning and programming, maintenance and custodial services, energy management, community use of facilities) for the following school Districts:

North Carolina (Davie County and Wayne County), South Carolina (Rock Hill), Oklahoma (Fletcher, Clinton, Little Ave, Wewoka, Tipton and Cement), Pennsylvania (Philadelphia), Virginia (Martinsville, Mecklenburg County, Allegheny County, Covington, Campbell County, and Williamsburg), Allegheny County, Virginia, Ohio (Cleveland Municipal Schools), Florida (Munroe County), Minnesota (Minneapolis) and Yellow Book Audit of ten largest school districts in Washington State;

Comprehensive assessments including facilities management, food services, transportation, security and safety, and shared services:

Dayton, Ohio Public Schools; Burke County, North Carolina; Richland County School District One, South Carolina; Richland County School District Two, South Carolina; Guam Public School System, Duplin County, North Carolina; Martin County, Florida (Security and Safety only), Los Angeles Unified School District (Security and Safety and Food Services only); San Francisco Unified School District (Food Services only)

Recent Commissions/Creative Works:

Remodeling and Renovation of Historic Federal Courthouse, Tallahassee, Florida, and with Akin & Associates, 1999-2002.

Redesign of lighting for Special Proceedings Courtroom in New U.S. Courthouse, Tallahassee, Florida, 2002

Recent Presentations:

International Making Cities Livable Council Presentations and Published Papers (www.livablecities.org) :

*"The Impact of Telecommuting on Urban Growth and Change."*Vienna Conference, 2000

*"Integration of Campus and Community: Master Plan for Edward Waters College, Jacksonville, Florida."*Alpbach/Salzburg Conference, 2002

"The Impact of Affordable Housing Policies on Community Development in the United States." Carmel, California Conference, 2002

"Strategies for Making the Suburbs Livable." , Santa Fe, New Mexico Conference, 2003

*"Case Study of Munich's Marienplatz: Key Transformations to Keep It Livable."*Siena, Italy, 2003

"A Preview of the LEED Criteria for Neighborhood Development." Charleston, South Carolina Conference

*"Character and Image in City Livability."*Venice, Italy Conference, 2005

"Resource Conservation, Urban Development, and Livability" Santa Fe Conference, 2006

Portland, Oregon Conference, 2007: No presentations; conference management only.

"The Good, the Bad and the Ugly of Urban Development in the USA.",Santa Fe Conference, 2008

Portland, Oregon Conference, 2009: No presentations; conference management only.

*"Redesigning the Suburbs for Livability."*Charleston, South Carolina Conference, 2010:

Invited Lecturer/Critic:

"Suburbia in USA – Was kann Stadtplanung leisten?",Städtebau Kolloquium, University of Stuttgart, December 12, 2006

*"Keys to Improving the Livability of the American Suburbs."*Royal Institute of Technology, Stockholm, Sweden, December 14, 2006

Professional Memberships/Service:

United States Green Building Council

International Facility Management Association

Alpha Rho Chi Fraternity Alumni Association

International Making Cities Livable Council, Board Member.

Riley House Museum, Board Member

Gretchen Miller, RA, LEED AP BD+C, Visiting Professor

Courses Taught:

ARC 1302 Design 1.2
ARC 2303 Architecture Design 2.1
ARC 2470 Introduction to Technology of Architecture
ARC 3324 Architectural Design 3.1
ARC 3463 Materials & Methods
ARC 5362 Graduate Arch. Design 2
ARC 5364 Graduate Arch. Design 4

Educational Credentials:

Master of Architecture, University of Florida, 2003
Master of Fine Art, Florida State University, 1996
Bachelor of Fine Art, Tyler School of Art: Temple University, 1993
Preservation Institute: Nantucket: Nantucket, Massachusetts, 2002
Chautauqua Institution: Chautauqua, New York, 1987

Teaching Experience:

Visiting Professor, Florida A&M University, 2007-present
Adjunct Professor, Seminole Community College, 2007

Professional Experience:

Architect: Rhodes + Brito Architects, 601 N. Magnolia Avenue, Suite 100, Orlando, FL 32801 (12/06-8/07 & 5/08-8/08):

Selected Projects include:

Valencia Community College West Campus: renovations, Orlando, FL (LEED AP Consultant)

Midway Community Center, Sanford, FL (Project Architect)

Harbor House: Residence Hall, Orlando (Project Coordinator)

Intern Architect: HHCP Architects, 222 West Maitland Blvd., Maitland, FL 32751 (11/04-11/06)

Selected Projects include:

Eden Springs Resort, Orlando, FL (Project Coordinator/ Fair Housing Coordinator)

Dragon Spring Resort, Beijing, China (Design/ Production)

Intern Architect: ACi, 955 N. Pennsylvania Ave., Winter Park, FL 32792 (5/04-11/04)

Intern Architect: Portal Architecture: Gainesville, FL (1/03-6/03)

Summer Intern: Fugleberg & Koch Architects, Winter Park, FL (2000)

Licenses/Registration:

Florida Registered Architect: License # AR94454

LEED Accredited Professional BD+C

NCARB certification

Publications:

"Mapping: The Architecture of Painting," presenter and moderator: 2009 ACSA Southeast Fall Conference, October 8-10, 2009, Savannah, GA

Recent Research:

Faculty Advisor: 2010, City of Jacksonville: Transit Oriented Development Visioning Study

CO PI: Green Symposium, FAMU, SOA, Spring 2011

Recent Presentations:

Poster: 26th National Conference on the Beginning Design Student at The University of North Carolina at Charlotte, March 18-21, 2010

Professional Memberships:

USGBC Capital Florida Regional Chapter

NCARB

Enn Ots, RA, Associate Professor

Courses Taught:

ARC 3324 Architectural Design 3.1
ARC 3325 Architectural Design 3.2
ARC 4294 Spec Studies (Design/Build)
ARC 4341 Architectural Design 4.1
ARC 5294 Spec Studies (Design/Build)
ARC 6624 New Technology of Enclosed Buildings
ARC 6905 Directed Individual Study (New Tech of Ench. Bldg)
ARC 6971 Thesis/Mas Proj

Educational Credentials:

Masters of Architecture, University of Manitoba, 1972
B.E.S. University of Manitoba, 1969

Teaching Experience:

Associate Professor, Florida A&M University, 1979 – Present

Professional Experience:

BEC/Brian Awde Architects, Toronto, Ontario: 1972-1979
Enn Ots, Architect: 1985 - present

Licenses/Registration:

State of Florida Architecture

Publications:

Ots, Enn, *Decoding Theoryspeak: An Illustrated Guide to Architectural Theory*, Abington, Oxon, England, Routledge, 2011. ISBN13: 978-0415-77830
Contributions to: Tom Porter, *Archispeak: An Illustrated Guide to Architectural Term*. London, Spon Press, 2004. ISBN 0-415-30012

Recent Research:

Appropriate Technology for Haiti Reconstruction – Joint project with Hope Builds and FAMU CESTA, 2010

Recent Commissions/Creative Works:

Universal Design Conversion 2011
1905 Victorian house expansion, Atlanta, Ga., 2009

Professional Memberships:

American Institute of Architects (AIA)

Arleen Pabon, Professor

Courses Taught:

ARC 2701	Architectural History I
ARC 2702	Architectural History II
ARC 3207	Architectural History II
ARC 3703	Architectural History III
ARC 4291	Spec Studies (Study Trip)
ARC 4293	Spec Studies (Historic Preservation for Architects)
ARC 5206	Advanced Architectural Theory and Philosophy
ARC 5731	Architectural History I
ARC 5732	Architectural History II
ARC 6293	Spec Studies (Historic Preservation for Architects)
ARC 6971	Thesis/Mas Project

Educational Credentials:

PhD, Northwestern University, 1983
JD, University of Puerto Rico, 1997
MArch, University of Puerto Rico, 1974
BDE, University of Puerto Rico, 1972

Teaching Experience:

Instructor, Assistant Professor, Associate Professor, and Professor; Assistant Dean; and Associate Dean, School of Architecture, University of Puerto Rico, 1979 -2004
Professor; Associate Dean, Florida A&M University, 1999-Present

Professional Experience:

Principal, Arleen Pabón PhD, Consultant in Historic Preservation, Cultural Interpretation and Architectural History

Licenses/Registration

Admitted to the bar in Puerto Rico and Washington DC

Recent Commissions/Creative Works (Selected)

Revision of nomination to the National Register of Historic Places of the San Juan Historic Zone. Puerto Rico State Historic Preservation Office.

Interpretative Inventory of the San Juan Historic Zone, Puerto Rico State Historic Preservation Office.

Consulting activities for the Municipality of San Juan (Puerto Rico) regarding the establishment of a National Heritage Area for the San Juan Historic Zone.

Create publication on architectural styles in Puerto Rico for the Puerto Rico State Historic Preservation Office.

Publications and Presentations (Selected)

La arquitectura patrimonial puertorriqueña. San Juan de Puerto Rico: Puerto Rico State Historic Preservation Office. 2010.

"Shanghai (*Informa*, Volume 4, 2010), p 55.

"La ciudad del puerto Rico: Reinterpretando los artefactos urbanos y arquitectónicos del Viejo San Juan" (*Patrimonio*, Volume 1, 2010), pp 46-53.

"Deconstruyendo mitos: La arquitectura patrimonial puertorriqueña y sus estilos." *Conversa/Conserva* (San Juan de Puerto Rico). 2009. Volume 4, Fourth Edition. Pp 56-73.

"El academicismo y los estilos arquitectónicos" (*Conserva/Conversa*, Volume 4, 2008), pp 58-73.

"Conversaciones con el pasado" (*Conversa/Conserva*, Volume 1, 2005), pp 12-21.

"En el tiempo de las naninas todo era verdor: La rehabilitación de la hacienda La Esmeralda,"
Conservación Patrimonial, 2004

"Por la encendida calle antillana: Africanisms and Puerto Rican Architecture" (CRM The Journal of Heritage Stewardship, Volume I Number 1 Fall 2003), pp 14-32

Una promesa inconclusa: Apuntes Socio-Arquitectónicos sobre el Hospital de Nuestra Señora de la Concepción el Grande (OECHPR: San Juan de Puerto Rico), 1999

Guánica: El origen de su memoria, 1997 (co-authored)

Arquitectura, Historia y Patrimonio, 1994 (co-authored)

"Els col·laboradors d'en Gaudí," Gaudí i el seu temps, 1989 (co-authored)

Unpublished Academic Papers

Principal Speaker. *La arquitectura isleña y sus estilos* (Puerto Rico State Historic Preservation Office. January 2011). Presentation of the book to the public.

"Interpreting the Secretary of the Interior Standard's for Rehabilitation." (Tallahassee Trust for Historic Preservation: Tallahassee, Florida), 2010

Principal Speaker. *ARQU 101: La arquitectura patrimonial y sus estilos*. (Historic Preservation Week, Puerto Rico State Historic Preservation Office), 2008

Principal Speaker. *"Conversaciones con el pasado"* (Historic Preservation Week, State Historic Preservation Office, Puerto Rico, 2005)

Recent Exhibitions (Selected)

Presentation to the public of most recent book: *La arquitectura patrimonial puertorriqueña y sus estilos*, San Juan de Puerto Rico., 2010

Exhibition Study Trip to Paris and London; Barcelona, Besalú, Girona and Valencia; Barcelona, Tarragona and Valencia. With Prof Eduardo Robles and students who participated in the course.

Publications: *A Tale of Two Cities: Paris and London; Barcino 2008: Barcelona: La ciutat guapa!* and *Barcino 2007: Fa goig!*

Professional Membership/Service

Advisor Emeritus, National Trust for Historic Preservation

Corresponding Academician, Royal Academy of St James of Catalonia, Spain

Board Member, Tallahassee Trust for Historic Preservation

Trustee, Puerto Rico Conservation Trust

Member, Puerto Rico Examining Board of Architects and Landscape Architects, President, Board, Institute of Puerto Rican Culture

Puerto Rico State Historic Preservation Officer

Advisor to the Governor of Puerto Rico for Urban Planning and Culture

Member, National Trust for Historic Preservation

Member, National Forum for Historic Preservation

Chair of the Education Committee, Tallahassee Trust for Historic Preservation.

Thomas Pugh, Associate Professor
Director, Institute of Building Science

Courses Taught:

ARC 3463 Materials and Methods of Construction III
ARC 4291 Special Studies I
ARC 4292 Special Studies II
ARC 5292 Special Studies II
ARC 5475 Materials and Methods of Construction III
ARC 5662 Environmental Technologies 4
ARC 6291 Special Studies I
ARC 6624 New Technology of Enclosed Buildings
ARC 6971 Thesis/Master Project

Educational Credentials:

Master of Arts in Architecture, University of Florida, December 1974
Bachelor of Design (with honors) University of Florida, August 1971

Teaching Experience:

Assistant Professor, University of Arkansas 1975-1978
Director of Institute for Building Sciences, Florida A&M University, (SOA) 1991-Present Associate Professor, Florida A&M University 1987-present

Professional Experience:

Intern, Cyrus Sutherland, Architect, Fayetteville, AR 1976
President, Thomas D. Pugh Construction Co., Inc., Fayetteville, AR 1978-1987
Visiting Research Fellow, Faculty of Architecture, Building and Planning Department of Building Physics, Technische Universiteit Eindhoven, NL 1993-1994

Service Learning:

2011, *Library Locator Maps*, Florida A&M University Architecture Library
2006-2007, *Foaks Hurricane Relief* (Four Oaks Community Church), Tallahassee, Florida
Crew Leader, New Orleans: January 2006, Pass Christian Mississippi: March, July, October 2006, March 2007

Publications:

Eldredge, Clark, T. Pugh, J. Laguna, R. Konchellah, Radon in Florida High-Rise Residential Structures, Proceedings of the 43rd Annual National Conference On Radiation Control, Austin, TX, May, 2011.
Pugh, Thomas, C. Eldredge, Analysis of Radon Source and Transport in High-Rise Concrete Structures, Proceedings of the 20th National Radon Training Conference, Columbus, Ohio, October 19, 2010.
Pugh, Thomas, C. Eldredge, Elevated radon concentrations in high-rise residential structures in Florida, Proceedings of Healthy Buildings 2009, Syracuse, NY, September, 2009.

Recent Research:

2008-2011, *Investigation of Elevated Radon Concentrations Above the 3rd Floor of Florida Structures*, Florida Department of Health, \$50,525
2007, *Advance Equity* - Framing Group on HBCUs and Equitable Development on the Gulf Coast, *Center for Healthy Communities* at the University of South Alabama and the *Initiative for Regional and Community Transformation* at Rutgers, *Unfunded*
2002-2004, *Project Director and Principal Investigator, Neighborhood Revitalization Project*, US Department of Housing and Urban Development \$542,674

Professional Memberships:

International Society of Indoor Air Quality and Climate—ISIAQ
The Conference of Radiation Control Program Directors
American Association of Radon Scientists & Technologists

Gary Purdum, Visiting Professor

Courses Taught:

ARC 6910 Thesis/Research Project
LAA 6215 Landscape Arch Practice
LAA 6384 Field Ecology (Gis)
LAA 6656 Adv Landscape Arch Design 3
LAA 6910 Thesis Research I
LAA 6912 Thesis Research II

Educational Credentials:

Master of Landscape Architecture, University of Florida, 1992

Teaching Experience:

Visiting Professor, Florida A&M University, (SOA) 2007-Present
Adjunct-Fall 2007- University of Florida
Adjunct Instructor, University of Florida, 2002-2007-

Eduardo Robles, Associate Professor

Courses Taught:

ARC 1301 Design 1.1
ARC 4291 Spec Studies (Study Trip)
ARC 4341 Architectural Design 4.1
ARC 4342 Architectural Design 4.2
ARC 5364 Architectural Design 4
ARC 6357 Graduate Design 6.1
ARC 6971 Thesis/Masters Project

Educational Credentials:

Master of Architecture, Rice University, 1985

Teaching Experience:

Associate Professor, Florida A&M University, (SOA) 1996-Present
Assistant Professor, Florida A&M University, (SOA) 1994-1996

Laverne Wells-Bowie, Professor

Courses Taught:

ARC 3325 Architectural Design 3.2
ARC 4292 Special Studies (Theory)
ARC 4319 Design Analysis
ARC 4341 Arch Design 4.1
ARC 4319 Design Analysis
ARC 5353 Advance Architectural Design 5.2
ARC 6971 Thesis/Masters Project

Educational Credentials:

Master of Architecture, University of California, Berkley, 1984
Bachelor of Fine Arts, California College of Arts and Crafts, 1970

Teaching Experience

Professor, Florida A&M University, (SOA), 2002 - Present
Associate Professor, Florida A&M University, (SOA), 1990-2002
Mickel Endowed Chair Professor, Clemson University, (SOA) 2000-2001
Florida A&M University Consortium Faculty, Virginia Tech
Washington/Alexandria Architecture Center, Alexandria, VA, 1998-2000
University of Tennessee; Knoxville, Tennessee; Assistant Professor, 1985-88

Professional Experience:

City of Tallahassee Sustainability Website, research and content, 2011
Competition Consulting Manager and Project Design Programmer for the
Martin Luther King, Jr. International Memorial Competition
Competition Juror; member of Interagency Task Force that
Procured (Zone A) Memorial site on Washington, D.C. Mall, 1998-2000
Design Compliance Consultant for presentations of the M.L.K. Jr. International Memorial to government
approval agencies: Nat'l Park Service, Nat'l Commission of Fine Arts, National Capital Planning
Commission; Washington, DC, 2002-2005
Exhibit Design, NEA funded, M.L.King, Jr. Memorial Project, Inc. 2007
Prospectus Writer and Publication Planner, M.L.King, Jr. Memorial Project, 2008
Design of substantial residential additions; Hart Residence, Thompson Residence Tallahassee, 2005-
2006
Fellows: National Endowment for the Arts, National Endowment for the Humanities, McKnight, Fulbright

Recent Commissions/Creative Works:

Artist-In-Residence and Exhibitor; "Escape to Create" Program; Seaside, FL, 1998, 2002

Publications:

Charleston: An African American Legacy of Building, in progress, University
of South Carolina Press (contracted and in progress)
"Above, Beneath, Beyond and Between", ROW Trajectories Through the Shotgun House, Brown and
Williams, Editors, Rice University Press, Houston, 2004
"Rumba Mambo and the Sanctified City", Latin American Urbanities: Import/Export, AULA vol.4, Harvard
University, Cambridge, 2004
Old Key West: The Black America Series, co-authored with Norma Jean Sawyer, Arcadia Press,
Charleston, 2002
Competitions Magazine, "Memory, Memorial and the Mall: The King

Competition", Winter 2000, Vol. 10 No. 4

Executive Editor, Heterotopolis: Immigration, Ethnicity and the American City,
Proceedings of the 88th ACSA Annual Conference, 2000

"Syntax of Place, History and Memory", Getty Conservation Panel Presentation, Association of Collegiate
Schools of Architecture Press, 2000

Research Illustrations, The Meaning of Gardens, Mark Francis and Randolph
Hester, eds., MIT Press, 1990, published in Japanese, 1996

Experiences in Taiwan and America, Hester, Chang and Wang, eds. Taiwan
United Force Culture Enterprise Co., Ltd., Taipei, 1999

Recent Research:

Caribbean Urbanism, Environmental and Cultural Sustainability form the primary focuses of research undertaken during a Fall 2010, sabbatical. The present work builds upon previous conservation and development research and publications for Eastern Caribbean urban contexts. More recent involvement now includes the region of St. Maarten/St. Maarten and Saba in the Dutch Antilles and Guadeloupe. Research and community service in the geographic engages systems of environmental and culturally sustainable systems organized as syntheses or regional approaches to concerns and design resolutions. Future studios may be centered about urban sustainability in developing Caribbean sites, including reconnecting service learning as on-site study opportunities.

Professional Memberships/ Service:

Leadership Tallahassee (Class 27; 2009-2010)

Big Brothers, Big Sisters of Tallahassee; Mentee

ACSA 100th-Year Anniversary; Steering Committee

National Trust for Historic Preservation (NTHP)

National Organization of Minority Architects

Council on Culture and Arts (COCA); Member and Volunteer

J.G. Riley African American Historic and Cultural Resource Center; Recent Board

Tallahassee Trust for Historic Preservation; Architectural Review Board Member

Tallahassee Urban Design Commission; Board Member

Edward White, Professor

Courses Taught:

ARC 2303 Architectural Design 2.1
ARC 3324 Architectural Design 3.1
ARC 3325 Architectural Design 3.2
ARC 4294 Special Studies/Elective (Piazzas of Florence)
ARC 5910 Architectural Research
ARC 6217 Theories of Intervention
ARC 6259 Programming Theory & Practice
ARC 6294 Special Studies/Elective (Piazzas of Florence)
ARC 6971 Thesis/Masters Project

Educational Credentials:

Master of Architecture, University of Florida, 1966
Bachelor of Architecture, University of Florida, 1965

Teaching Experience:

Professor, Florida A&M University (SOA), 1980-Present
Assistant Professor of Architecture, University of AZ., 1966-1969
Associate Professor of Architecture, University of AZ., 1969-1972
Professor of Architecture, University of AZ., 1972-1979
Visiting Research Architect, Center for Building Technology, National Bureau of Standards (Sabbatical)
University of AZ., 1979
Visiting Professor, Oxford Polytechnic, Oxford, England-(Sabbatical from FAMU) 1986-1987
Visiting Professor, Florida Study Abroad Program, Florence, Italy – 1996-1997, Paris, France – summer,
2000, Valencia, Spain – summer, 2001; London, England – summer, 2002
Leysin, Switzerland, summer, 2003; Gerakina, Greece, summer, 2004; Florence, Italy, summer, 2009
Florence, Italy, summer, 2010; Visiting Professor, Drury University Architecture Program, Volos, Greece,
(Sabbatical from FAMU) spring 2011
110CEU Course on Programming and Concept Sketching for Architects and Interior Design

Professional Experience:

Edward White, Architect, 1979-Present
Designer-draftsman at: Hugh J. Leitch, Architects, Pensacola, FL.-1963-1964
Marshall and McNeil Architects, Pensacola, FL.-1964-1965
James L. Merry, Architects, Tucson, Arizona- 1966-1968
Nicolas K. Sakellar, Architects, Tucson, Arizona – 1968-1969
Director of Programming and Planning at William Wilde and Assoc. 1969-1975
Architects (Now A.D.P. Associates), Tucson, Arizona
Director of Programming and Planning at Architecture One Ltd., Tucson, Arizona 1975-1979

Licenses/Registration:

State of Arizona, Architect; State of Florida, Architect; NCARB Certificate

Publications:

Edward T. White, *The Piazzas of Florence: Place-making Lessons for Urban Environments*, Architectural Media, 2006
Edward T. White, . Reviewer for chapters on Site Analysis and Programming. AIA, IDP Guide, AIA Washington, 2005
Edward T. White, *Travel Drawing: Engaging the Spirit of Place*, Architectural Media, 2004
Edward T. White, *Archispeak*, Routledge, London, Contributed work, 2004
Edward T. White, *Freehand Drawing*, Wiley, Drawings published, 2003

Edward T. White, DCA. Article on "*Emerging Opportunities in the Continuing Education Arena*",
Opportunities
Edward T. White, DCA Article on "*Travel Drawing*", Opportunities 2002

Recent Research:

Place Theory

Recent Presentations:

2002 Invited artist, California Summer Arts Program. Taught a two week drawing workshop at
University of California at Fresno

2009 Workshop, International Conference of the Design Communication Association, Atlanta, Ga:
Portrait Method Applied to Freehand Perspectives

2009 Six hour course, Osher Institute: *The Piazzas of Florence*

2010 Lecture and walking tour, Osher Institute: *Seaside and New Urbanism*

2010 Workshop, International Conference of the Design Communication Association, Bozeman, MT:
Freehand Perspectives As Layers of Information.

Recent Exhibitions:

2011 FAMU Artists

2011 Alla Prima Art Group

Rodner B. Wright, AIA, Dean

Courses Taught:

ARC 1000 Orientation to Architecture
ARC 1211 Building Arts

Educational Credentials:

Master of Architecture, Graduate School of Design, Harvard University, 1975
Bachelor of Science, Interior Design, University of Cincinnati, 1971

Teaching Experience:

Associate Dean, School of Architecture, Mississippi State University; March 1983-1997
Interim Associate Dean, School of Architecture, Mississippi State University, August 1992-March 1993
Associate Professor, School of Architecture, Mississippi State University; August 1985-1993

Professional Experience:

Private Design consultant, residential, municipal and commercial projects in Mississippi: August 1985-1996
Supervisory Construction Analyst, Department of Housing and Community Development, Washington, D.C. Jan-Aug 1985
Construction Analyst/Project manager, Department of Housing and Community Development, Washington, D.C.; Oct-1983-Jan 1985
Associate Project Manager and Designer, Sims-Varner and Associates, Architects and Planners, Detroit, Michigan; April 1976-Oct 1983

Licenses/Registration:

State of Michigan #27997
State of Mississippi #2176
National Council of Architectural Registration Boards #35682

Professional Memberships:

American Institute of Architects (AIA)
AIA Architectural Foundation
Mississippi Chapter of the American Institute of Architects
National Council of Architectural Registration Boards (NCARB)
National Organization of Minority Architects (NOMA)
Association of Collegiate Schools of Architecture (ACSA)

3. The following items are available on the FAMU School of Architecture website,
<http://www.famu.edu/index.cfm?Architecture&NAAB2012SITEVISIT>.

Original Term of Accreditation letter
Visiting Team Report (VTR), dated 22 February 2006
2008 Focused Evaluation Team Report

4. Catalog (or URL for retrieving online catalogs and related materials)

The FAMU catalog is available on the University website
<http://www.famu.edu/index.cfm?catalog>

The School of Architecture has recently submitted revised text. The text is available online.

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