

ESCUELA DE ARQUITECTURA
UNIVERSIDAD DE PUERTO RICO

ARCHITECTURE PROGRAM REPORT 2007

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History and Description of the Institution

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1: INTRODUCTION TO THE PROGRAM



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1 Introduction to the Program

1.1 History and Description of the Institution

The Universidad de Puerto Rico, established in 1903, is the major institution of higher learning on the Island. It comprises eleven campuses with a total enrollment of over 69,600 students, and offers undergraduate and graduate education in architecture, agriculture, arts and sciences, business administration, communications, engineering, law, library sciences, medicine, and planning, among other fields. The University employs over 5,000 faculty members, and over 9,400 non-teaching personnel.

The School of Architecture is part of the Universidad de Puerto Rico - Recinto de Río Piedras, the oldest and largest academic campus of the University system. Located in San Juan, the island's capital city, the Recinto has an extensive ensemble of buildings (157 buildings in a 250-acre site), which represent various stylistic manifestations of Puerto Rican architecture. It includes an original academic quadrangle (listed in the National Register of Historic Places), with a Spanish Revival tower and theater (seating 2,000). The General Library contains nearly 4,249,000 volumes, and boasts collections of international significance. The Schools of Law and Architecture maintain specialized autonomous libraries. The Campus employs 1,163 faculty members and 2,511 non-teaching personnel.

The Recinto de Río Piedras has approximately 21,500 registered students, of which 13,800 are female. About forty-five percent are the first generation of the family to attend college. Most students come from outside the San Juan Metropolitan Area, and five percent have been classified as having disabilities. A minimum 2.0 GPA (on a 4.00 scale) is required for undergraduate admission and a 3.0 GPA for graduate admission. Campus-wide, approximately one-half of all applicants are accepted for admissions, although the School of Architecture, which has the highest overall entrance GPA of the entire system, usually accepts between 18 and 25% of its applicants.

Institutional policies guarantee equal opportunity in studies and employment, as well as in all services. As a public institution, the University is committed to provide educational services to the economically disadvantaged. Currently two out of every three undergraduates, and one third of its graduate students, receive financial aid.

The Recinto de Río Piedras has been accredited by the Middle States Association of Colleges and Schools since 1946. It has positioned itself as the "graduate" campus of the Universidad de Puerto Rico. Seventeen percent of its 21,500 students are enrolled in fifty-three graduate degree programs - forty-one at the master's level and twelve at the doctoral level - in various disciplines: History, Spanish, English, Chemistry, Biology, Physics, Mathematics, Business, Education, and Linguistics, among others. Many other graduate programs are in the process of being established.

The Recinto has recently completed the arduous process of revising the undergraduate curriculum. This significant Reconceptualización del Bachillerato has resulted in greater flexibility, more electives and fewer general education requirements. This undertaking has involved many components of the academic sector at all UPR campuses, and has been the subject of over five years of effort. As a result, the School of Architecture has also revised its curriculum, both at the Undergraduate and Graduate levels.

The physical setting at Río Piedras is undergoing change brought about by new building construction, including the School of Architecture building, an underground station for the urban train system at the Northwest corner of the campus, a major, multi-use complex across the street from its main entrance (Plaza Universitaria) and a multilevel parking facility at the Southeast corner of the Campus. New academic facilities under construction or in the planning phases include a Faculty office complex, a science research tower, a building for the Escuela Graduada de Trabajo Social, and the AIA award-winning General Studies building.

History

In the early Twentieth Century, after the change of sovereignty from Spanish to U.S. rule, public education was identified as one of Puerto Rico's greatest needs. This was addressed by establishing a uniform, island-wide educational system. Teacher training was considered of primary necessity; therefore, a Normal School was opened in 1900, under the direction of the Commissioner of Education, for the purpose of preparing teachers to work in public schools. The School was originally located at the far end of the Island in Fajardo, and subsequently transferred to Río Piedras, which was considered a more accessible location.

The Universidad de Puerto Rico was legally constituted as an academic institution by the Legislative Assembly, on March 12, 1903, when it absorbed the Normal School. Since the main goal of the new Universidad was to train schoolteachers, the Commissioner of Education was its director until 1924. While this campus started as the Universidad de Puerto Rico, shortly after its founding the campus in Mayaguez, and much later, the Medical Sciences campus in San Juan were established, leaving Río Piedras as a campus within a larger university system, with the title of the Universidad de Puerto Rico, Recinto de Río Piedras.

In 1908, the U.S. Congress extended to Puerto Rico the financial aid conferred to Land Grant Colleges under the Morrill-Nelson Act. The Universidad de Puerto Rico, therefore, became a Land Grant College, adopting a North American university style, differing it from other Latin American universities, which followed the European tradition.

Over the years, new colleges were added. The College of Liberal Arts was created in 1910, and College of Agriculture and Mechanical Arts was established in Mayagüez the following year, through legislation introduced by the educator, José De Diego. The School of Law and the College of Pharmacy were established in Río Piedras soon after, in 1913.

The University Act of August 11, 1924 was the first step toward university autonomy. The Universidad de Puerto Rico was separated from the jurisdiction of the Department of Education, and given its own identity and administrative framework. Dr. Thomas E. Benner was appointed its first Chancellor. Representatives of the Government and the Legislature remained on the Governing Board of the University.

The Normal School became the College of Education in 1925 by virtue of Public Act No. 50. In September of the following year, the School of Tropical Medicine was created, and the School of Business Administration was set up with the help of the Columbia University.

The Program of Graduate Studies was established in 1927, when the Department of Spanish Studies offered Master and Doctorate Degrees in Spanish Studies. In 1931, the benefits of the Hatch, Adams, Purnell and Smith-Lever Acts were applied to Puerto Rico, providing funds to initiate

the Agricultural Extension Service and the Agricultural Experiment Station. In 1929 courses in Social Work were offered for the first time, and in 1934 they were incorporated into a department of the College of Education with an accredited two-year graduate program.

An Act that greatly influenced the development of the University was the U.S. Bankhead-Jones Act, which provided financial aid for research work in Puerto Rico after June 29, 1935. The University Act of May 7, 1942, passed by the Legislative Assembly of Puerto Rico, provided for greater autonomy for the Universidad de Puerto Rico, an internal reorganization, and the creation of the Council of Higher Education (CES), the highest authority in the organizational hierarchy of the University.

In 1943, the College of Arts and Sciences was divided into the Colleges of Humanities, Social Sciences, and Natural Sciences. The Department of Social Work became part of the College of Social Sciences. At the same time a new College of General Studies was created to offer courses in general education to all new students. At the Mayaguez Campus, the College of Agriculture and Mechanical Arts was also reorganized under a Vice-Rector and divided into three colleges: Agriculture, Engineering and Science. The Tropical Meteorological Institute was created as part of the College of Natural Sciences in this year also.

The Graduate School of Public Administration, created by law in 1942, became a reality in 1945 as part of the College of Social Sciences. The Department of Social Work was reorganized in 1947 as a professional Graduate School under the College of Social Sciences. In 1954 the Superior Educational Council approved a Master's Degree in Social Work.

The School of Medicine was established in 1950, and the School of Dentistry in 1957. Also in that year, the Nuclear Center of Puerto Rico — endorsed by the U.S. Atomic Energy Commission — was set up, making possible graduate studies in Nuclear Technology, Radiological Physics, and Mathematics. The Universidad de Puerto Rico was growing so rapidly that the Institution began to plan an island-wide expansion by means of a network of regional colleges. The first regional college was opened in the city of Humacao in 1962.

The Graduate Program of Planning was approved by the Superior Educational Council in 1965 in response to governmental and community concern for the need to plan the Island's economic and social growth. A Master's Degree in Education, with majors in Guidance and Counseling, and in School Administration and Supervision, and a Master's Degree in Secondary Education, were also authorized that year.

The current University Act was passed in 1966, repealing Public Act No.135 of 1942 and Public Act No. 88 of 1949. The 1966 Act created three autonomous units: the Río Piedras Campus, the Mayagüez Campus, and the Medical Sciences Campus, each with a Rector. The three units answered to the President and to Administrative Boards. All the parts together formed the University System, called the Universidad de Puerto Rico. The Superior Educational Council was also reorganized as the Council on Higher Education, with the Secretary of Education as an ex-officio member instead of President.

Among its first academic acts, in 1966, the Council of Higher Education authorized the Master's Degree in Psychology and the six-year Bachelor of Architecture degree (B.Arch.). The latter was replaced in 1976, by a 4 + 2 Program in Architecture: a four-year Bachelor of Environmental Design (BED) and a two-year Master of Architecture (M. Arch).

The multifaceted and accelerated growth of new entities in the University System led to more regional colleges in different parts of the Island, so that more people could have greater opportunities to study. The Regional Colleges of Arecibo and Cayey were created in 1967. Subsequently, the Cayey Regional College became the Cayey University College.

In 1968 the Council on Higher Education authorized the creation of the Graduate School of Business Administration and the establishment of a program leading towards a Master's Degree. The next year the Ponce Regional College was established and the Council on Higher Education granted its approval for the creation of the Graduate School of Library Science and authorized it to grant a Master's Degree in Library Science.

This institutional growth gave rise to the establishment in 1970 of the Regional Colleges Administration under the direction of its own Rector. In that same year the Bayamón Regional College was established and two years later, the Aguadilla Regional College was also created.

Between 1970 and 1972 the Council on Higher Education certified the following degree programs: Doctoral Program in Chemistry was established in the College of Natural Sciences; Master's Degree in Education with specialization in Home Economics; Master's Degree in Rehabilitation Counseling; and Master of Arts Degree with a major in Public Communication.

In 1974 the Humacao Regional College was authorized to offer a four-year program and became the Humacao University College. At the same time, the Carolina Regional College was established. As well, the Council on Higher Education approved Master's Degree programs in Linguistics, Comparative Literature, and Translation at the Río Pedras campus.

The Bachelor's Degree in Public Communication was authorized in 1977. In 1979, the Master's Degree in the Teaching on English as a Second Language, and the Master's Degree in Educational Research and Evaluation were approved. In 1979-80 academic year, La Montaña Regional College in Utuado began its program of studies the Bayamón Regional College became a Technological University College, and the Regional College at Arecibo began offering its four-year program as a Technological University College.

The Council on Higher Education authorized the Doctoral Programs in Biology, and in Chemical-Physics at the College of Natural Sciences in 1981. The next year, the first Post-Graduate Certificate in Specialized Translation was conferred. Also in 1982, the Program for Interpretation was authorized by the Council on Higher Education at the College of Humanities. The Ponce Regional College became a Technological University College, and the units at Cayey and Humacao became autonomous. The Program for the Doctoral Degree in Education was approved that same year, and the first group of students was admitted in January 1983. In 1986 the Council on Higher Education authorized the Doctoral programs in History, and in Psychology.

In 1988 the Master in Education with major in Special Education was authorized and in 1989 the Master in Sociology. In 1991 three new Master programs were established within the College of Education: Preschool Level, Elementary Level, and Teaching of Reading. In 1996 the School of Home Economics changed its name to School of Family Ecology and Nutrition and in August 1998 began a B.A. in Preschool Education.

In 1993 the Puerto Rican legislature replaced the Council of Higher Education (CES) with the Junta de Síndicos (Board of Trustees) as the highest governing body of the University of Puerto Rico. The CES still

remains, but its authority has been greatly diminished with the creation of the Junta. This was a change that had considerable impact in the development of the institution for next decade. It signaled a change of a political nature as well. Since 2004 the President of the Board of Trustees has been Architect Segundo Cardona, FAIA, an award-winning architect and member of the first graduating class of the UPR's School of Architecture.

Locally, the campus is referred to as the Recinto. In 1997-98 the Board of Trustees approved a plan to recognize the Regional College system and grant autonomy to each College. To distinguish between the original three campuses and the newer additional eight regional ones, Río Piedras, Mayaguez and the Medical campus maintained the title of Recintos. Thus this campus is formally known as the Universidad de Puerto Rico, Recinto de Río Piedras.

At the campus, a name change was effected in the College of Social Sciences, with the Department of Social Welfare becoming the Department of Social Work. That same year a new program was approved in the Department of Mathematics of the College of Natural Sciences: a B.S. in Computer Science.

Four new graduate programs were authorized in 1999: a Master in Law, offered by the School of Law, a Ph.D. in English, offered by the College of Humanities, and a Ph.D. in Finance and International Trade, offered by the College of Business Administration, and a Ph.D. in mathematics, offered by the College of Natural Sciences. By the 2000 academic year, the Recinto met the Carnegie Foundation requirements as a Doctoral Research/Teaching "Intensive" institution. By the time of the University's centennial celebration in 2003, the criteria of "Intensive" institutions should be met. The Recinto is the only institution in Puerto Rico to meet these standards.

Since it was founded in 1903, the Universidad de Puerto Rico has followed a course of growth and uninterrupted development, in a process that has been constant and progressive in its programs of study, organization, administrative complexity, and general expansion. In fulfilling its mission, the University has continued to offer ever-expanding opportunities for achieving an optimum cultural and professional education, within reach of the people of Puerto Rico.

1.2 Institutional Mission

The Universidad de Puerto Rico, as a public institution of higher education, has been entrusted by law with the responsibility of serving the people of Puerto Rico, adhering to the ideals of a democratic society. Its fundamental mission is to transmit and increase knowledge by means of the development of the arts and sciences, placing this knowledge at the service of the community through the work of its faculty, students and alumni. It is expected that it will also contribute to the development of the ethical and aesthetic values of culture.

According to article 2 (B) of the University Law (January 20, 1966), the University system is charged with the following mission:

- *Cultivate the love of learning as conducive to freedom through the search for truth with an attitude of respect toward creative dialogue.*
- *Preserve, enrich and spread the cultural values of the Puerto Rican people and strengthen their awareness of the importance of solidarity in solving common problems in the manner appropriate to a democratic tradition.*
- *Seek the full formation of students in the light of their responsibility to serve the community.*
- *Develop the intellectual and spiritual riches latent in our people, so that the values of the exceptional personalities that may arise from all and any of the social sectors may be put to the service of the Puerto Rican community.*
- *Collaborate with other organizations in the study of the problems of Puerto Rico within those spheres of action appropriate to a university.*
- *Bear in mind that, by its very nature as a University, and its identification with the ideals of Puerto Rico, it is linked in an essential way to the values and interests of every democratic community.*

The Mission of the University of Puerto Rico – Recinto de Río Piedras
By the nature of its special historical and cultural circumstance, the Recinto de Río Piedras Campus has its own particular mission, which helps to define its development, clarify its special contributions to the University and to society as a whole, and distinguish it from the other units of the system:

1. Foster the integral education of its students through programs of study which promote intellectual curiosity, the capacity for critical thinking, constant and ongoing learning, effective communication, an appreciation for and cultivation of ethical and aesthetic values, participation in the working of the campus, and a sense of social awareness and responsibility
2. Provide graduate education of the highest quality, the key elements of which are research and creative activity, and which can help strengthen undergraduate education. Furthermore, to provide post-baccalaureate programs for the education and training of professionals of the highest caliber, persons committed to the ideals and values of Puerto Rican society
3. Provide an undergraduate education of excellence, one which offers students a unified vision of knowledge that brings general education and specialization into harmony, and to foster in students a capacity for independent study and research
4. Develop teaching and research skills, and to promote participation in the life of the community, and service to that community, with respect for the historical and

social conditions of Puerto Rico, taking into account its Caribbean and Latin American surroundings, yet reaching out into the international community; to enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, its history, language and culture, while at the same time to foster the growth and dissemination of knowledge at an international level

5. Develop innovative, relevant programs of research, community service, and continuing education that will support and contribute to the academic and professional activity of the campus. These programs will also contribute to the transformation and continuing progress of Puerto Rican society, to the analysis of the socio-economic and political problems of the island, to the formulation of solutions to those problems, and to the improvement of the quality of life

1.3 Program History

The School of Architecture, founded over forty years ago in April 1966, is the oldest school of architecture in Puerto Rico. It also has the only accredited program in architecture on the Island that offers graduate studies. It was successfully established after three earlier attempts, the first one being a Department of Architecture at the College of Agriculture and Mechanical Arts in Mayagüez, begun by Prof. Frederick Revels of Syracuse University in 1921. Although it lasted only until 1924, several important Puerto Rican architects began their studies there: Pedro Méndez, Eloy Ruiz, Augusto Plard and Juan Acevedo Chico. The second attempt occurred in 1946, with the establishment of an Architectural Engineering Program at the Department of Engineering of the same College of Agriculture in Mayagüez. The program, directed by Arch. Juan Amador, lasted only a short time.

Outside of the institution, a separate attempt to establish an architecture program was carried out by Interamerican University at its Metropolitan Campus. It lasted for several years during the decade of the 1960s, with Arq. Angel Cabán as Dean. In the beginning of the 1990s the program was reestablished at its San Germán campus as a feeder program for the School of Architecture at the University of Wisconsin - Milwaukee. This program was terminated in 2006.

In 1958, the Legislature of Puerto Rico had approved a law requesting that the Universidad de Puerto Rico explore the possibility of establishing a school of architecture on the Island. That year, at the AIA Annual Meeting held in Cleveland, Ohio, a resolution to that purpose, presented by Arch. Santiago Iglesias, Hijo, won unanimous approval and resulted in an expression of support by the AIA for the School. In recognition of his commitment and support, the School's Library is named after him.

Interest remained strong, and in October 1965, Architect Jesús Amaral was appointed Executive Consultant and charged with the responsibility of organizing the School. In 1966 the Council of Higher Education officially created a School of Architecture as a new unit of the Universidad de Puerto Rico-Recinto de Río Piedras. The School was the result of many years of labor by Puerto Rican and North American architects. Special reports by Prof. José Luis Sert and Prof. Reginald Isaacs, of Harvard University, in February 1959 ("Creación de una Escuela de Arquitectura en Puerto Rico"); by the American Institute of Architects,

in April 1959 ("Report to the University of Puerto Rico"); and by Arch. Jesús Amaral, in 1966 ("Propuesta para la organización y funcionamiento de la Escuela de Arquitectura de la Universidad de Puerto Rico") were submitted to then Chancellor Jaime Benítez.

The selection of the Río Piedras Campus as the site for the new School was due to its humanistic orientation, its proximity to cultural activities, the concentration of architectural examples and firms in the metropolitan area, contacts with the Planning Board and the Institute of Puerto Rican Culture, better employment opportunities, and greater housing options for students. The location also permitted the School to develop its own distinct character, different from that of the engineering faculties in Mayagüez.

Arq. Amaral was appointed the new Director of the School, and he recommended the rehabilitation of the Faculty Center building as temporary facilities for the new School until a new structure could be built. It was intended to hold 180 students, on a temporary basis. Noted architect Henry Klumb, who collaborated throughout his life with Frank Lloyd Wright, Neutra and Kahn, was the original designer of the building and in charge of the rehabilitation work, while Jaime Cobas, who still sponsors the School's Thesis Awards, designed the interior spaces and selected the furnishings.

Distinguished professors from the architecture programs at Cornell and Harvard Universities, as well as from Massachusetts Institute of Technology, acted as consultants for the creation of the first academic program and pensum, a six-year Bachelor of Architecture degree. During the summer of 1966, six hundred entrance applications to the School were processed. Sixty of the applicants were admitted to form the first class. A curricular revision in 1976 transformed the six year B Arch into a 4 + 2 program: a four-year preprofessional degree, the Bachelor of Environmental Design (BED), and a two-year first professional degree, the Master of Architecture (MArch).

The School, accredited by the National Architectural Accrediting Board since 1973, has graduated 93 students with a BArch degree, over 600 students with the BED degree, and over 300 students with the MArch degree, since its creation. Presently, the School is on the last year of a six-year accreditation period, granted in 2001.

1.4 Program Mission

Vision

To be an interdisciplinary community that discovers and constructs the best education in architecture.

Mission

Create a space for the formation of values, investigation, and work, that promotes an education devoted to researching diverse aspects of local and global scopes of arts and technique; memory and desire; conservation, as well as, sustainable developments; and, of knowledge and innovation.

Values

1. We commit to complying with our mission to achieve our vision.

2. We focus our efforts on being at the service of Puerto Rico by:

a. Educating architects, that for the most part, will work for and serve our island.

b. Linking our education to the problems and opportunities of the island by stimulating the student's and professor's active participation in related discussions and solutions.

c. Promoting the participation of the School, within the University as well as in the community at large, in concerns related to the development of the island and the conservation of our constructed and natural patrimony.

d. Forging the investigation and diffusion of knowledge on issues related to the discipline of architecture, professional practice, construction industry and society in general.

3. We believe in a responsible interdisciplinary education by:

a. Integrating the creation of knowledge of architecture with humanistic, artistic, technical and scientific endeavors. This is achieved by creating an academic environment that promotes the participation of the faculty and students in cultural and interdisciplinary activities, both within the University and beyond its campus.

b. Selecting our students from local and international candidates that show intellectual curiosity, cultural uneasiness, leadership, and the capacity to work as part of a team.

c. Providing the students with knowledge as to the historical, human and environmental contexts of the discipline of architecture, as well motivating them to proactively seek further knowledge and further their academic formation.

d. Supporting the academic development of the students by means of an effective counseling program that recognizes the diversity of the educational offerings both within the School and at the University in general.

4. We establish the best environment for development and excellence by:

a. Focusing our academic development on the constant evaluation and improvement of the scope of the teaching of architecture.

b. Forging personnel employment policies that support our mission and add to a pluralistic and interdisciplinary environment, all centered on architecture.

c. Promoting erudition and offering diverse opportunities to divulge academic achievements in the appropriate public forums, via publications and other means.

d. Fomenting a studio culture that promotes creative interdisciplinary action and collaboration.

e. Ensuring that our facilities and interpersonal environment motivate the professors, students, and administrative personnel to achieve their best work.

5. We promote the production of new knowledge by:

a. Promoting the development of investigations and activities that enhance overall knowledge and that of architecture.

b. Offering opportunities to exchange acquired knowledge through teaching and investigation. Also, by stimulating interdisciplinary and interfaculty exchange - both from within and without the campus - with the goal of strengthening the constant search for new knowledge.

c. Seeking the necessary mechanisms to guarantee the allocation of external funding for investigation, sharing of knowledge and coordination of academic activities within the School.

1.5 Program Self-Assessment

Context

The UPR School of Architecture is the most demanding and competitive program on the entire public and private university system of Puerto Rico. The UPR School of Architecture has been involved in a continuous self-assessment process since it completed its last NAAB reaccreditation in 2001. This is due in part to the fact that the Río Piedras Campus of the University of Puerto Rico, to which the UPR School of Architecture belongs, was involved in its institutional reaccreditation process by the Middle States Council on Higher Education, or MSCHE from 2003 to 2005. The main focus of the campus-wide reaccreditation by the MSCHE had to do with the implementation of assessment procedures, the curricular revision of the bachelor degree program, and long-term strategic planning. In fact, the revision of the BA degree and the design of a new strategic plan were explicit conditions for reaccreditation by the MSCHE, both of which were met by the Campus in 2006. Thus, the participation of our School in the campus-wide process allowed us to accelerate our own implementation of procedures and indicators for student learning and the assessment of institutional effectiveness, a full revision of our bachelor degree program, and the updating of our strategic plan in line with that of the Campus, titled *Vision Universidad 2016*, approved by the Academic Senate on November, 2006.

Thus, the UPR School of Architecture benefited in many ways from the MSCHE reaccreditation process of the Río Piedras Campus of the UPR. As participants, we contributed to design the institutional self-assessment procedure, and then we participated in the procedure itself. We were involved in the minute revision of the campus-wide BA degree structure, and took the opportunity to create a joint academic committee, integrated by members of the undergraduate and the graduate curriculum committees, to undertake an in-depth revision of our own BED degree aimed at strengthening our graduate program in architecture, which was also submitted to a full revision—both revisions were presented to and unanimously approved by the faculty in a meeting specially called for that purpose—; and we integrated into those revisions new and more effective assessment of student learning procedures required by the Dean of Academic Affairs of the Campus. Throughout the campus-wide reaccreditation process, the Dean of the School of Architecture at that time—Prof. John B. Hertz, AIA—played a key role as part of the Revision Committee integrated by the Deans of all schools and colleges of the Campus. In this sense, our School had the opportunity to impact in a meaningful way the very processes that led to the most recent reaccreditation of the Río Piedras Campus by the MSCHE.

In the wake of the Academic Senate's approval of *Vision University 2016* (the Río Piedras Campus newly-approved strategic plan), the UPR School of Architecture also took the opportunity to reframe its mission and vision statements. Following the Campus mission and vision statements, the UPR School of Architecture's new texts provide a more condensed and descriptive of the specifics of the discipline of our profession.

In sum, the experience of two accreditation processes—the 2001 NAAB and the 2005 MSCHE—resulted in a stronger School of Architecture, fully conversant with self-assessment procedures, more aware of its strengths and weaknesses, and capable of knowingly embracing projects and programs that will focus on the strengths and turn its weaknesses into positive blueprints for the future.

New Physical Facilities and Curricula

Critical to this process was the move into newly-built physical facilities on Campus three years ago. Some of the problems pointed out during the aforementioned accreditation processes were wholly or partly due to the old, technically obsolete building. In the new building, increased space, allows for better studios for teachers and students, individual offices areas for faculty and administration, and state of the art accommodations for lectures, research centers, media lab, and interactive classes allows for a better environment for faculty as well as students. Furthermore, the new building will provide the necessary space to accommodate future programs that the new complexities of the architectural profession and discipline.

The new building is consonant with our new curriculum, as the latter requires specific and ampler physical facilities. The new curriculum—a continuum that links in significant ways the BED degree with the graduate degree in architecture—strikes a balance between a series of complementary opposites that operate as binary relationships to ensure a dynamism encompassing the local and global contexts, artistic and technological values, the acquisition of knowledge and the encouragement of innovation. This dynamic approach accounts for our deliberate will to incorporate interdisciplinary links between the different components of our curriculum, while opening our school to fruitful interaction with the rest of the Campus, the university system and our international partners. It is a well-known fact that architecture schools are sometimes either artistically or technically-oriented. In our drive towards curricular revision, we were guided by a strong belief in a more flexible structure—called for by the new Campus-wide BA degree structure—as a goal, in order to spur a constant and healthy debate on key questions such as What will be the role of research and book authorship? Will our architects build, design, coordinate, manage or theorize on all of the above? Will the graduate student's dissertation or capstone project focus on tectonic, theoretical or practical issues of architecture?

Critical to the curricular revision was the reorganization of the individual subject-matter committees within the School. The individual History and Theory courses were restated to make a single History and Theory component; subjects as Structures and Technology were joined into one component, and new Professional Practice information technology components were introduced. Together with the Design component, these elements constitute the five pillars that support the revised curriculum. The following series of findings and recommendations summarize the main actions taken and implemented in the revised curriculum:

Finding: Students should develop the ability to communicate strongly their ideas through digital media early in their educational process.

Recommendation: To create a requisite first-year digital-visual communication course to increase the level of visual communication skills. This will afford students an early awareness of the possibilities of computer media as a integral tool for design strategies as well as architectural practice.

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Finding: Students should be presented early in the curriculum's sequence with the basic conditions, themes, responsibilities and possibilities of the architecture profession.

Recommendation: In order to create the appropriate level of awareness among beginning students, introductory courses must be devised in each of the four subject components, to be required during the first four semesters of instruction: History and Theory of architecture, Technology of architecture, Professional Practice of architecture. The existing first-year course on Design has also been reevaluated in theme and time commitment, going from twice a week course to a three times a week course.

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Finding: Students should be allowed to develop personal fields of inquiry within the discipline early in the instruction process. The opportunity for specialization should be presented early in the curriculum's sequence in order to facilitate the students decision making process.

Recommendation: To create option studios and special sequences of intensive studies. The first level of optional studios will be offered at the undergraduate level during the fourth year of studies. Option studios will form the backbone of the studio design sequence for the graduate program. In addition, five areas of concentrated fields of study will be created: historic preservation, sustainable design, urban design, project management, and computer graphics.

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Finding: Students should be allowed to develop a flexible and interdisciplinary sequence of studies within the institutional structure.

Recommendation: Allow students to enroll in courses that will diversify the options during their bachelor degree. Create a flexible process for the culmination of graduate studies. The design studio requirement for the second semester of the fourth year of undergraduate studies has been made optional. This will allow students to incorporate their option studios with their thesis/research project.

It bears noting that the need for new studios and workshops has been a mainstay among student's claims, as necessary for opening the curriculum to new areas of or related to architecture. Thus, the new curriculum envisions a learning, research, and teaching experience that will better prepare our academic community to share the wealth of the present state of architecture as a practice and as a field of study, which have proven to be inseparable. The new curriculum will be able to better respond to and even anticipate the needs and proposals of the social environment. The School, as a space for working, learning, teaching, creating and performing research can now better plan the pluralistic possibilities of further growth. Thus, this new curriculum, that has taken several years to develop and had to wait for the proper space to spawn the projects and activities germane to an optimal education in architecture, was approved by the School's faculty and should be approved by the Academic Senate by the time of the accreditation visit.

Course Schedule Administration

Parallel to the solution of the space problem by the new School building was the reorganization of the course schedule. Better accommodations have allowed for more sections per course, a diversification of the academic offer, different teachers with different approaches teaching the same course, and more comfortable and practical conditions for student academic progress, as witnessed by the students themselves. In this way, a greater diversity of choices has given students a real opportunity to experience different aspects of the architectural discipline and profession before committing themselves to a specific field of graduate study. Students will gain a more mature insight into their future career and may make an informed choice that happens to be of momentous importance. Students will also be better prepared for teamwork in complex projects that encompass a plurality of fields within and outside the architectural realm architecture proper, and will be more motivated to diversify the contents and directions of their lifelong learning. Our outgoing student will be more efficient, competitive, and cultivated.

Challenges

Even though our School has been able to overcome most challenges related to physical facilities and curriculum, there are still other challenges that are more difficult to address.

There is a geographical challenge. It is a fact that Puerto Rico is an Island located far from the main or traditional centers of artistic production. Still, it bears noting that we have a very diverse faculty—representing 13 countries—of which over 70% have graduated from IVY League or European universities. Also, a significant number of our students go on to pursue graduate degrees at Harvard, Columbia, Penn, RISD, Parsons, Pratt, Georgia Tech, Texas A & M, USC, UCLA, Syracuse, Virginia Tech; and the Politechnic Universities at Madrid and Barcelona. Geography has not limited growing diversity nor has prevented our students from acquiring an excellent graduate education. However, we are creating more opportunities for student exchange and joint-studio experiences where students from schools beyond our shores can share their knowledge and experience with our students. UNAM, Sevilla and now Madrid.

There is also the budgetary challenge, a complex reality that ails all state-owned universities and colleges around the world. Although our results are comparable with those of the top universities, our budget is way below theirs. Our answer to the budgetary challenge has been to be more resourceful in creating joint ventures with universities like Harvard, Georgia Tech, MIT, Auburn, and Cornell, or government and private endeavors which serve us to fund our research projects such as the Solar Decathlon and the Ecoquí micro House.

Making a more diverse student body is an institutional commitment called for by the Systemic Strategic Plan—titled “Diez para la Década”—as well as for the Campus strategic plan mentioned above. It is a fact that our students usually make an excellent impression in the local and international job market and obtain great opportunities to pursue graduate studies abroad, due to the education imparted by our school and by our bilingual condition. Although we find it easy to send our students into the wide world, it has proven difficult to attract students from other parts of the world to come and study with us. A partial response to that challenge is our continuous agreements with stateside universities and with institutions in Latin America and Europe to share students and courses. Still, we have students from Mexico, the US, Spain and Dominican Republic.

Another challenge we encounter finding a balance between offering a strongly-oriented curriculum and keeping the adequate flexibility to open up the repertoire of disciplinary choices for students: a balance we are called upon to maintain because we are the public university of Puerto Rico and are the first choice for students who want to pursue a career in architecture. We must be almost as diverse in our offer as diverse are the preferences of our would-be students. Another challenge is the aging of our main faculty coupled with the fact that most new recruitments are starting up in their careers. Most professors who are midway into their teaching careers end up going into practice full -time, or opting to teach in a private university where they will be able to contract with the government for big or long-term projects, something that because of existing ethical laws is difficult to do while they hold a position in the public university. This is a challenge that we have been able to deal with through our adjunct professor program for people whom we wish to hire as professors in the practice. Efforts have been made at the graduate level to install a series of adjunct professorships aimed at attracting successful practitioners who are also talented teachers. We started the experiment last semester and were successful in attracting the last winner of the National Architecture Award, the former aide to the Governor in architecture and urban affairs, and a well established practitioner who travels back and forth from his office in NY.

The last six years have been crucial in turning the page towards a restated UPR School of Architecture. We have a new administration, new mission and vision statements, new undergraduate and graduate curricula, a new building, and seven new tenure-track faculty new and exciting recruitments in key areas of future growth. All this in the context of an institution with a new strategic plan, a revised Bachelor and Master degrees structure, and assessment procedures to guarantee constant and informed decision-making and long-term planning. It is our belief, based on the enthusiasm generated by these innovations that have been brought about collectively and in common concert by students, faculty and staff, that we will be fully able to meet the demands of our academic community and both Puerto Rican and global society.

Summary of Responses to the Team Findings	
2.1	
Summary of Responses to Changes in the NAAB	
Conditions	
2.2	

2: PROGRESS SINCE PREVIOUS SITE VISIT



2 Progress Since the Previous Site Visit

2.1 Summary of Responses to the Team Findings

Summary of Responses

The Summary of Responses makes reference to the numbering system of the 2002 Architectural Program Report as it was reflected in the Visiting Team Report and subsequent School responses in the Annual Reports.

Conditions Not Met by 2002:

1. Condition 12.11: Non Western Traditions - The team finds that non western traditions are not met in keeping with the expectation that divergent and parallel traditions are explored. There are minimal mentions of non-Western references but without the rigor of understanding this work in a larger context.

Significant efforts have been made towards the integration of non-western traditions in the majority of the theory and history of Architecture courses. Although the existing syllabi had already been revised to incorporate non-western traditions, the recently approved curriculum has redefined course contents to include non-western case studies as well.

To further this effort in the History and Theory courses, the School has appointed new tenure track Faculty with diverse academic backgrounds, such as, María Isabel Oliver, PhD candidate and Jorge Lizardi Pollock, PhD. In addition, during the last three years, visiting professors Juan Ignacio del Cueto PhD from México and Mario Ceniquel PhD. from Brazil, have supplemented our courses with a completely non-western traditions approach.

Furthermore, the School is involved in the creation of various new research centers, such as, iEscala (Instituto de Estudios de Sociedad, Cultura y Arquitectura de Latinoamérica) and CIUDAD (Centro Interdisciplinario de Urbanismo, Diseño Ambiental y Desarrollo) that will specialize in Latin American and Caribbean architecture, and urban design studies.

The lecture series has included Rodrigo Vidal and Alfredo Landaeta, who presented their ongoing work in China and the Middle East, respectively. As invited adjunct professors, they are in the process of creating research projects to be offered as courses on said areas.

2. Condition 12.14: Accessibility

The Visiting Team noted the lack of ability to design in compliance with the requirements of the Americans with Disabilities Act even in fifth and sixth year design projects. Faculty informed the team that these standards are covered in support courses, but the connection of applying the knowledge in the design studio appears to be lacking.

An intentional effort has been made to expose third and fourth year students to complex design solutions involving accessibility and code compliance issues. Professors with strong professional practices are responsible of reinforcing compliance in these design studios. At the

graduate level, visiting critics and professors with distinguished practices offer students a balance between innovation and the reality of award winning built projects, as a pragmatic model for their respective courses.

In addition, seminars and collaborations between professional organizations, such as, CSI, GBC, AIA, PMI and prestigious corporate architectural firms have taken place in order to strengthen these two areas. SCF (Sierra, Cardona y Ferrer), one of the most prestigious firms in Puerto Rico, sponsors a 4th year design studio competition where code compliance is a fundamental requirement when winning projects are chosen. A course created and taught by the current Dean himself, focused on the creation of contract documents and the importance of specifications ADA and code compliance.

Condition 12.24: Building Code Compliance

The Visiting Team noticed a lack of basic egress understanding mandated by building codes. While faculty reported that building code requirements are covered in both support courses and design studio, the team noted that designs, exhibited in the team room rated "high level of achievement" had unacceptable exiting patterns, insufficient stairways and wrong swinging doorways.

An intentional effort has been made to expose third and fourth year students to complex design solutions involving accessibility and code compliance issues. Professors with strong professional practices are responsible of reinforcing compliance in these design studios. At the graduate level, visiting critics and professors with distinguished practices offer students a balance between innovation and the reality of award winning built projects, as a pragmatic model for their respective courses.

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Causes for Concern:

1. Condition 1.1: Need for greater collaboration between history, technology and design faculty.

The curricular revision approved in May 2007, was formulated within an interdisciplinary approach interconnecting the different academic areas. The coordination of these areas has been redesigned in order to facilitate both horizontal and vertical collaborations between the four subject-matter committees.

2. Condition 1.5: Need to greater address issues of urban design.

The recently created research center, CIUDAD, will address and promote an interdisciplinary approach to urban design, not only as support to the design studios at graduate level, but as a community service center as well. CIUDAD will interact with the University of Puerto Rico community based project for Río Piedras, CAUCE; in interfaculty collaborations with the UPR Law School as co-organizer of a symposium with the Polytechnic University in Barcelona, Spain and the Urban Studies Research Seminar in the UPR General Studies Faculty; IMDICE, another recently created research center concentrates its effects on the study of the architect's role in urban development. Furthermore, all graduate design studios, some of which are taught in conjunction with Cornell and Harvard, are primarily urban in scale and scope.

3. Condition 2.0: Need for greater collaboration between history, technology and design faculty.

The curricular revision approved in May 2007, was formulated within an interdisciplinary approach interconnecting the different academic areas. The coordination of these areas has been redesigned in order to facilitate both horizontal and vertical collaborations between the three "comités de materias".

4. Condition 3.0: Need to increase presence of women faculty.

Since 2002, there has been a significant increase in women faculty, including one tenure and two tenure-track positions. Furthermore, key administrative posts such as the Graduate Director, the Dean of Academic Affairs, and the Assistant to the Dean have been occupied by female professors :

Name	Tenure	Tenure Track	License	PhD	Certifications/ Area of specialization
Anna Georas		•	•	In progress	Urban design/Theory
Magdalena Campo	•		•	In progress	Design/Planning
Maria Isabel Oliver		•		In progress	Design/Theory
Mayra Jiménez					Design
Sonia Miranda			•		Sustainability/Technology
Jannette Babilonia	•			•	Librarian
Cristina Algaze					LEED Ap
Anixa González					Design
Maruja Fuentes					Industrial Design
Heather Critchfield			•	In progress	Theory
María B. Fernández					Design
María Rossi			•		Design

Annabelle Hernández					Design
Nadja Nenadech				In progress	Historic Preservation
Yasha Rodríguez				•	Hist. Preservation/Thesis
Luz Marie Rodríguez				In progress	Archival Information
Sonia Bazán					Design
Eva Cristina Vela					Publications
Gloria Milagros Ortiz					Academic Affairs
Norma Figueroa				In progress	Design

The School has also invited the following female professors from other Schools:

Name	Tenure	Tenure Track	License	PhD	Certifications/ Area of specialization
Brunilda Cotto	•			•	Humanities
Lilliana Ramos	•			•	Humanities/ Art History/ Summer Program
Claribel Cabán	•			•	Biology/ Ecology
Yolanda Izquierdo	•			•	Research

5. Condition 6.0: Need to insure continuity in curricular areas.

Early in the curriculum revision process, the school's Faculty approved the reorganization of the individual subject matter committees. The History and Theory courses were combined into the History and Theory component; the Structures and Technology subjects were combined into the Structures and Technology component and the Professional Practice component was created. A one-day seminar was presided by interim Dean Sennyey during which faculty members from each of the committees discussed ways in which the courses of each of the subject matters could be coordinated among themselves and in relation to the design studio sequence. This effort led to the revision of the contents of each individual course and their subsequent implementation in the revised curriculum.

As part of this revision, an introductory course in each of the four subject components will be required during the first four semesters of instruction. This will set the stage and allow for a gradual, integrated process of coordination to take place.

6. Condition 7.0: Need for commitment of additional funds to the School for new building.

The new building for the School of Architecture was completed in 2004.

2.2 Summary of Responses to Changes in the NAAB Conditions

Since the last visit in 2002, the School of Architecture has been engaged in discussions and work sessions with Faculty, students and administrators in relation to curricular changes and studio culture.

Actions taken by the School that respond to changes in the NAAB Conditions are:

1- Distribution of CD with NAAB Conditions for Accreditation 2004 and Procedures for Accreditation 2006, to faculty, students and non faculty staff.

2- Developed a Studio Culture Policy and management document as well as an ongoing research and assesment plan directed to a continuous improvement of our studio culture policy.

3- On May 16, 2007, the Faculty approved a curricular revision for undergraduate and graduate programs. The revision that had been in discussion for the last six years was attuned to the Institution's revision of undergraduate studies. The new undergraduate curriculum (pre-professional) complies with 42 credits in general studies that do not have architectural content. In addition, the students have 12 elective credits at the undergraduate level and 12 elective credits at the graduate level. These electives can be used in any course the student chooses.

Programa Subgraduado: Bachillerato en Diseño Ambiental							
Sem/Cred (131 cred.)	Diseño (35)	Historia Teoría (18)	Tecnología Estructura (21)	Práctica Profesional (3)	Electivas Dirigidas (3)	Electivas Libres (9)	Generales (42)
Verano (3)	Taller Intro. (0)						Español I (3)
1 (17)	Diseño I (5)	Introducción a la Arquitectura (3)					Español II (3) Humanidades I (3) Matemáticas I (3)
2 (17)	Diseño II (5)			Introducción a la Práctica Profesional (3)	Comunicación Visual Digital (3)		Humanidades II (3) Matemáticas II (3)
3 (17)	Diseño III (5)	Historia de la Arquitectura I (3)	Introducción a la Tecnología / Estructura (3)				Física I (3) Español-Lit./ Red. (3)
4 (17)	Diseño IV (5)	Historia de la Arquitectura II (3)	Estructura I (3) Ambiental/ Sustentabilidad (3)				Física II (3)
5 (17)	Diseño V (5)	Historia de la Arquitectura III (3)	Tecnología II (3) Estructura II (3)				Inglés I (3)
6 (17)	Diseño VI (5)		Tecnología III (3) Estructura III (3)			Electiva (3)	Inglés II (3)
7 (12/17)	Diseño VII (5)	Teoría I (3)				Electiva (3)	CISO I (3) Inglés- Lit./ Red. (3)
8 (12/14)		Teoría II (3)				Electiva (3)	CISO II (3)

- 4- The School has participated in the Solar Decatlon for the last six years, winning second place in the 2002 architecture competition. It is only one of five universities invited to all three versions of the competition.
- 5- Development of new courses in sustainability in both, graduate and undergraduate, levels.
- 6- A new minor in sustainability has been approved for the Master in Architecture by the Faculty.
- 7- A new minor in Project Administration has been approved for the Master in Architecture by the Faculty.
- 8- A new minor in Urbanism has been approved for the Master in Architecture by the faculty.
- 9- A new concentration in Historic Preservation has been approved for the Master in Architecture by the faculty
- 10- Creation and active participation of students in the student chapter of the Green Building Council.
- 11- Curricular changes revised the content of the Professional Practice course that addresses Client Role in Architecture.
- 12- Creation of an autonomous Professional Practice Committee at the School level (until now, they were represented within the Technology Committee).

Program Response to the NAAB Perspectives

3.1

Program Self-Assessment Procedures

3.2

Public Information

3.3

Social Equity

3.4

Studio Culture

3.5

Human Resources

3.6

Human Resource Development

3.7

Physical Resources

3.8

Information Resources

3.9

Financial Resources

3.10

Administrative Structure

3.11

Professional Degrees and Curriculum

3.12

Student Performance Criteria

3.13

3: THE THIRTEEN CONDITIONS FOR ACCREDITATION



3 The Thirteen Conditions of Accreditation

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

Faculty

For the professional courses, the School prefers to employ faculty members who hold advanced degrees and licensure in their fields of specialization. Architects should be members of the Colegio de Arquitectos (the mandatory professional association), and Engineers of the Colegio de Ingenieros, and all should hold post-professional degrees.

The School observes an established recruitment process for the hiring of our faculty, which begins by an evaluation of the credentials of candidates by the Dean, who consults the various Comités de Materia (Academic Area Committees) and the Comité de Personal (Personnel Committee), before making appointments. The hiring of tenure-track faculty responds to a five-year recruitment plan submitted to the Institution by the School in July 2000 that responds to the Mission, Goals and Strategic Plan of the School. The retention and promotion of Faculty takes into account a process that begins with a periodic evaluation of individual faculty members by the Personnel Committee, which then makes a recommendation to the Dean, who in turn makes a recommendation to the pertinent authorities. Part of this process includes student evaluations of faculty performance.

Students

In order to better serve undergraduate admissions, the School recently undertook a semester long study of the relationship of the process to student performance, evaluating the admission of all students for the last four incoming classes. As well, the Undergraduate Committee prepared a report for the Faculty as a whole regarding admissions. Both of these efforts are resulting in changes in the admissions procedures. Currently, students pass through a rigorous selection process. Their academic preparation, as demonstrated by their GPA and their College Board examination scores, is the highest on any undergraduate program at the University level in PR. Less than 25% of applicants are admitted. The majority of the students admitted each year enter directly from High School, although there are a significant number of students (between 35-40%) who arrive at the School after completing at least one year of college in other faculties at the UPR or at some other institution. This admissions process is unique within the Institution, where admission is based exclusively on the Índice General de Solicitante (IGS - an average of the student's high-school GPA and the College Board). The use of other criteria is based on the consensus of the profession that traditional academic indicators fail to measure certain talents important for success in their field such as visual and spatial acuity. Without diminishing the value of academic ability, these measures are an attempt to recognize the diverse interdisciplinary talents of the applicants.

The admissions process entails the selection of sixty to eighty students in three phases. First, all applicants are ranked in descending order according to their IGS. From this list, the top twenty applicants are unconditionally admitted. The next 140 students from the ranked IGS list are invited to a one-day "design workshop," where drawing, composition, and visual and representational analysis abilities are tested. The final ranking for these candidates is composed of 50% for the IGS and 50% for the design workshop results. Those applicants with the top twenty scores are admitted. The next sixty from this new ranking are invited to an open

interview and portfolio review, where the remaining students are selected.

The process is particularly selective: in the year 2007, out of 319 candidates, 80 were admitted; in 2006, out of 294, 60 were admitted; in 2004, out of 377, 80 were admitted; in 2003, out of 372, 60 were admitted; and in the year 2002, out of 294, 60 were admitted.

At the graduate level, students are admitted on the basis of an evaluation of their GPA average, design grades, portfolio, and letters of recommendation. While most candidates come from the undergraduate program at the School, we have received students from Florida, Princeton and Wisconsin in recent years.

Interaction between the program and other programs in the institution

There is a marked interaction between the program and other programs at the institution. Faculty in the School give courses in other academic areas, such as planning and environmental sciences, and participate in studies made for the benefit of other academic units, in the areas of design, acoustics (law and theater), and history, among others. These courses are open to students from other Schools.

Several joint projects have been undertaken with the Faculties of Environmental Sciences, Planning, General Studies, and the Law and Business Schools. Other projects revolve around interventions in Río Piedras, including a new incentive funded by the Legislature to give the University a leadership role in an effort to address social, economic and physical needs of the community.

Interaction between other programs and ours can also be seen in the required courses offered within the School itself in Humanities, Spanish, English, Mathematics, and Physics courses offered by non-architecture faculty. An excellent example is the new Biology course developed in conjunction with the Faculty of Natural Sciences Department. This course, which currently is a general education requirement has been restructured to emphasize issues of sustainability and it is now being offered to our students.

There is also collaborative work on AACUPR's (Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico) publications by members of other programs at the University, such as Dr. Sylvia Alvarez Curbelo and Dr. María Luisa Moreno, among others. These include the works "Hispanofilia: arquitectura y vida en Puerto Rico, 1900-1950" and "San Juan siempre nuevo: arquitectura y modernización en el siglo XX". Both works have won major awards from the AIA, and the Bienals of Puerto Rico and Quito, among others. Moreover, Dr. Enrique Vivoni's publication "Klumb An Architecture of Social Concern"(2006) and the exhibition "Henry Klumb and the Poetic Exuberance in Architecture" exhibited at the Museo de Arte de PR (2005), represent a major contribution to the institution

Graduate students take directed elective courses in the Graduate School of Planning, as part of their curricular requirements. At both the graduate and undergraduate level, many of our students take their elective courses in various fields throughout the University, such as Foreign Languages, Fine Arts, and History of Art, among others.

The School's Community Design Center has a full-time tenured director, Prof. Elio Martínez Joffre, whose main responsibility is to assist community organizations in Puerto Rico in the evaluation of urban design projects and the preparation of counter proposals. He also assists in the preparation of graphic documentation of various urban problems to be

presented to government agencies. The studio is also collaborating with the design of the emergency room for the UPR Hospital in Carolina and will start working with resident artist Antonio Martorell in a project for the UPR Cayey Campus. In the Fall of 2007, the Community Design studio will join forces with the local AIA Chapter to propose solutions for the Aguirre Company Town.

Contributions of the students, Faculty, and administrators to the governance as well as the intellectual and social life of the institution

The contributions of the students, Faculty, and administrators to the governance as well as the intellectual and social life of the institution can be found in various areas: the participation of the School, through Dean Francisco Rodríguez, who is designing the Puerto Rican Pavilion at the Feria Internacional del Libro in Guadalajara, México. The Dean is the exofficio president of the Design Review Board which counsels the Chancellor about all architectural interventions on campus. The Faculty is also represented in the Junta de Subastas at the Campus level, where all building construction contracts are approved.

Our Faculty participate actively in the governance of the University by electing two members to the Academic Senate, the body that determines all academic development of the various faculties. The Dean is an exofficio member of this body. He also participates in the Junta Administrativa, the administrative decision-making body of the campus. Academic senators (including the student representative) participate in all processes of the regular senate committees, including those dealing with Laws and Regulations, Faculty Affairs, Student Affairs, and Academic Affairs. This assures the representation of the Faculty in all phases of deliberations regarding academic decisions.

The School is also represented on the board of the Decanato de Estudios Graduados e Investigación (DEGI - Dean of Graduate Studies and Research).

The students at the School play a very active role in the academic and administrative life of the University, by participating in all school committees (with voice and vote), except Personnel, as well as on various campus-level boards and committees. They participate in student government through the Student Council, and have a strong representation in campus governance, by representing the School's student body in the Academic Senate. The students, through their elected representatives and the Faculty, through elected representatives from the Academic Senate, have voice and voting privileges at the Junta Universitaria (University Council), which brings together all 11 campuses of the University system, and at the Board of Trustees, the highest authority within the university system. This Junta is the equivalent of the Board of Trustees in the U.S., although with greater administrative authority and management responsibilities.

Students contribute to the intellectual and social life of the institution through activities promoted by the Student Council. Student organizations such as OPEA, AIAS, CSI, GBC and CLEA promote cultural and educational activities. All of the associations incorporate the active participation of our students in the life of the University. (See Appendix 9.2).

School members contribute effectively to the intellectual and social life of the Institution, as demonstrated by the publication of a newsletter and a new journal. These publications contain written and graphic material about architecture that represents the intellectual and creative contributions of School members. This contribution is further confirmed by articles and books published by various Faculty members. Arq.i.tec, a magazine founded by the School's graduate students, recently won an AIA award and is currently in its second year of publication.

The lecture and exhibition programs sponsored by the School also underline its contributions to the academic and general community, helping to clarify the role that architects such as Mark Scogin, Wolf Prix, Jorge Silvetti, Nader Tehrani, Winka Dubbeldam, Beatriz Colomina, Merril Elam, Dave Hickey, Juan Herreros, and Joshua Prince Ramus, play in society. (See Appendix 8.1).

Often the administration and faculty of the School are called in consultation, both academic and administrative in character, by the entities within the University, in areas such as design, planning, preservation, structures, and acoustics.

The School maintains an active program of lectures and exhibitions open to the University community, as well as important archives of architectural material available for research. The AACUPR has maintained a constant program of exhibitions and publications on architecture for the benefit of the School, the University, and the community. (See Appendix 1.1).

In order to best serve the interest of the University and the School regarding the tropical conditions in which we live, the School established the Instituto de Arquitectura Tropical - Henry Klumb (The Institute of Tropical Architecture - Henry Klumb). The development of the Instituto was arrested with the unfortunate death of its founder, Prof. Sylvia Ramos. It is entering into a new redefinition of its purpose and direction under the leadership of Architect Javier Blanco, who founded and directed the successful Conservation Trust of PR. Currently the School is fostering, together with SHPO, the consolidation of the Casa Klumb, the house where Henry Klumb lived. A modest bungalow structure on several acres, the house was transformed by Klumb and its gardens developed as exterior rooms. There he produced most of the designs for the University Campus, as well as other institutional and private projects. His original designs and drawings can be studied at AACUPR. Upon Klumb's death the UPR acquired the house, which unfortunately is in a state of abandonment. When restored, Casa Klumb will become the site for the Instituto.

Contributions of the institution to the program in terms of intellectual resources as well as personnel

The University has been supportive of the needs of the School and has contributed the resources necessary for its intellectual growth and the personnel required for the development of its programs and support areas. One example is seen in the underwriting of much of the salary of the Director of the Taller de la Comunidad (Community Design Center) by the President of the UPR. This allowed the School to successfully institutionalize the community outreach efforts of the School. Other examples can be seen in the recent allocation of the following funding to purchase new computed equipment for the School's Media Lab, including new hardware, software and furnishings: \$78,720 in 2006-2007; \$80,511 in 2005-2006, \$11,499 in 04-05; \$167,030 in 2003-2004; and \$4,008 in 2002-2003.

The University is completing a total rewiring of the center, including new data and power services. As well, the institution contributes both to the computer laboratory and the Library through support for personnel (work-study and graduate TA's).

Another example of institutional support for the program is seen in the independent budget for AACUPR, which gives its financial stability. An increase in funding has enabled AACUPR to hire additional personnel and more importantly increase its intellectual contribution to the School and the University community.

The Dean of Academic Affairs as well as the Chancellor's Office have made possible an extensive and continuing program of visiting faculty and guest lecturers, which has served to enrich the intellectual environment of the School. Since the last APR, the School awarded four sabbatical leaves.

Especially notable is the large number of Teaching Assistantships the School receives, which far outweighs its proportional share. For the last number of years, the Decanato de Estudios Graduados e Investigación (DEGI) has allocated 11 teaching assistantships to the School, which represents approximately 25% of all full time graduate students. The DEGI has spoken highly of the quality of the academic experience that these students receive as a justification for the unusually high number of assistantships granted.

3.1.2 Architectural Education and the Students

How students participate in establishing their individual and collective learning agendas

Students are responsible for actively participating in determining their educational agendas. The University and the School encourage student activism in the definition of their education and provide them with the necessary tools to take command of their educational experience.

Students participate in the University and the School's committees with both voice and vote. It is in these committees that important decisions like the curriculum changes are initiated. Their voice and vote are represented, in other organizations and committees such as the Academic Senate, the Student Council, the Junta Universitaria, the body which represents all eleven University campuses, and in the Board of Trustees, the highest decision making body in the university system.

Students influence the contracting of teaching staff, as all the faculty are evaluated by students each semester. The results are taken into consideration by the personnel Committee and by the Dean in contract negotiations with teaching personnel. These assessments are considered as part of the process of evaluation for tenure and promotions. The Student members of the Undergraduate and Graduate Programs, participate in campus-wide committees like the Deanship of Graduate Studies and Investigations (DEGI) and vote in the selection of all the electives offered at both the graduate and undergraduate levels. At the graduate level, and in directed undergraduate vertical studios, students are offered the opportunity to select design topics of their own interest that have a high impact on society.

How they are encouraged to cooperate with, assist, share decision-making with, and respect students who may be different from themselves: Peer learning also takes place through the active participation of many students in national as well as international organizations such as the Coordinadora Latinoamericana de Estudiantes de Arquitectura (CLEA),

Organización Puertorriqueña de Estudiantes de Arquitectura (OPEA), Construction Specification Institute students chapter (CSI) Emerging Green Builders (EEPA) and the American Institute of Architecture Students (AIAS). Their involvement in these organizations include travel opportunities and participation in design competitions, lectures, charrettes, and forums, that contribute to the discussion of academic and professional issues.

Their access to the critical information needed to shape their futures

The whole academic structure of the architectural sequence is aimed at providing the students the critical information need. The formal academic content of the program is further enriched by study trips, lecture and exhibition programs, and specialized seminars.

The School has invested a significant amount of budgetary resources in the Library, considered the best in Latin America, to help the students access critical information. This autonomous structure which is the biggest in its type in the Caribbean, holds the biggest collection of Local Construction Documentation. Both the School and the Institution are committed to the support of AACUPR, an entity that provides students access to information that is quite specific to the context of practice within the Caribbean and Puerto Rico. AACUPR offers the opportunity for students to carry out original archival research as part of their academic program. Moreover, it provides Work/Study and Teaching Assistants the opportunity to learn about the management of architectural archival collections.

As well, the students are offered access to the latest technology in the School's Digital Foto Lab and Computer Lab, which also allows them access to the Internet. The Computer Lab offers opportunities for students to expand their knowledge in digital design and experiment with new technologies.

Courses such as the Solar Decathlon, the Taller Comunitario (Community Studio) and the Sustainability Studio confront students with real life design and construction issues while incorporating their experiences to the shifting social and economic pressures that continuously challenge our built environment. Other labs such as model-making, digital and traditional photography, and the wind tunnel, expand this experience.

Their exposure to the national and international context of practice and the work of the allied design disciplines

The School has made a concerted effort to develop study abroad and international exchange options for the students. This gives the participants a much wider array of learning agendas and become an integral part of the learning process. This includes exchange programs with the Universidad Autónoma de México (UNAM), the Universidad de Guadalajara, the Escuela Técnica Superior de Arquitectura at the Universidad de Sevilla, the Universidad Iberoamericana at the Dominican Republic (UNIBE), and a Summer Program at Auburn, Alabama. New exchange programs with the Universidad Autónoma de Madrid and the Politécnica in Barcelona have already been approved by the Institution. Since 2006, the School has been participating in an interactive international studio with Stanford University in California. Through this collaborative program, students have the opportunity of working with cutting-edge communication and construction technologies, as well as exchanging architectural knowledge with students from all over the world. In addition, joint studios with Harvard and Cornell University, engage students with innovative pedagogical models in architectural education.

Through the Oficina de Intercambio, students are offered a wide array of exchange opportunities in the U.S., Europe and Latin America.

How students' diversity, distinctiveness, self-worth, and dignity are nurtured

The Student Body at the School is representative of Puerto Rico's university population. Both urban and rural populations are represented, and students from all socio-economic backgrounds can be found at the School.

Our students participate actively in the American Institute of Architecture Students (AIAS), Coordinadora Latinoamericana de Estudiantes de Arquitectura (CLEA) and the Universidad de Puerto Rico General Student Council. Their academic achievements are recognized by the National Dean's List, the Alpha Rho Chi National Professional Fraternity, the American Institute of Architects (AIA) Academic Awards Program, and the Colegio de Arquitectos (CAAPPR), among others. The Universidad de Puerto Rico also recognizes distinguished students in an annual public activity, attended by the university community. The best thesis project and best thesis presentation are recognized through the Premios Jaime Cobas, that also provides a cash prize. An outstanding undergraduate student with economic need is recognized with the Dan-El Viera scholarship that is funded by the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR).

By actively participating in addressing community problems students are exposed to situations which allow them to express their diversity and distinctiveness, and which help generate feelings of self-worth. The Taller de la Comunidad (Community Design Center) also provides constant opportunity for the students to participate in projects that integrate marginal communities into the current architectural discourses.

Required courses in history, technology, and structures, together with elective courses in drawing, historic preservation, photography, law, planning, and ecology, among others, taught by non-architects, increase the student's awareness of the diversity and distinctiveness of other disciplines that directly or indirectly influence their education.

During the past few years there has been a resurgence of study travel by our students. There have been trips to Europe, Latin America, the United States, and the Caribbean. These opportunities to travel have added a special dimension to the students' understanding of the international context of both the history and the practice of their future profession.

The sense of self worth is nurtured when the students enter the School, as the selection process is highly competitive. They understand, upon entering, that they are part of an academically elite group. Realizing that self-esteem and self-worth are important characteristics that at times require significant nurturing, the Institution employs professional counselors available to the students. The School has a counselor who provides advice and orientation related to emotional, psychological, familiar, or other problems of this type.

(See Appendix 9.1).

3.1.3 Architectural Education and Registration

Those of our alumni, who upon graduation, decide to stay in Puerto Rico and become licensed here, must complete the registration procedures at the PR Licensing Board Junta Examinadora (housed in the PR Department of State), where they are granted a certificate as “architects in training” (AIT) and are assigned a license number. With this information they are required by the state law to become members of the Puerto Rico Association of Architects (professional association) and Landscape Architects of PR, as part of the licensing process. They are granted membership in the Colegio and are referred to as Arquitectos Certificados (Certified Architects) as they hold a certification from the Examining Board. They may take the NCARB Architectural Registration Exam (ARE) anytime after graduation during or after the internship process. However, licensing is only granted upon completion of the two-year training (*pasantía*) period and successful completion of the NCARB ARE. At that time they become Arquitectos Licenciados (Licensed Architects). Their continued membership in the Colegio is a requirement for the practice of architecture.

The Puerto Rico Licensing Board, has maintained its policy of offering the National Council of Architectural Registration Board (NCARB) Exams, for the advantage of reciprocity with other jurisdictions. Many of our alumni are licensed to practice the profession in various jurisdictions of the United States and elsewhere.

The program's relationship with the state registration board

While the School has no direct relationship with the board, since the last NAAB visit, alumni of the School have served as members of the Board. Another indirect relationship is that the School offers continuing education courses that soon will be required by the Board for maintaining professional registration. These include courses in Professional Practice and Development; Health, Safety and Welfare; New Construction Techniques and Procedures; AutoCAD, and PhotoShop, among others. There is a greater relationship between the Board and the Colegio, as the latter plays an active role in the regulation of architectural practice. A large number of the officers and board members of the Colegio are either faculty of the School or alumni. These include the current Vice President, the Director of Education, and the Director of Professional Technical Matters. Formerly, it included the President and Vice President, Director of Professional Practice, and two other members of the board.

The exposure of students to internship requirements and continuing education beyond graduation

Although the Examining Board has not established an IDP Program in PR, the School offers courses on Professional Ethics and Professional Practice that include information about internship requirements and the new continuing education requirements. The School hosts continuing education courses for the profession in its facilities that are open to students, these courses are required in order to renovate the certificate granted by the Junta Examinadora.

Students' understanding of their responsibility for professional conduct

The School offers courses on Professional Ethics and Professional Practice intended to make the student aware of professional responsibilities and appropriate conduct. Students who participate in the Taller de Diseño de la Comunidad (Community Workshop) have real world experiences that teach them about professional responsibilities.

Many of the faculty members are practicing architects and constantly make reference to their professional experiences in their courses. In this informal way, students are exposed to the financial, legal and ethical aspects of practice. The elective course on Legal Aspects in Architecture focuses directly on issues of professional conduct.

The school has reached agreements with various firms in Europe and the US to provide Summer or year long internship opportunities for its students.

The proportion of alumni who have sought and achieved licensure since the previous visit

It has been impossible to obtain this information in the form requested. What is available is data on the number of alumni who received their March from the UPR and have been licensed in Puerto Rico since the last NAAB visit. Since 2002, 15 out of 60 licensed architects, are from the University of Puerto Rico and were licensed under the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR): in 2002, six graduates; in 2003, one graduate; in 2004, two graduates; in 2005, 2 graduates; and in 2006, 4 graduates. It should be noted that the Junta Examinadora (Licensing Board) has not functioned properly since May 2001, as there is a major turn over of the Board members; many still have to be replaced.

3.1.4 Architectural Education and the Profession

The establishment of a School of Architecture in Puerto Rico was in great measure the result of the efforts of a number of local professional practitioners, who approached University authorities back in 1966. Consequently, the School has kept a strong relationship with the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico in a mutually beneficial relationship, since the CAAPPR's founding in 1978. The School is an important source for adjunct professors and visiting critics, as well as for theme and project assignments. At the undergraduate level the presence of its practitioners is especially notable in project reviews. It is also quite evident at the thesis level, where outside professionals participate in thesis committees or act as consultants to the students. The presence of local and international professionals in the presentation of final thesis projects is important, and encouraged.

It has been a policy of the School to support an open and responsible relationship with the profession. As a result, there is an active recruitment program to identify and select the best available professionals to participate in the School's academic program, either as teachers, lecturers, or visiting critics. At present, approximately two thirds of the architects and engineers who teach at the School are licensed practitioners, while the remainders are architects or engineers in training. Many of the full-time faculty members work as principals or associates in professional firms, while others have established their practice in allied and affiliated fields, such as historic preservation, structural engineering, urban design and planning, landscape architecture, fine arts, and industrial design. The School promotes a combination of the academic pensum and practice, as a means of encouraging the interchange between the classroom and the field.

In AACUPR, the School has established a permanent archive that is the repository of our architectural patrimony and which has become a center for research and learning for the profession. New collections have arrived and research projects have been promoted. AACUPR has taken upon itself the responsibility of disseminating knowledge of the profession through the exhibition and publication of its work. The archive has published a number of significant and award-winning books not only on individual architects but also on the state of architecture, both past and present, in Puerto Rico. These include such recent noteworthy publications as: *Klumb: Arquitectura de Impronta Social* (Klumb; Architecture of Social Concern), published both in Spanish and English, early this year. An exposition related to the work of Klumb was also created as part of the investigation: (Klumb y la exhuberancia poética en la arquitectura), organized together with the Museo de Arte de Puerto Rico (MAPR). (See Appendix 1.1).

As part of a long-term arrangement, the School has provided support for the profession by maintaining its Library as a center for research. In exchange, the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico has provided continuing funding to help fund part of the cost of keeping the Library open for longer hours during the evening in order to give practitioners more access to the collections.

The profession, collectively as the Colegio, and individually as practitioners, has also responded favorably to our requests of financial support to help defray the cost of individual student travels, such as to attend the annual AIAS Forum. (See Appendices 9.1 and 9.2).

Contributions of alumni and faculty to the quality of the built environment of the institution

An important aspect of the relationship between the School and the institution is the active contribution that faculty and alumni are making in the development of the campus. This includes contributions to projects such as the Natural Sciences Building II, the first building on campus designed by graduates of the School, the award-winning design for the restoration of the Río Piedras Campus's Teatro de la Universidad in which Prof. Arleen Pabón served as historic advisor, the award winning Library for the School of Law designed by alumnus Segundo Cardona, FAIA, the renovation of the Museo de Arte, Historia y Antropología de la Universidad by Alumnus Manuel Bermudez, and the remodel of the Lázaro General Library by alumnus Enrique Abruña. It should also be mentioned that several graduates of the School play important roles in the Oficina de Planificación y Desarrollo Físico (Office of Planning and Physical Development), the university entity responsible for campus-wide planning and building projects.

The School has a long history of faculty participation in the oversight of the development of the Campus, through the Junta Asesora de Diseño, which has the responsibility for reviewing all design and construction projects. Other faculty members have been active in the Junta de Subastas, which reviews, evaluates, and awards all construction contracts. The Faculty has also been effective advocates in the battles to save a number of historic buildings on campus from being subjected to detrimental and irreparable alterations. A case in point is the Student Center, designed by Henry Klumb and considered among the ten best modern buildings in Puerto Rico.

This participation is not just limited to contributions of faculty and alumni, as students are making an effort to better the built environment on campus. Students from the CeRo Design Studio (Roberto Biaggi) have recently finished the Plaza Escultórica, a series of individual sculpture like-benches placed in the yard between the schools of Architecture and Fine Arts. Also, the sustainability studio recently completed the ecological micro dwelling known as "eco-quí". The solar Decathlon team is currently assembling the house in the southeast patio of our facilities.

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands and an expanding knowledge base.

The program's engagement with the architectural community is decisively strong. The School has an active continuing education program that offers a variety of courses for the profession. These include classes on computer aided drafting, 3-D visualization, graphics, and digital media. Software programs used in these courses include: AutoCAD, Photoshop, Corel Draw, 3D VIS, Rhino, Sketch-up and others. These courses are offered through División de Educación Continuada y Extensión (DECE - Division of Continuing Education and Extension). They are offered with continuing education credits.

During the past three years, the School has participated in a series of seminars and training sessions offered by the CAAPPR for candidates for the ARE. Faculty of the School offered most of the sessions and several alumni participated in organizing the program.

The School has begun to actively communicate with the architectural community through a magazine and a newsletter that informs members of the profession and some of the general public about the activities the school offers, such as conferences and exhibitions. Recently a group of graduate students created Arq-i-tec, their own magazine. It won an AIA award and is currently on its second year of publication.

The School also collaborates in other activities known to the professional community through *ENTORNO*, the official magazine of the Colegio. Professor Humberto Cavallín is part of the Colegio's Editorial Committee as well as Professor Abel Mislá and Professor Nadja Nenadich.

The ongoing lecture and exhibition series has proved very popular with the professional community and is a means of keeping current with issues of design, theory and practice. The School has a complete mailing list utilized to extend invitations to these events to all members of the profession.

The School's visiting professor and lecture program exposes the students to distinguished practitioners and academics, such as Wolf Prix, Jorge Silvetti or Mack Scogin who by example embody these very desirable qualities that should be promoted. (See Appendix 8.1).

In order to gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research the students get involved in an array of activities that allow them to make a transition into the professional world. As expressed in the mission of the School, our goal is to teach the students to acquire knowledge rather than information, to learn to learn. This enables the student to confront the changing nature of practice. In addition to stressing that the education of an architect does not end with the diploma we grant, the School endeavors to teach also by example. To that end, through a regular series of lectures and exhibitions the professors of the School share the results of their practice and research with the students. The students become aware of the faculty's active participation in exhibitions, competitions, Biennals, lectures and research, learning by example how to continuously invigorate their own future practice as presented elsewhere. In many cases the students learn by actually being involved in these endeavors and working directly with the faculty on these projects.

As part of the thesis project, students must establish a close working relationship with various practitioners – architectural and other -- that responds in part to NAAB's concerns about how architecture education relates to the practice of the profession. Many thesis projects relate to government and private institutional concerns, such as urban development, sustainability, transportation and architecture, public infrastructure, among others. They also take advantage of the School's archives, AACUPR, which as a center of investigation, is a living example of the importance of the need for lifelong learning. (See Appendix 1.1).

Students develop an appreciation of the diverse and collaborative roles assumed by architects in practice since they maintain a continuous relationship as newcomers in the professional community. Students begin their studies at the School with the two-semester sequence Introduction to Architecture. This course introduces the students to the diversity of practice and the necessity for collaboration and teamwork in professional practice. Several required and elective courses at the graduate level deal specifically with the study of architectural practice as a profession, with its ethical, administrative, and statutory aspects. Courses on environmental issues, planning, indoor air quality, and historic preservation among others, reinforce these concerns. Again, the community based projects in studio and the Taller de la Comunidad (Community Design Center) all contribute to this development. Here students play a variety of roles and interact with diverse constituencies,

from community activists and groups to government bureaucrats. (See Appendix 4.1).

The second semester design studio at the Graduate Level exemplifies how students learn about the collaboration required for the production of architecture. During the semester the structures and technology professors work with the design studio instructors to promote a more holistic approach to design. In this way, the students experience firsthand the importance of teamwork. In most other courses, students are required to work in teams, and collaboration of this type is a hallmark of the School, exposing the students to important lessons about group dynamics.

Besides, our students have consistently participated in many student design competitions held by the CAAPPR, including an exhibits booth, a playground, a community services center, and a modular system for exhibits. In this particular case the client was the Colegio itself. The competition was won by two of our students and the exhibit system has been built and is used consistently. These activities have allowed the students to establish important and valuable relations with the professionals. In many instances, allowing them to be considered for a summer job and becoming aware of the particularities of professional practice beyond architectural design.

The diversity of the faculty in terms of their academic preparation and professional experience also shows the students by example the multiplicity of roles open to them as practitioners. The four concentrations approved for the masters Program further strengthen the idea of diversity in the profession.

In the School, we dedicate a great deal of effort in order to make the students develop an understanding of and respect for the roles and responsibilities of the associated disciplines.

Engineers in related disciplines: (electrical, mechanical, industrial, civil, and environmental), together with landscape architects, surveyors and contractors have served as guests and professors in the design studio workshop, technology courses, field visits and other activities where the students get acquainted with the relationship between the design and construction industry disciplines.

Again, the students begin their studies at the School with the two-semester sequence Introduction to Architecture. This course introduces the students to the diversity of practice and the necessity for collaboration and teamwork in professional practice.

The School offers a variety of elective and required courses that are taught by practitioners of associated disciplines, which help the students develop a grasp of those roles. In Building Anatomy and other courses, such as Professional Practice, students are exposed to the part played by allied professions in the successful execution of a project. Invited lecturers in technology courses underline the contributions of the allied professions to the practice of architecture.

A good example is the elective course offered by Prof. Francisco Javier Rodriguez, which involves a series of successful professionals from various fields of the construction industry. This course lectures has allowed the students to work collaboratively and learn invaluable lessons on the role of related professionals in the creation of built works.

In order to learn to reconcile the conflicts between architects' obligations to their clients, the public, and the demands of the creative enterprise, students are frequently exposed to real life case studies that exemplifies common situation in these related areas.

In the Professional Practice and Professional Ethics courses, students learn about the relationship, contractual and otherwise, between all involved parties in the creation of built works, including architect, consultants, contractors, regulatory agencies, material and services

providers, financial institutions, and owners and users. In upper-level design studio courses students are required to reconcile the differing demands of program, zoning, building and life-safety codes, and economic and financial issues. These areas are of particular importance due to real life situations common to our practice.

How students acquire the ethics for upholding the integrity of the profession

The concern about civic responsibility is adequately addressed by the strong presence of faculty in government and university service, and by their undertaking of projects of social content, and by the activism of faculty and students. In the School itself there is a strong presence of social and civic concerns, as demonstrated by the establishment of the Sustainability and Community Design Studios. Professors communicate a great sense of respect and responsibility for the discipline itself and for its role in society. Ethics are strongly emphasized, since they are most frequently taught by example. (See Appendix 4.1).

3.1.5 Architectural Education and Society

The School is committed to address social and environmental issues, as it develops among its students the capability to recognize the situations and propose factual means to solve the problems. The commitment of the profession to work with the environment is gaining strength as the public, clients and government agencies in general are more aware of problems such as global warming. Demonstrative projects, field trips and public forums serve as activities that nourish this need. The Sustainability Studio (cited in Architectural Record) has been a leader in problematizing this important reality.

Public service is a key component of the architectural education in our institution, as these issues have become imperative. The School allows the student to comprehend the ethic implications related to the built environment, as the student is continuously informed of local and global issues related to these matters.

An important aspect of the process of educating and sensitizing students to environmental and social issues is the commitment of the School and the involvement of individual faculty members in addressing crucial social and environmental problems that affect Puerto Rico. An important characteristic of our country is the density of population, the low income of its inhabitants (per capita) and the reduced physical space of the Island itself (3.8 million census inhabitants/ 3,500 per square miles). Mobility, public and private transportation, the rehabilitation of the city, as well as related concerns requires a great deal of effort to comprehend in order to propose sensible solutions.

The School considers it important to encourage faculty to serve as advisors, consultants and public officials in governmental agencies and programs. Some have occupied important positions on the Planning Board, the State Historic Preservation Office, the Public Buildings Authority and the Institute of Puerto Rican Culture (ICP), as Special Assistants to the Governor, and in the administration of the Universidad de Puerto Rico System. Others have undertaken the supervision of special projects of significant social and cultural impact. This participation has been of great value to the proper conduct of government and to the general benefit of society, and the experience has been essential to the development of their professional careers. Their presence in private firms has had a significant impact in the evolution of practice in Puerto Rico over the last two decades, and in recent years.

Following are several examples of this faculty serving on government, community, advisory or managing boards, and other committees:

- Esteban Sennyey, has worked as a consultant for the PR Housing Department, the Municipality of Carolina and the Special Communities Program of PR.
- John Hertz: participated in the competition: New Housing for Puerto Rico, hosted by the PR Department of Housing and organized by the CAAPPR. Hertz won the first place in the alternative housing category. The prize entitled him to develop the plans and specifications for a prototype house to be built by the state government.
- Elio Martínez Joffre: is the acting Director of the Taller de Diseño Comunitario. He has coordinated joint projects with government agencies, community groups and other special interest groups.
- Marissa Oliver, serves as a member of the State Historic Preservation Office Review Board. She is also a member of the Association of Collegiate Schools of Architecture (ACSA).
- María Magdalena Campo, has conducted several architectural summer workshops for students in the elementary and intermediate school levels, which are offered free by the CAAPPR.
- Javier Isado, participated as a Consultant and coordinator to the Governor's Advisory Board on Urbanism, in 2005-2006. He has work as co-editor in a publication commissioned by the CAAPPR (SJU 3500)
- Javier de Jesús, served as Advisor to the Governor of Puerto Rico, in the areas of Infrastructure and Urbanism, coordinating the work of more than a dozen government agencies. Projects like MOBA, Ciudad Mayor, and Ciudad RED were developed under his supervision. He also worked as coordinator for the infrastructure and facilities improvements program of the UPR, under direct supervision of the President of the University.
- Emilio Martinez Cimadevilla, served as former President of the CAAPPR from 2003 to 2005; participated as a member of the Committee for the Puerto Rico Land Use Plan
- Humberto Cavallín: participates as a member of the Editorial Committee of ENTORNO, the official magazine of the CAAPPR
- Sonia Miranda, nowadays serves as the Director of The Education Commission of the CAAPPR, responsible for design, organization and implementation of the Continuing Education Program, which serves more than a thousand member of the professional Association
- Luis Pico Lacomba, serves as a member of the Professional Practice Committee of the CAAPPR, and is involved in the Project Management Institute

- Prof. Fernando Abruña recently developed the Design Guidelines for Eco-Tourism as commissioned by the PR tourism Company. He serves as Official Architect for the Bosque del Pueblo, Adjuntas, Puerto Rico (1997-present); is a member of the Governing Board of the First Ecological School of Puerto Rico (Montessori), in Caguas (1998-present). He also designed an ecological school prototype built in the island of Culebra.
- Besides serving as the full-time Director of the Architecture and Construction Archives at the University of Puerto Rico (AACUPR) (1986-present), Dr. Vivoni is a member of the Consejo Asesor de Sitios y Zonas Históricas, of the Puerto Rico Planning Board (1991-1998). Recent works include the exhibit and publication on the work of renowned architect Henry Klumb. He serves on the State Historic Preservation Office Review Board (1999 - present) and President of the Puerto Rican Association of Corsicans (2001 - present). He is also architectural advisor for the Board of Directors of the Casa Andalucía (1997 - present) and key contact for the Caribbean Region of the Society of American Archivists (1996 - 98). Dr. Vivoni presented his book *Alarife de Sueños, Pedro de Castro y Besosa* Presentación del libro, at the Casa de España, San Juan. This book earned him the Prize for Research, at the 5^a Bienal de Arquitectura de Puerto Rico. He is also investigating the typology of Corsican funerary monuments in Puerto Rico and created a joint summer exchange with the University of Corsica.
- Dr. Jorge Rocafort gave a series of lectures as part of a continuing educational program on the effects of noise on health to professionals in health related fields. He also gave a series of talks on the same subject at the University.
- Former professor and alumnus Manuel Bermudez, has been a part of the Board of Directors of the CAAPPR, first as Vicepresident and recently as President (2004-2006)
- Prof Edwin Quiles won an award for work with Taller Comunitario at the Caribbean Architecture Biennale: presenting the documentary: "Re-crear Río Piedras". He also published "San Juan tras la fachada" and is currently working on another book.

Students and faculty participate actively in charrettes about important design issues affecting the University and the community at large, as confirmed by the charrette on the Master Plan of the University, and the charrette on the Tren Urbano, which resulted in the Puerto Rico Department of Transportation requiring that the professional firm hired for the project take into consideration the proposal developed by the student team for the designs of a new subway entrances to the train terminals being proposed for Río Piedras.

The Taller de la Comunidad (Community Design Center) under the direction of Prof. Edwin Quiles has been involved in a significant number of important efforts since its founding in 1998. Recently, the Community Design Center has developed projects as the Emergency Room for UPR Carolina's Hospital, the Corredor Ecológico del Noreste (ecological route),

Bosque Rocosó, and particular interventions in low income communities. (See Appendix 4.1).

The faculty has historically been involved in the two professional associations for architects, the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR) and the American Institute of Architects – Puerto Rico Chapter (AIA).

Gloria Milagros Ortiz, Professor and Assistant to the Dean in Academic Affairs completed between 2005 and 2006 a General Inventory of the Río Piedras Campus of the UPR, which consists of a photographic and documentary inventory of all campus structures, many with historic and architectural value, monuments, sculptures as well as unoccupied land and greens. Funding was obtained partially with a grant from the National Park Service Historic Preservation Fund. The former purpose of this work is to identify buildings and structures that can be nominate to the national register of Historic Places.

A grant by the family of former design studio professor Sylvia Ramos will allow students to benefit from the reinstallation of a summer travel program established by the professor, to study the architecture of the Caribbean. The classroom course is completed with a boat trip during fifteen days to visit the places covered in the seminar course.

The issue of gender equality in professional practice will be addressed again by the organization of an exhibit of works by female architects in PR, covering mostly work done in the second half of the twentieth century. Investigation for this project is underway, and funding will also come from the Sylvia Ramos gift.

How students gain an informed understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments:

The School accomplishes this by giving the students the tools to form character and personal criteria: establishing in the process, the foundations for a genuine and fair approach to problem solving. The School's faculty actively encourages students to recognize their social responsibilities as future architects. Many studio and technology projects are created as a response to special petitions either by private entities or by government agencies. Design projects also deal with such topics as low-income housing, architectural barriers, and the conservation of our cultural heritage and our natural resources, among others. Each course and each project undertaken at the School has the implicit motivating concept, that architecture is both science and art and, therefore, directly reflects and impacts culture and society.

Examples of school activities in this direction include a number of charrettes dealing with urban scale projects where a diversity of issues are put together: (social, physical, spatial, environmental and economical), bringing students, faculty, practitioners, and alumni to work towards solutions that represent informed responses to the situations. Such was the recent charrette organized by the CAAPPR: "Infraestructura Verde y Nuestras Ciudades" (Green Infrastructure and our cities), where five teams of students, together with licensed architects, landscape architects and planners presented alternative solutions to sites in the municipalities of San Juan, Ceiba, Ponce, Guayanilla and the southwest area of the Island.

In 2006 a second charrette was conducted dealing with sustainable housing. It focused on providing solutions to five underdeveloped sectors within the metropolitan area of San Juan, and the urban centers of Carolina, Santa Isabel and Caguas. In this case the teams included architecture students, licensed architects, and developers from the Puerto Rico Home Builders Association and professional planners from the Puerto Rico Planning Society.

The first charrette took place in 2005. It dealt with the redevelopment of the city around five major avenues in the metropolitan area of San Juan.

The results from this exercise were included in a publication made by professors Jorge Lizardi and Javier Isado called "SJU: 7500 kms. de oportunidad".

Several of our professors participated as leaders of various student teams in these charrettes. Also the entire School dedicated a complete semester to work on various projects in Río Piedras. The effort was led by the Taller Comunitario, and resulted in a master plan at various scales and complexities.

Emphasis given to generating the knowledge that can mitigate social and environmental problems is achieved since the School promotes direct student involvement in relevant social-related and urban issues. Studio courses constantly explore special community projects, and courses in the areas of architectural history and historic preservation have specifically dealt with the cultural resources of the Island and with the issue of vernacular architectural heritage. Emphasis relies in the exposure to the problems and evaluating the tools available to propose adequate alternative solutions.

The Design Studios at the School attempt to address most problems and concerns relating to the built environment in Puerto Rico, such as low-income housing, public housing, resort and tourist developments, industrial complexes, historic preservation projects and developments in historic zones, hurricane-resisting structures, and appropriate technologies for the tropical zone (e.g., natural ventilation, thermal transfers, mechanical equipment efficiency, and day lighting among others).

The Community Design Center was created as a means of institutionalizing these efforts and creating a possibility for the students to address social and environmental issues. Projects include proposals for the Capetillo area of Río Piedras done in concert with the community itself. Students also were involved with the development plan for the community of Piñones de Loiza, preparing a general plan and design of various projects. The Center acts as a vertical studio with both graduate and undergraduate students participating. (See Appendix 8.1).

At the graduate level, elective multidisciplinary courses are also offered in association with the Department of Environmental Sciences, Planning and General Studies. At the undergraduate level, the School has been instrumental in transforming the Biology general education requirement to one with a focus on sustainability. The School also offers physics courses tailored to architectural issues. The technology sequence and electives emphasizes issues of sustainability, environmental responsiveness, green architecture, and conservation. The recently approved curriculum has officially transformed the Biology requirements into required sustainability courses.

There is an emphasis at the thesis level to address social and environmental problems, resulting in about at least a third of all projects having this focus. This has been a goal of the School and is reflected in the support of the Sustainability Studio.

How students gain an understanding of the ethical implications of built environment decisions

The School promotes faculty and student participation in community projects as a means of reinforcing a sense of social responsibility among its graduates. It is anticipated that the result will be a renewed commitment to the solution of these crucial problems in our evolving society.

Discussions on current issues, as they appear in the local newspapers and other publications are necessary.

As an example, Profs. Elio Martínez Jofre and Edwin Quiles worked with the Taller Comunitario in a border town between the countries of Haiti

and the Dominican Republic. As a result, the students returned to Puerto Rico with a heightened sense of social awareness and an insight into aspects that affect professional decision-making. They also received a valuable lesson in dealing with a living context different from theirs, as well as of the importance of becoming involved in the solution of social issues.

Another example is seen in the project done in the first year graduate design course of Prof. Esteban Sennyey, in which the students developed sustainable solutions at the urban scale.

Students are currently taking part in the Third Solar Decathlon sponsored by the US Department of Energy (DOE). The School was selected as one of twenty academic institutions from all over the world to take part in this year's prestigious event. Over thirty of our students, under the leadership of Prof. Jorge Ramirez Buxeda are participating in this interdisciplinary effort to design a self-sufficient residence of about 800 s.f. Our students are working in conjunction with students and faculty from the School of Engineering of the Universidad de Puerto Rico, Mayagüez Campus. The project, which will be exhibited in the Washington DC Mall, won an AIA Award for its use of biomimicry as a conceptual design parti. The team for the fourth Solar Decathlon, which will design and build a house for the 2009 competition is already working under the direction of professor Francisco Gutierrez. The project has raised a great deal of interest from the community in general and has received substantial media coverage in TV, newspapers and magazines.

3.2 Program Self-Assessment Procedures

The UPR School of Architecture has been involved in a continuous self-assessment process since it completed its last NAAB reaccreditation in 2001. This is due in part to the fact that the Río Piedras Campus of the University of Puerto Rico, to which the UPR School of Architecture belongs, was involved in its institutional reaccreditation process by the Middle States Council on Higher Education, or MSCHE from 2003 to 2005. The participation of our School in the campus-wide process allowed us to accelerate our own curricular revision process, plus an in-depth reconsideration of our mission and vision statements. As participants of the MSCHE process, we contributed to the design of the institutional self-assessment procedure and its supporting documentation, and then we participated in the procedure itself. Our School had the opportunity to impact in a meaningful way the very processes that led to the most recent reaccreditation of the Río Piedras Campus by the MSCHE. This experience was extremely useful for our present NAAB reaccreditation process in terms of the effectiveness and reliability of the process, and in terms of community participation and of the dissemination and compilation of information.

As to the NAAB self-assessment procedure itself, we asked the Joint Curriculum Committee to carry out, hand in hand with the Dean's staff, research, conduct polls and formulate a self-assessment questionnaire circulated among all members of the school community. The questionnaire was based on the NAAB Conditions for Accreditation. Its format is similar to the questionnaire used for the MSCHE institutional reaccreditation in 2005. We received answers from teachers, students, alumni, and administrative employees. Below please find the complete questionnaire. An alumni poll was also conducted, the results of which we present below.

Questions for preparing the NAAB 2007 Self-Assessment Report

1. The Five Perspectives

1.1 Architectural Education and the Academic Context

In what ways the UPR School of Architecture benefits from the academic environment afforded by the Rio Piedras Campus of the University of Puerto Rico and by the University of Puerto Rico System?

What is the contribution of the UPR School of Architecture to this environment?

What are the academic and professional standards set by the UPR School of Architecture for faculty and students?

What projects and activities exemplify the interaction of the UPR School of Architecture with the rest of the Rio Piedras Campus and with the UPR System?

What are the contributions of UPR School of Architecture professors, students, administrators, and employees to the governance of the Rio Piedras Campus and of the UPR System?

What are the contributions of UPR School of Architecture professors, students, administrators, and employees to the intellectual and social environment of the Rio Piedras Campus and the UPR System?

What resources the Rio Piedras Campus and the UPR System contribute to UPR School of Architecture?

1.2 Architectural Education and the students

In what ways does the UPR School of Architecture provide support and encouragement for students to assume leadership positions at the school and, later on, in the professional milieu?

In what ways the UPR School of Architecture maintains and promotes a culturally diverse environment?

In what ways the mission statement of the Rio Piedras Campus contemplates student participation in setting up programs and projects that have to do with individual and collective learning?

In what ways does the UPR School of Architecture encourage students to collaborate, assist and share decision-making with other students that may be different from themselves?

What activities, resources, and materials demonstrate that students have access to the necessary information to help them shape their professional future?

What activities, resources and materials show that students are constantly exposed to the local, national, and international context of the practice of architecture and design?

In what ways does the UPR School of Architecture nourish the diversity, distinctiveness, self-worth and dignity of its students?

1.3 Architectural Education and Registration

In what ways does the UPR School of Architecture provide students with a sound preparation for the transition to internship and licensure?

Can you explain the relationship between the UPR School of Architecture and the state and other registration boards?

In what ways does the UPR School of Architecture expose its students to internship requirements, including the United States Intern Development Program, and to continuing education requirements?

In what ways does the UPR School of Architecture make its students aware of their responsibilities with regard to professional conduct?

What is the proportion of graduate students who have sought and attained licensure since the last accreditation visit?

1.4 Architectural Education and the Profession

In what ways does the UPR School of Architecture prepare its students for the practice of the profession and for assuming new roles and responsibilities amidst the growing cultural diversity, the changing demands of clients and regulations, and the constantly expanding knowledge base?

In what ways does the program's mission statement integrate the professional community to the life of the UPR School of Architecture?

In what ways does the UPR School of Architecture create awareness among students of the need for their advancement of knowledge in architecture by a lifetime dedicated to research and the practice of their profession?

In what ways does the UPR School of Architecture develop in students an appreciation for the diverse and collaborative roles assumed by architects in the practice of their profession?

In what ways does the UPR School of Architecture develop in students an understanding of the roles and responsibilities required by the disciplines associated with architecture?

In what ways does the UPR School of Architecture teach students how to reconcile the conflicts between the obligations of architects towards their clients and the general public, and the demands of a creative enterprise?

In what ways does the UPR School of Architecture help students acquire the ethics for upholding the integrity of the profession?

1.5 Architectural Education and Society

In what ways does the UPR School of Architecture provide its students with an informed understanding of social and environmental problems and help them develop the capacity to approach such problems with sound architectural and design solutions?

In what ways does the UPR School of Architecture help its students understand architecture as a social art, within the context of the multiple elements and persons who collaborate in the shaping of the built environment?

In what ways does the UPR School of Architecture emphasize the need to generate knowledge that may help to mitigate social and environmental problems?

In what ways does the UPR School of Architecture afford students the opportunity to understand the ethical implications related to the built environment?

In what ways does the UPR School of Architecture foster an environment of civic commitment, including the commitment to collaborate with public and professional service?

2. Program Self-Assessment Procedures

In what ways does the UPR School of Architecture may demonstrate progress in the achievement of the Five Perspectives, and how does it evaluate the degree to which it complies with its mission statement?

This question must be answered within the following contexts that deal with program focus and learning:

2.1 Curriculum

2.2 Learning

Please describe the self-assessment process and how does it relate to the continuous evaluation of the mission statement of the UPR School of Architecture.

Include the evaluation carried out by faculty, students, and alumni with regard to curriculum and learning as formulated in the Five Perspectives.

Please describe the institutional requirements for carrying out the self-assessment process.

3. Public Information

Is the exact language set in Appendix I of the NAAB Conditions for Accreditation included by the UPR School of Architecture in its catalogs and other promotional materials?

Please describe the degree program as it appears in the catalog of the University of Puerto Rico and in other institutional literature.

Please furnish evidence of the fact that new faculty members and incoming students have been informed of how to access the NAAB Conditions for Accreditation.

4. Social Equity

In what ways does the UPR School of Architecture provide its faculty, students, and personnel –regardless of race, ethnicity, creed, gender, age, nationality, physical ability or sexual orientation—an educational environment where each person has the equitable opportunity to learn, teach, and work?

Does the UPR School of Architecture have a clear policy on diversity disseminated throughout its present and prospective faculty, students and personnel?

Is this policy reflected in the distribution of human, physical and financial resources?

Are students afforded the equitable opportunity to participate in program governance?

5. Studio Culture

What activities, projects and documents demonstrate that the UPR School of Architecture provides a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of the faculty, student body, administration and staff?

In what ways does the UPR School of Architecture encourage students and faculty to appreciate these values as guiding principles for their lifetime professional conduct?

Has the UPR School of Architecture adopted a written studio culture policy, with a plan for its implementation and maintenance?

What evidence can the UPR School of Architecture furnish to establish its compliance with this policy?

Does the implementation plan include student and faculty time management issues?

6. Human Resources

Does the UPR School of Architecture provide adequate human resources for the professional degree in architecture?

Is the faculty component sufficient for the program?

Does the administrative executive have sufficient time for carrying out an effective administration?

Does the UPR School of Architecture have sufficient personnel for carrying out administrative, technical, and teaching work?

Does student enrollment and the scheduling of design studios provide adequate time for the effective tutorial exchange between faculty and students?

Does faculty workload afford adequate time for research, scholarship and the practice of the profession in furtherance of their professional development?

Have significant problems been detected during the period of the present accreditation, and what have been the recommendations for mitigating or solving them?

7. Human Resource Development

Does the UPR School of Architecture have a clear policy outlining individual and collective opportunities for faculty and student growth in and beyond the program?

How does the UPR School of Architecture facilitate the student's opportunity to participate in field trips and other activities outside the university campus?

What opportunities does the UPR School of Architecture afford the students to participate in professional associations and organizations, honor societies, and other campus-wide activities?

Has the UPR School of Architecture supported, since the last accreditation visit, research, scholarship, and creation among faculty members, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for acquiring new skills and knowledge, and financial support of attendance at professional meetings?

8. Physical Resources

Does the UPR School of Architecture have the adequate physical resources necessary for the professional degree in architecture, including design studio space for the exclusive use of the student in a studio class, space for lectures and interactive learning, office space for the exclusive use of each full-time faculty member, and other space for institutional support services?

Do the facilities of the UPR School of Architecture comply with the requirements of the Americans with Disabilities Act (ADA)?

Have significant problems been identified during the present accreditation period that have had an impact on the operations or services of the UPR School of Architecture, and what have been the recommendations or solutions proposed?

9. Information Resources

Does the UPR School of Architecture provide information resources to promote the research skills and the development of critical thinking that are necessary for the practice of the profession and for lifelong learning?

10. Financial Resources

Does the UPR School of Architecture have sufficient institutional support and resources to meet its needs?

Are these resources comparable to the resources available to other professional programs in the institution?

11. Administrative Structure

Does the UPR School of Architecture have a degree of autonomy comparable to the autonomy granted to other professional programs in the institution, and is that autonomy sufficient for ensuring compliance with the conditions for accreditation?

12. Professional Degrees and Curriculum

Does the curriculum of the UPR School of Architecture have the required components of professional studies, general education, and elective courses?

13. Student Performance Criteria

Do the alumni of the UPR School of Architecture have the minimum knowledge and skills for meeting with the demands of an internship leading to registration?

What evidence can the UPR School of Architecture furnish in support of the fact that it has meet every student performance criteria through coursework?

Does the curriculum of the UPR School of Architecture contemplate both the development of understanding of information, as well as the skill to perform a task, select the correct information and apply it to the solution of a specific problem?

Alumni Poll for the 2007 NAAB Report

As an integral part of self-assessment process, the School undertook an exhaustive survey of its graduates in 2007, with 139 respondents. The respondents were alumni who graduated under the original 6-year BArch program, those who received the 4-year BED degree and/or 2-year March.

The questions on the survey were divided into theme areas. Those that pertain to the self-assessment include questions about the licensing exam, satisfaction with their profession, satisfaction with their academic education in relation to their practice, and additional academic areas that they consider relevant in relation to their current professional practices. It is important to point out that in Puerto Rico the licensing process is sometimes postponed or completely relegated because of two major factors: 1) language handicap - while architecture education is offered in Spanish, the license exam is offered in English; 2) the license exam does not address the particularities of our climate, location, building technologies and idiosyncrasy, which local education emphasizes.

Bearing this in mind, and although only 10% considered they were well prepared for the exam, 50% of the respondents had passed their license exams with an average of 2 to 3 tries. 90.7% described themselves as very satisfied or satisfied with their chosen profession.

In relating their needs as practitioners, the respondents rated their experience at the School with the subsequent areas of instruction as follows:

Area	Response to needs
General education	Good
Design studio	Good
Structures	Good
Technology	Adequate to Good
Theory	Adequate to Good
History of architecture	Good to Excellent
Construction systems	Deficient to Adequate
Professional practice	Deficient to Adequate
Thesis	Adequate
Electives	Good

In relating their needs as practitioners, additional academic areas that they consider relevant, in descending order:

Project Administration
Finances
Urban Design
Landscaping
Professional Practice
Historic Preservation

The most important recommendations of the alumni to improve the School were: more offerings in historic preservation, field experience, construction and professional practice.

These same alumni noted that the most important strengths of the School, in descending order of importance, were; Library facilities; Faculty excellence; Early introduction to design; AACUPR; Prestige of the University; and Quality of the students.

These same alumni noted that the most important strengths of the School, in descending order of importance, were; Faculty excellence; Early introduction to design; Quality of the students; and Graduates of quality.

3.3 Public Information

Evidence that all faculty and incoming students have been provided with a copy of the 2004 Guide to Student Performance Criteria

The School has made a concerted effort to insure that all incoming students and all Faculty have been provided a copy of the NAAB Conditions for Accreditation 2004, which includes the Student Performance Criteria. Moreover, Faculty as well as students also received the NAAB Procedures for Accreditation 2006. This distribution has been achieved by giving each student a copy during the orientation process and further verified by a redistribution, where necessary, in the first year design studio. A copy has been placed in the Library. Additionally, this year the School has prepared a Guía del Estudiante (Student Guide) in Spanish, which includes this information.

The description of the program as it appears in university catalogs and any other institutionalized authorized printed materials

See enclosed material and Appendix 10.3.

3.4 Social Equity

The Río Piedras Campus of the Universidad de Puerto Rico guarantees equal opportunities to students and employees for both study and employment opportunities. The Campus does not exclude from participation, nor exclude from benefits, nor discriminate against, any person for reason of age, race, sex, color, place of birth, social origin or condition, sexual orientation, physical or mental handicap, or political or religious beliefs.

Criteria and procedures used to achieve equity and diversity in:

Student admissions:

Admission to the School of Architecture is open to all public or private high school students who meet the admission requirements. Students' admission tests scores are added to their grade point average creating an admissions indicator, referred to as the *Indice General de Escuela Superior* (IGS).

The School of Architecture automatically admits sixty (60) students with the highest IGS who have turned in their application. The following sixty (60) are called in for an additional test, "exámen taller", administered by the Faculty. The top twenty (20) students with the highest scores are then admitted into the Program, for a total of eighty (80) in the incoming freshmen class.

This process, though very competitive, guarantees that the students are admitted based solely on their academic performance regardless of race, social origin, religion, political affiliations, physical or mental conditions, etc.

Advancement, Retention, and Graduation:

The acceptable grade point average of a student enrolled in the University of Puerto Rico, Río Piedras Campus is of 2.00 or higher, in a scale of 1.00 to 4.00. The Registrars Office places on probation for a semester any student who falls below 2.00 and suspends the student for a full academic year if he/she does not bring the GPA back up to acceptable levels.

The School of Architecture's Counselor sends a letter requesting a meeting to all its students whose GPA reaches or falls below 2.50. During this meeting, the students is informed of Institutional Policies of student retention and provided academic guidance. During the year, the Counselor also meets with students on a regular basis and informs them of graduation requirements, or meets with them at a student's request.

Faculty, Student, and Staff Access to Policies and Procedures:

There are student representatives at each Faculty meeting, and Faculty representatives at the Academic Senate meetings. Staff and other employees have the opportunity of being members of the Union, which represents them in University affairs. Every Representative has the obligation to present to its peers minutes of the meeting and announce any new agreements.

As previously stated, the Dean and Faculty participate in the governance of the University through their representation in the Academic Senate, the body that determines all academic development. The Dean also participates in the Junta Administrativa, the administrative decision-making body of the Campus. The Faculty is represented on the Board of the Graduate Faculty of Studies and Research (Decanato de Estudios Graduados e Investigación) and also participate in the various senate committees, i.e., Laws and Regulations, Faculty Affairs, and Student Affairs.

Students at the School play an active role in the academic and administrative life of the University, by participating in all School committees (with voice and vote), except Personnel, as well as on various Campus-level boards and committees. In this manner they are made part of the decision process leading to any changes proposed that affect the program. Any substantial changes to the program must be approved by the appropriate School committee, the Faculty in general, the Office of the Dean of Academic Affairs, and the campus-level committees at the Senate, before going to the Senate for final approval. It then passes through the Junta Administrativa on which the Dean sits, the Junta Universitaria and finally the Board of Trustees. All these bodies have administrative, faculty and student representation with voice and vote. Students also participate in student government through the Student Council, and have a strong representation in campus governance with voice and vote, by their representation in the Academic Senate, in the Junta Universitaria, which represents all eleven University campuses, and the Board of Trustees, the highest authority within the University system (equivalent of the Board of Trustees in the U.S.)

While the student body at the School is an academically selective group they are quite representational of the entire Island. The students come from diverse municipalities of the Island and represent a wide social and economic spectrum. While there are students who have graduated from both public and private high schools, the incoming students are dominated by those from public institutions.

3.5 Studio Culture

Our institution considers that providing our faculty and students with a positive and respectful learning environment is one of our most important goals. In order to achieve this goal, we have produced during the last decade several written documents that define the way in which the learning culture takes place in our institution, and also have contributed to shape our Studio Culture. All these are public documents to which every member of our institution has access to. These documents are:

1. The vision and mission of the school (1996, 2007): as it has been previously explained in this document, in the Vision and Mission we stress on the significance of providing a healthy learning environment to our rich community that can foster collaboration, interdisciplinary learning, and creative actions.
2. The Faculty's Regulations (2001): The system of rules that regulate the rights and duties of our Faculty, has provisions in it regarding the duty of Faculty to clearly instruct their students on the goals, evaluation methods, and any other provisions pertinent to their courses. Also, and regarding the development of academic policies in

the Institution, the Faculty's Regulations has a set of provisions regarding Faculty and students' representation on all instances of curricular planning and definition of academic policies in the School.

3. The Graduate Program Regulations (1992): defines the requirements and procedures to be followed by the students throughout their Graduate studies at the School. This set of regulations is based on the Certification 72, by the Dean of Graduate Studies at the Campus Level.

4. The design studio regulations (2001, 2002): produced by the Design Committee, the regulation lists eighteen points that summarize the rules of engagement for the use of the studios space. They have some prescriptive items regarding basic behavioral aspects to be expected from the students when using these facilities.

5. The Student's Handbook for Undergraduates Students (2005): This handbook summarizes diverse aspects regarding the rules, regulations, and services that impact the students' everyday life in our School. This document is regularly updated every other year.

6. The Student's Handbook for Graduate Students (2005): This handbook was designed as a survival book to guide our students through the span of their graduate studies. It comments and explains diverse aspects of the Graduate Program Regulations.

The most relevant aspects of these documents impacting the Studio Culture have been compiled in the "The Studio Culture Summary" (2007, included as appendix XX of this document). This document summarizes our policies regarding the Studio Culture, including the Vision and Mission of our School. It summarizes the values that should inform Studio Culture, including the rules and regulations that already apply to the dynamic of the design studios. It promotes better practices of time management, and lists the different services that support the studio work. More important of all, this document clearly expresses the interest of our institution in establishing a healthy learning environment that we consider has to be the core and reason of our Studio Culture. This document has been distributed to the different members of our School, and our plan is to review and update it on a regular basis in order to adjust its content to the dynamics and needs of our Studio Culture.

Regarding more specific issues such as time management, we have taken actions that propend to the implementation of our Studio Culture policy on more practical terms. For example, and as part of these efforts, the School has implemented a new schedule for the design studios that allow students and Faculty to select between morning and afternoon sessions for those in the Bachelor's Program, and three different time slots for those in the Master's Program. We expect this flexibility to have a positive impact on our students' and Faculty's time management by allowing them to make schedule selections better suited to their specific interests and time needs.

Finally, and through the recently created Center for Design Research (CDR), we have initiated the implementation of a line of research that will monitor and also assess the dynamics of our Studio Culture. This study is expected to lead to a permanent assessment system that will deliver recommendations about the nature and development of our studios, which are expected to inform our Studio Culture policies.

The assessment system will be implemented by means of a research program that will keep track of both quantitative and qualitative aspects related to the performance of our studios and their connections to the major academic and administrative framework of the School. The aspects to be studied belong to three major dimensions: skill development, values in the studio, and academic approaches and assessment. The information will be collected via focus groups involving the different members of our institution (students, Faculty, administrators), interviews, discussion forums, and also quantitative measurements regarding satisfaction, time management, and use of resources, among others.

This study will deliver reports at least once a year, which will include proposed items for actions. These items for action will be used to introduce feedbacks to our Studio Culture politics. We expect the results of this ongoing research to continuously inform our Studio Culture policies, and will allow us to more efficiently adjust them to the dynamic nature of our community. (See Appendix 5.1).

3.6 Human Resources

During the academic year 2006-07, there were 233 full-time and forty three (43) part-time students in the preprofessional BED Program. Another fifty three (53) full-time and ten (10) part-time students were enrolled in the professional Master of Architecture Program.

The School implements a direct admissions process with the collaboration of a special Admissions Committee. The process is particularly selective: 432 candidates applied for the 2004-05 academic year, 420 for BED and Masters in 2005-2006, and 330 for 2006-2007. Each time sixty to eighty candidates were selected to enroll in the undergraduate program.

For the 2007-2008 academic year there were 319 applications for eighty positions. In response to a new admission policy established by the Admissions Committee for this academic year, the candidates were admitted to the undergraduate program in accordance with the following criteria: Forty were preselected on the sole basis of their IGS, or its equivalent (For students entering directly from high school, the IGS combines the student's high school academic record and College Board examination results. For university level students the equivalence is the college academic grade index); another twenty candidates were selected after a workshop held for the 100 candidates with the next best IGS record, or its equivalent. Within the University there is no freshman class that has a higher average IGS than the architecture students.

The School has just completed a commissioned study of the effectiveness of the admission process as a predictor of student achievement, using the students admitted during the last four academic years. This analysis has shed some light on the ways in which the admissions procedures should be modified to make them more meaningful. During the coming academic year this issue will be discussed by the faculty and appropriate changes implemented.

At the graduate level, students are admitted on the basis of an evaluation of their GPA, design grades, portfolio, and letters of recommendation. Approximately sixty percent of applicants were admitted, with almost all candidates coming from the undergraduate program at the School. Admissions to the Graduate Program for the period were as follows:

Academic year 2007-2008
41 applications
30 enrolled

Academic year 2006-2007
36 applications
30 enrolled

Academic year 2005-2006
46 applications
30 enrolled

Academic year 2004-2005
35 applicants
30 enrolled

Time-to-graduation rates since the last accreditation sequence

The University releases data on retention and graduation rates for the School of Architecture based on six year cohorts. The data pertaining to the Undergraduate Program only includes students who enter directly from high school, and does not include students already in the University system that changed their majors to architecture. Although the University analyzes data in six year cohorts, which is 150% of the time a student completes his or her degree, we have noticed that our students are completing their BDA in less time.

The time to graduate rate fluctuates between 59.4% and 42.2%.
The retention rate fluctuates between 100% and 77.3%.

Class of 2000 - 2001 BDA		
Academic year	Retention at beginning of academic year	Graduated at end of academic year
2000-2001 (1 st year)	100.0%	0%
2001-2002 (2 nd year)	91%	0%
2002-2003 (3 rd year)	84%	0%
2003-2004 (4 th year)	84%	11%
2004-2005 (5 th year)	68%	43%
2005-2006 (6 th year)	32%	52%

Class of 2001-2002 BDA		
Academic year	Retention at beginning of academic year	Graduated at end of academic year
2001-2002 (1 st year)	100%	0%
2002-2003 (2 nd year)	73%	0%
2003-2004 (3 rd year)	64%	0%
2004-2005 (4 th year)	59%	25%
2005-2006 (5 th year)	32%	52%
2006-2007 (6 th year)	5%	52%

Classes of 2000 and 2001 MArch			
Class	Retention at beginning of 2 nd and 3 rd academic year		Graduated at end of 6 th academic year
2000	91%	76%	52%
2001	95%	100%	74%

For detailed information and complete tables see Appendix 10.4

Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses and faculty

Our School has substantial human resources dedicated to the mission of teaching architecture. The particularities of the Institution are such that members of the School, who typically would be considered as holding administrative or staff positions, here are given academic rank and are members of the faculty. This includes three positions in the library, that of the Academic Counselor, and a half position Director of the Digital Photo Lab, Director of Taller Comunitario, Taller de Sustentabilidad, Taller de Acústica, Taller del Túnel del Viento y Cielo Artificial.

Presently a total of 57 faculty members, are currently teaching courses. Of the latter, 21 are full-time and 36 are contract/adjunct. Of the 51, 29 are Arquitectos Licenciados, 17 are Arquitectos Certificados, and 5 are Ingenieros Licenciados. 10 faculty hold additional licenses, 4 in planning, 4 in LEED, 1 in interior design, 1 contractor, and 1 project manager..

The Faculty at the School are active in a great variety of academic and professional fields. Faculty credentials (highest degrees obtained in the field) are as follows: 1)Academic: four PhD, four in Arch, one B.Arch. 2)Professional: twenty three licensed architect, and two M.L.S. They have advanced academic degrees in a variety of fields: architecture, urban

design, design, engineering, acoustics, structures, history of art and architecture, architectural technology, regional planning, graphic arts, law, business administration, library sciences, and communication arts, among others.

Most Faculty members are actively engaged in limited professional practice, and many work or have worked (either as directors, advisors, consultants or employees) for governmental agencies in Puerto Rico. The School's Faculty also maintains close ties with the local community of architects through their professional associations: the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR) and the American Institute of Architects (AIA), Puerto Rico Chapter.

To further strengthen its academic offerings, the School maintains an active international and national visiting faculty program, drawing participating professors from North and South America, the Caribbean, and Europe.

Faculty Evaluation

The Personnel Committee, composed of four (4) tenured Faculty with the rank of Full Professor, represent each of the major academic areas in the School. They have the role of monitoring faculty performance, academic development, and professional accomplishments. Peer evaluations are the primary criteria for Faculty recruitment, tenure, and promotion. These are complemented by student evaluations, and classroom and studio visits by members of the Committee.

As in previous years, non-permanent Faculty are evaluated, either annually or on a semester basis, depending on the length of their individual contracts. The school continues its policy of student evaluations of all courses taught by all Faculty every semester. These evaluations are used for tenure and promotion decisions.

Teaching and Other Responsibilities

The full-time teaching load equivalency is 37 ½ hours of service. The University requires full-time design studio Faculty to carry a teaching load entailing fifteen contact hours per week; this includes twelve hours in the studio and an additional three hours in some other area. This is considered to be the equivalence of the twelve credit-hour load required for all full-time faculty in other academic areas of the Institution. All full-time faculty are expected to dedicate fifteen or twelve hours to classroom contact, six to office hours, fifteen to course-preparation, and four and a half to Committee work and other meetings.

Faculty listing

For design studio faculty, 5 credit-hours of a studio course (12 contact hours) and an additional 3 credit-hours of coursework (3 contact hours), or their equivalent, is a full load. For other faculty members in the UPR system, 12 credit-hours is the equivalent of a full load (12 contact hours).

- Abruña, Fernando.** Arquitecto Licenciado, Professor
9 credits – teaching, 3 credits – administration
- Algaze, Cristina.** LEED A.P., Instructor
5.5 credits – team teaching, 2 credits administration
- Alzérreca, Javier.** Arquitecto Certificado, Instructor
3 credits – teaching
- Bernard, Jean.** PhD., Instructor
3 credits – teaching
- Biaggi, Roberto.** Arquitecto Certificado, Instructor
9 credits – team teaching
- Campo, José.** Arquitecto Certificado, Instructor
3 credits – teaching
- Campo, María Magdalena.** Arquitecta Certificada, Planificadora
Licenciada , Assitant Professor
10 credits – teaching, 2 credits – administration
- Caro, José.** Arquitecto Licenciado, Instructor
3 credits – teaching
- Cavallín, Humberto.** PhD., Assistant Professor
15 credits – teaching, 2 credits – administration
- Daza, Luis.** Ingeniero Licenciado, Professor
12 credits – teaching
- De Jesús-Martínez, Javier.** Arquitecto Certificado, Instructor
4.5 credits – team teaching
- Espinal, José.** Ingeniero Licenciado, Instructor
3 credits – teaching
- Fernández, Maria Beatriz.** Instructor
5.5 credits – team teaching
- Fuentes, Maruja.** Arquitecta Certificada, Instructor
4.5 credits – team teaching, 2 credits administration
- Fúster, Nathaniel.** Arquitecto Licenciado, Associate Professor
12 credits – teaching
- García, Carlos.** Arquitecto Certificado, Instructor
9 credits – teaching, 1 credit administration
- García-Fontebao, Manuel.** Associate Professor
16 credits – teaching, 2 credits administration
- Gavilanes, Rafael.** Arquitecto Licenciado, Instructor
4.5 credits – team teaching
- Georas, Anna.** Arquitecta Licenciada, Instructor
11 credits – teaching, 2 credits – administration
- González, Anixa.** Arquitecta Certificada, Instructor
4.5 credits – team teaching, 2 credits administration
- González-Peniza, José.** Associate Professor and Director of
Digital Photo Lab
6 credits – teaching; 3 credits – administration;
3 credits – university service

- Gutiérrez, Francisco.** Arquitecto Certificado, Instructor
11 credits – teaching, 1.5 credits – administration
- Hernández, Annabelle.** Arquitecta Certificada, Instructor
4.5 credits – team teaching
- Hertz, John.** Arquitecto Licenciado, Licensed Interior Designer,
Professor
12 credits – teaching
- Isado, Javier.** Arquitecto Licenciado, Instructor, Undergraduate
Program Coordinator and co-Editor INFORMA
4 credits – teaching, 12 credits – administration
- Jiménez, Mayra.** Arquitecta Certificada, Instructor
12 credits – teaching; 2 credits – administration
- Lizardi Pollock, Jorge.** PhD., Assistant Professor, co-Editor
INFORMA, Director CIUDAD
11 credits – teaching, 3 credits – administration
- Manríquez, Julián.** Arquitecto Licenciado, Instructor
4.5 credits – team teaching
- Martínez-Joffre, Elio.** Arquitecto Licenciado, Associate Professor
and Director of Taller Comunitario
12.5 credits – teaching, 3 credits – administration
- Martínez-Cimadevilla, Emilio.** Arquitecto Licenciado, Associate
Professor
9 credits – teaching
- Marty, Oscar.** Arquitecto Licenciado, Professor
9 credits – teaching, 3 credits – administration
- Miller, Andrés.** PhD., Instructor
6 credits – teaching
- Miranda, Sonia.** Arquitecta Licenciada, Instructor
2 credits – teaching, 1.5 credits administration
- Misla, Abel.** Arquitecto Certificado, Instructor
4.5 credits team teaching, 2 credits administration
- Moreno, Gabriel.** PhD., Instructor
3 credits – teaching
- Muñiz, Pedro.** PhD., Arquitecto Licenciado, Professor and
Director of Laboratorio Ambiental de Arquitectura
Biotropical
6 credits – teaching, 3 credits – administration,
3 credits – university service
- Nenadich, Nadya.** Arquitecta Certificada, Instructor
3 credits – teaching
- Penabad, Juan.** Arquitecto Licenciado, Instructor
3 credits – teaching
- Oliver, María Isabel.** Arquitecta Certificada, Instructor, Graduate
Program Coordinator, and Director iESCALA
3 credits – teaching, 13.5 credits administration
- Pico, Luis.** Arquitecto Licenciado, Instructor
6 credits – teaching
- Quiñones, Eliel.** Lawyer, Instructor
3 credits – teaching
- Ramírez, Eugenio.** Arquitecto Certificado, Instructor
4.5 credits – team teaching
- Ramírez, Jorge.** Arquitecto Licenciado, Instructor

10 credits – teaching; 3 credits - administration

Ramón, Enrique. Arquitecto Licenciado, Instructor
4.5 credits – team teaching

Rocafort, Jorge. Ingeniero Licenciado, Professor
6 credits – teaching, 6 credits – administration

Rodríguez, Ernesto. Arquitecto Certificado, Instructor
4.5 credits – team teaching

Rodríguez, Francisco Javier. Arquitecto Licenciado, Dean
12 credits – administration

Rossi, María. Arquitecta Licenciada, Instructor
9 credits – teaching

Sánchez, Arnaldo. Arquitecto Certificado, Instructor
4.5 credits – team teaching, 3 credits administration

Trevisani, Marco. Instructor
3 credits – teaching

Sennyey, Esteban. Arquitecto Licenciado, Associate Professor
12 credits – teaching

Vivoni, Enrique. PhD., Arquitecto Licenciado, Professor and
Director AACUPR
3 credits – teaching; 12 credits – administration

Other Faculty:

Babilonia, Jannette. Assistant Professor
12 credits – library administration

Flores, Jose. PhD., Professor, Library Director
12 credits – Library Administration

Irrizary, Luis. Associate Dean
12 credits – administration

Ortiz, Gloria. Arquitecta Certificada, Assistant Professor and
Assistant to the Dean in Academic Affairs
12 credits – administration

Parrilla, Pedro E. Professor, Professional Counselor
12 credits – counseling, student advising

Vela, Eva Cristina. Arquitecta Certificada
12 credits – administration

School Administration: Description of the distribution of effort between administration and other responsibilities of each position

The administrative head of the School is the Dean, who occupies a full time position, supported by an Associate Dean for Academic Affairs, an Assistant Dean for Administrative Affairs, an assistant Dean for Special Affairs, two Assistants to the Dean, one in Academic Affairs, the other in special affairs, five secretaries, and two Auxiliary Administrators. The School has Graduate Program and Undergraduate Program Coordinators, and four Design Year Coordinators (one for each undergraduate design studio level). The secretarial pool provides assistance to the faculty.

Academic Administrative Personnel

Arq. Francisco Javier Rodríguez, AIA, Dean

Arq. Luis Irizarry, Associate Dean

Ms. Milagros Ramos, Assistant Dean for Administrative Affairs

Eva Cristina Vela, Assistant Dean for Special Affairs

Gloria Ortiz, Assistant to the Dean for Academic Affairs

Prof. María I. Oliver, Graduate Program Director

Arq. Javier Isado, Undergraduate Program Director

The Dean

The Dean must hold at least a Master's Degree in a field of specialization, or its equivalent, and have a distinguished professional or academic career. Among the duties as Executive Director of the School are the proper operation of Faculty committees and representing the School in University, public and institutional affairs. The Dean is responsible for the preparation of the annual budget proposal and its submission to the Chancellor, for the development of the academic programs, for the recruitment and excellence of the faculty, and is responsible for putting into action all faculty directives.

The Dean recommends all candidates for appointment, promotion, tenure and leaves by the faculty, in consultation with the Personnel Committee and Program Coordinators, as well as promotes creative and academic labor by the faculty, and supervises the process of accreditation by the proper entities.

Among the duties are the coordination and supervision of the facilities of the School, and the relationship of the School to all external and internal entities. Any personal professional practice may not interfere with the proper discharge of these duties. This is a full time administrative position with a full course release.

The Associate Dean for Academic Affairs

The main duties for the Associate Dean consist in working with the Dean on supervising and coordinating the establishment, revision, and implementation of the academic policies in the School of Architecture. The Associate Dean works with the Dean on subjects related to the planning, implementation, and assessment of ongoing and projected academic programs as well as on special issues connected to academic aspects of sensitive nature involving academic administration and/or Faculty.

The Associate Dean advises the Dean on activities inherent to the academic work, such as: recruitment of personnel; defining the academic loads; institutional assessment; continuous education; admissions; professional improvement of the Faculty; recruitment, admission, retention of students; plans for the development of programs; library; promotions, tenures, and leaves of the Faculty.

The Associate Dean also acts as a liaison between the Undergraduate and Graduate Programs, as well as promoting the academic and intellectual collaboration with other academic institutions local and/or outside Puerto Rico.

The Assistant Dean for Administrative Affairs

The Assistant Dean for Administrative Affairs is responsible for the administrative aspects of the School. This includes all contracts for services or academic appointments, all purchases, and all accounts. The position acts as an interface between the School and all the institutional entities which deal with administrative areas, including accounting, purchasing, and personnel. The Assistant Dean for Administrative Affairs is responsible for the smooth operation of the facilities, including maintenance and repairs, as well as equipment needs. The Assistant Dean for Administrative Affairs maintains the Dean apprised of the budgetary situation of the School and advises on appropriate budget priorities. The Assistant Dean is also responsible for the work/study program, the teaching assistantships, and State Department requirements for visiting, non-US citizen Faculty. This is a full time administrative position.

The Assistant to the Dean for Special Affairs

The Assistant Dean for Special Affairs is responsible for a number of initiatives that are a priority for the School. Among the responsibilities are: coordinate the School publications including the (in)FormA magazine, deArquitectura bulletin, exhibition and conference announcements, catalog, and web page; participate in fund-raising activities; coordinate conferences and exhibitions; coordinate and foment continuing education programs; coordinate and foment research projects (in conjunction with the Graduate Coordinator); and coordinate the School milestones'celebrations. This is a full time administrative position with a full course release.

The Assistant to the Dean for Academic Affairs

The Assistant to the Dean for Academic Affairs collaborates in the development of new program offerings and coordinates the creation and revision of courses and maintains a record of faculty academic responsibilities. As well, the Assistant to the Dean evaluates student academic records, transfer credits, exchange programs, and transfer applications. The Assistant evaluates and makes recommendations of the candidates for graduation. The position works directly with the Student Affairs Officer, the Professional Counselor, and the Graduate and Undergraduate Coordinators. The Assistant also has responsibilities related to recruitment efforts of the School. This is a full time academic administrative position with a full course release.

The Coordinator of the Graduate Program

The Coordinator of the Graduate Program must hold at least a Master's Degree in the field or its equivalent. In collaboration with the Dean, there is a responsibility for establishing the philosophy, mission and objectives of the Graduate Program.

The Coordinator directs the academic affairs of the Graduate Program, and enforces its regulations, advise candidates for admission and graduation. The Coordinator must establish the necessary administrative procedures to guarantee all proceedings of the Program.

The Coordinator is an ex-officio member and president of the Graduate Program Committee, and advises the Dean on the recruitment and hiring of faculty members to teach on the Program, as well as advise new faculty on all that affects the proper discharge of their duties. This is a full time academic administrative position with a full course release.

The Coordinator of the Undergraduate Program

The Coordinator of the Undergraduate Program must hold at least a Master's Degree in the field or its equivalent. In collaboration with the Dean, there is a responsibility for establishing the philosophy, mission and objectives of the Undergraduate Program.

The Coordinator directs the academic affairs of the Undergraduate Program, and enforces its regulations, advise candidates for admission and graduation. The Coordinator must establish the necessary administrative procedures to guarantee all proceedings of the Program. The Undergraduate Program Coordinator is also responsible for outreach to high school and counseling to undergraduates with an interest in pursuing graduate education.

The Coordinator is an ex-officio member and president of the Undergraduate Program Committee, and advises the Dean on the recruitment and hiring of faculty members to teach on the Program, as well as advise new faculty on all that affects their proper discharge of their duties. This is a full time academic administrative position with a full course release.

Administrative Personnel (full-time administrative positions)

Ms. Lizette Colón, Student Affairs Officer
Ms. Loida Morales, Executive Secretary to the Dean
Ms. Betty Pastrana, Administrative Secretary III
Ms. Evelyn Rolón, Administrative Secretary II
Ms. Carmen M. Esquilín, Administrative Secretary III
Ms. Ivette Sánchez Rivera, Administrative Typist III
Mr. Saúl González, Laboratory Technician I
Mr. Víctor M. Torres, Property Manager and Assistant Administrator
Ms. Myriam Martínez, Administrative Officer
Ing. Alejandro Valsega, Audivisual Technician
Mr. Noel Rivera Ayala, Assistant Librarian III
Ms. Madeline Ortiz, Assistant Librarian II
Ms. Ruth M. Carrión, Administrative Secretary IV
Ms. Nydia Vigil, Administrative Assistant IV
Ms. Luz M. Rodríguez, Archivist
Ms. Elena García, Archivist
Prof. José González Peniza, Director Photography Laboratory (half-time academic load and half-time administrative load)
Mr. Jorge Rodríguez Agostini, Computer Technician

Description of the distribution of effort between administration and other responsibilities of each position

Student Affairs Officer. Coordinates the registration process, computes academic indices, proposes candidates for student's academic recognition, represents the School at official meetings with the Office of the Registrar and the Dean of Student Affairs, supervises assigned staff, prepares reports regarding academic and student activities, offers academic advise to students, organizes, with the Counselor, the

orientation process for incoming students, and is the official custodian of student and alumni records.

Professional Counselor. This is a full time administrative position to provide professional and academic counseling and coordinate the School's academic counseling program.

Description of the policies, procedures, and criteria for appointment, promotion, and tenure, and for accessing faculty development opportunities

For professional courses, the School prefers to employ Faculty members who hold advanced degrees and licensure in their fields of specialization. Architects should be members of the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR), and Engineers of the Colegio de Ingenieros (CIAPR), and all should hold professional or post-professional degrees at the graduate level. For technology, history and theory areas, a doctoral level degree is preferred.

The School observes an established recruitment process for the hiring of Faculty, which begins by an evaluation of the credentials of candidates by the Dean, who consults the Graduate and Undergraduate Coordinators, and receives the recommendations of the Comité de Personal before making appointments. The promotion of Faculty takes into account a process that starts with a periodic evaluation of individual faculty members by the Comité de Personal, who then make the a recommendation to the pertinent authorities. Part of this process includes student evaluations of faculty performance. Appointments can be made either under service contracts for one or two semester, renewable, or tenure track. Most Faculty members begin at the Instructor level unless they have held another teaching appointment at a higher level. Following University policy, Faculty members with doctoral degrees begin as Assistant Professors.

Only tenure track Faculty are eligible for tenure, and this requires five years of probationary service unless a case for extraordinary circumstances can be made. Unlike the U.S., tenure - what in Puerto Rico is referred to as "permanencia" - it is separate from promotions, and one can be tenured at any rank, from Instructor to Full Professor.

The Comité de Personal, composed of five (5) tenured Faculty with the rank of Full or Associate Professor, representing each of the major academic areas in the School, monitors Faculty performance, academic development, and professional accomplishments. Peer evaluations are the primary criteria for Faculty recruitment, retention, tenure, and promotion. These are complemented by student evaluations and classroom and Studio visits by members of the Committee.

Non-permanent Faculty are evaluated more frequently, either yearly or on a semester basis, depending on the length of their individual contracts. This includes classroom visits by the Personnel Committee to assess the courses the faculty teach. For all faculty, each course taught is subject to student evaluations.

Evidence of how faculty remain current in their knowledge of the changing demands of practice and licensure

Almost all studio Faculty practice as architects and therefore, remain current in the knowledge of the profession. Other Faculty members exercise their profession in other areas, such as engineering, planning, preservation, technology, graphic and fine arts, among others. Puerto Rican law does not require continuing education as a requisite for continued registration as an architect or engineer it is not yet being implemented. The many examples of projects, exhibitions, conferences,

and research already listed in this document are evidence of the commitment of our Faculty to remain current in their profession.

3.7 Human Resource Development

The School and the Institution promote the development of Faculty, staff, and administrators, by offering them opportunities for advanced studies, seminars, and training activities, and various modalities of leave of absence. These include leave without pay, leave with salary for educational or public service, and leave without pay with financial aid, principally for advanced studies. Additionally, Faculty qualify for sabbatical leave. An additional important benefit of being an employee of the University is the right to study for free anywhere within the Institution. This includes any of the academic programs in the eleven campuses of the University system. Both administrators and faculty at the School are currently taking advantage of these possibilities.

The School actively promotes Faculty participation in professional development activities as a means of human resource development. This includes support for travel, per diem, and inscription costs. The support for these activities, as well as the institution of new mechanisms for the capture of external funding, forms a significant part of Strategic Goal E: Administrative Environment. As well, faculty are encouraged to engage in the practice of architecture or their specific expertise.

The University also offers scholarship opportunities to Faculty for continued education in pursuit of a higher degrees. The School worked to identify the design area as potentially benefiting from having Faculty with advanced degrees, specifically the Doctoral level.

The School is also interested in promoting Faculty participation in programs aimed at improving academic offerings. We are beginning to encourage Faculty to take advantage of exchange opportunities with other NAAB accredited schools, as well as with schools in Mexico and Europe. The Universidad de Puerto Rico has a sabbatical leave plan intended to support faculty research, and our School faculty has taken advantage of this opportunity. We also have an active program for the support of advanced studies by our faculty, intended to advance their academic and professional status.

Financial support for Faculty travel has been provided by the School to allow participation in seminars, lectures, and conferences. These include ACSA regional, annual, and international meetings. This also includes financial support for faculty to participate along with students in for and travel through the AIAS, CLEA and CLEFA.

Faculty members have been actively participating in academic and professional activities in representation of the School. Dean Francisco Javier Rodríguez and Prof. María I. Oliver, ACSA Faculty Councilor, have represented the School at the ACSA Annual, Regional and International Meetings, as well as the Administrators Conferences. Traditionally, the Dean and the ACSA Faculty Councilor attend the Annual Meeting. In 2007, Prof. Maria Isabel Oliver and Prof. Jose Flores, attended the Annual ACSA Meeting "Fresh Air" in Philadelphia. Another example of faculty development activities includes Prof. Enrique Vivoni's participation in Annual Meetings of the Society of Architectural Historians.

The School has created and actively supports several institutes and centers for research. These include the Sustainability Studio (Appendix 4.0), the Centro de Servicio a la Comunidad (Community Design Center, Appendix 4.1), the Instituto de Arquitectura Tropical Henry Klumb, Laboratorio Ambiental de Arquitectura Biotropical (LAAB), the Laboratorio

Acústico, the AACUPR (Appendix 1.1), CIUDAD (Appendix 4.2), iESCALA (Appendix 4.3), IMDICE (Appendix 4.5), and CIDI (Appendix 4.4).

A list of guest lecturers and visiting critics brought to the program since the previous site visit

The School promotes an active approach to the enrichment of the academic and intellectual experience of its students and faculty. Our Visiting Lecturer Program has been extremely popular and successful during the past four years. Many of these visitors have also provided Studio critique sessions for the benefit of our students. During that period, the list of visiting lecturers includes (see Appendix 8.1):

2002-2003

IX Seminario de la Arquitectura Latinoamericana
Dra. Sylvia Alvarez Curbelo, UPR
Hermilio Salas Espindola, Texas
Arq Javier de Jesús, PR
Arq Abel Mislá, PR
Mario Schjetnan, Mexico
Arte Público Lecture: Ann Hamilton, USA
Arte Público Lecture: Josep Muntadas, Barcelona
Gabriel Ruiz Cabrero, Madrid

2003-2004

Samuel Isenstadt, New Heaven, Connecticut
Todd Williams, New York
Billie Tsien, New York
Lindy Roy, New York
John R. Patkau, Canada
Mario Ceniquel, Brasil
Humberto Cavallín, Venezuela

2004-2005

Javier de Jesús, San Juan
Jorge Silvetti, Boston(Harvard)
Nader Tehrani, Office dA, Boston(MIT)
Enric Pericas Bosh, Barcelona
Juan Herreros, Madrid
Andrés Mignucci, San Juan
Tom Marvel, San Juan
Dino del Cueto, Mexico
Enrique Vivoni, UPR
Segundo Cardona, San Juan

2005-2006

F. Abruña /J. Ramírez / E. Martínez Joffre, UPR
Javier Isado / Jorge Lizardi, UPR
Aníbal Sepúlveda, UPR
Andrés Salas Acosta, San Juan
Elías Torres Tur, Barcelona
Mariano del Cueto, Mexico
Segundo Cardona, FAIA
Cero Design (Celso González y Roberto Biaggi)PR
West 8, Jerry van Eijck, Netherlands
Maria Isabel Oliver,UPR
Miguel A. Rivera, Austin,Texas
Juan Miró, Austin, Texas
Christian Dagg, Auburn, AL
Jude Le Blanc, Atlanta, Georgia Tech
Toshiko Mori, New York (Harvard)
Mack Scogin, Atlanta (Harvard)
Merill Elam, Atlanta

2006-2007

Rodrigo Vidal, New York
Jorge Lizardi, UPR
Celina Nogueras, Puerto Rico
Juan Penabad, Puerto Rico
Francisco Javier Rodríguez, Puerto Rico
Joshua Prince Ramus, New York
Jonathan Marvel, New York
Wolf Prix, Austria
Beatriz Colomina, New York (Princeton)
David Hickey, Las Vegas, Nevada
Val Warke, New York (Cornell)
Jeff Kipnis, Columbus, Ohio State
Winka Dubbeldam, New York (Penn)

Proposed List for 2007-2008

Luis Rojo, Madrid
Paxti Mangado, Pamplona
Ecosistema Urbano, Madrid
Barozzi-Veiga, Barcelona
Mohsen Mostafavi, Cornell-Harvard
Jerry Wells, Cornell
Maryann Thompson, Harvard
Fares el-Dadah, Rice
Sanford Kwinter, Rice
Laurie Hawkinson, NYC
Michael Sorkin, NYC
Francisco Javier Blanco, San Juan
Evan Douglass, NYC

The Exhibits Program during the past two years includes:

2005-2006

Bienal de Arquitectura 2005
Exhibición Competencia de Junco Steel
Obras de Miro y Rivera, Arquitectos
Exhibición Acción Urbana
Exhibición obras por Egresados
Exhibición premios AIA 2006-05-25
Exhibición Estudiantes 2do año
Exhibición Taller de Tecnología

2006-2007

Competencia del Mueble AIA
Premios de Honor AIA 2007
Exhibición de propuestas para el Charrette Infraestructura Verde y Nuestras Ciudades del CAAPPR
Taller de Segundo Año
Exhibición Fotos de Córcega
Exhibición Taller de Artes Graficas
XV Premios Obras Cemex
Exhibición Parque Escultórico
Exhibición de Estudiantes que participaron del Intercambio en Sevilla
Exhibición Casa Solar

Special Events during the past two years include:

2005-2006

Celebración 40 Aniversario
Conversatorio: 40 años de la Escuela de Arquitectura
Reconocimiento clase 1966
Presentación Fideicomiso
Revista (in)FormA, vol. 2
Subasta Silente (obras donadas por egresados)

2006-2007

Encuentro Torres Martinó y sus Alumnos
Participación en el Project Based Learning Course
auspiciada por Stamford University
Joint Studio con Cornell University
Eco-Micro casa Eco-quí
Diseño de la Casa Solar
Firma de convenio con la Universidad de Córcega

Description of student support services, including academic and personal advising, career guidance, evaluation of progress, and internship placement

Student Support Services. The Student Affairs Officer maintains actualized students records and provides students advice about the administrative processes of the Architecture School related to: course selection, registration, admission requirements, financial aid, scholarships, transfer, reclassifications, special requests, substitutions, student placement, and other aspects of academic progress.

The Undergraduate and Graduate Program Coordinators are responsible, in coordination with the Dean, for the implementation of the philosophy, mission, goals, and objectives of the Architecture School on each Program. They are responsible for the coordination and direction of the administrative and academic procedures of each Program. They give advice to the candidates for admission on academic matters and to the Program students on advanced and internship placement. They are responsible for the organization and coordination of the courses and for implementing the administrative procedures in order to best fulfill the integration of the courses. They also advise recently recruited Faculty regarding their rights, duties and responsibilities on each Program.

During the 2001-02 academic year, the School implemented a program of outreach to high school students and recruitment of possible candidates for admissions. As well, the Undergraduate and Graduate Coordinators are responsible for advising students in their fourth year who are interested in graduate education.

A Professional Counselor helps the students to understand and clarify their views of their lifespace, and to learn to reach their self-determinate goals through meaningful, well-informed choices and through resolutions of problems of an emotional or interpersonal nature. The five major goals of this counseling concentrate on facilitating behavior change; improving the student's ability to establish and maintain relationships; enhancing the student's effectiveness and ability to cope; promoting the decision-making process; and facilitating the student's potential and development;

The professional services of Counseling and Guidance in a setting like the School of Architecture, responds to a preventive, as well as the growth needs of students, offering such services as assertiveness

training, self-esteem development, career planning and personal growth group experience. These services are related to the needs of the students and respond to the regulation stipulated by the Faculty. These can be summarized in four mayor categories: Academic Counseling; Personal Counseling; Occupational Counseling; and Educational Guidance.

The functions of the professional counselor at the School include the following:

- Detect deep conflicts and serious needs in the students that require the attention of other professional such as psychologists, psychiatrists or social workers and refer those students to them. Offer the necessary follow-up to those students. Detect and evaluate by interview and other techniques emotional and adjustment problems that can affect the student academic performance. Provide counseling and guidance to the students who present emotional conflicts that effect academic and personal growth. Evaluate the academic records of the students to identify possible conflict areas, interest and needs. Intervene with the students, if necessary, so that they can deal in a positive way with the situation. Participate as part of a team of helping professionals or with other university or community personnel in a specific case.
- Provide occupational guidance and advice to promote in the students the effective achievement of their professional goals. Help students in the analysis of their needs, interests, aptitudes, abilities, work experience, and life style. Provide counseling and guidance to students with vocational indecision or with psychological problems.
- Provide academic advising and guidance to the student body.
- Advise and collaborate with the Dean in the design and organization of the counseling and advising programs in the School of Architecture. Design a working plan regarding the student body characteristics and needs. Conduct studies related to the student's needs and provide guidance based on those findings.
- Acts as a facilitator to promote good communication between the students, the faculty and the administration. Coordinate, collaborate and participate in official student activities.
- Offer orientation regarding the obligations and rights of students as well as professors according to the academic norms and regulations of the Institution.
- Coordinate student services for students with special needs in conjunction with the Office for Students with Disabilities located at the University campus.
- Collaborates with the Coordinators of the Graduate as well as Undergraduate Programs

regarding conflicting situations that negatively affect the academic performance of the students.

Other Support Services

The Office of the Dean of Students offers the following programs: Housing, Health Education, Peer Counseling, Vocational Rehabilitation, Psychological and Psychometric Services, Veteran's Affairs, Occupational Development Placement, Cultural and Recreational Activities, and Student Organizations.

The Office of the Dean of Students also administers a Guidance and Counseling Center for Student Development (C.O.D.E.) that integrates all the professional assistance services in the field of human behavior in a multi-disciplinary approach to attend to student needs. Social workers, guidance and rehabilitation counselors, psychologists and other specialists constitute the staff of this Center. There is an Occupational and Educational Information Section, which introduces students to occupational and educational fields, and provides them with information on the curricula of colleges and universities in Puerto Rico and abroad.

Tuition Costs / Scholarship / Aid

Due to the support of the Government of Puerto Rico for public higher education, tuition costs at the University are very reasonable. This commitment is reflected in a cost of \$40 per tuition credit at the undergraduate level and \$115 at the graduate. Each year there will be an increase in tuition only applicable to the class being admitted that year. That fee will be maintained during a period of time equivalent to 150% of the time required to complete a student's study program.

The University Financial Aid Office provides students with assistance to help defray the cost of education. There are local scholarship funds available to the architectural student, such as Legislative Scholarships, as well as federal ones, such as the Supplemental Education Opportunity Grants (SEOG), the State Student Incentive Grants (SSIG), Basic Educational Opportunity Grant Program (BEOG), National Direct Student Loan Program (NDSL), and Guaranteed Student Loan Program (GSLP). There are also Work/Study Programs and Teaching Assistantships available to qualified students. The vast number of undergraduate students are beneficiaries of Pell Grants. At the graduate level, approximately 20% of the students receive teaching assistantships.

The Universidad de Puerto Rico also offers its own scholarship aid program: Presidential Scholarships, Honor Student Grants, and Graduate Teaching Assistantships, among others. The School of Architecture, in its effort to encourage community support for our students, established the Dan-El Viera Scholarship in collaboration with the Colegio de Arquitectos de Puerto Rico.

Evidence of the program's facilitation of student opportunities to participate in field trips and other off-campus activities

The Program supports both in theory and in practice with time and financial resources, the student's opportunities to participate in off-campus activities, seminars, symposia and congress. The Dean himself has traveled with students to at least two AIAS Forum National Conventions. (See Appendices 9.1 and 9.2).

Most of the activities at the School of Architecture involve the collaboration of students as well as faculty in general. Many of these activities are supported by students' organizations (Student Council, AIAS, CSI, Emerging Green Builders) with the support of the Dean. Some of these include Design Competitions and Charrettes; Field Trips with the AIAS CSI Emerging Green Builders; local as well as international AIA and AIAS Conventions, Bienals and other programs sponsored by the Colegio de Arquitectos y Arquitectos Paisajistas; Lectures, Exhibitions, Documentaries and Film Festivals as well as athletic intramurals.

In some occasions, final reviews take place in professional local offices in order to acquaint students to the professional realm and expose them to the environment of professional architects. Moreover, some projects require site visits outside of the San Juan area, these visits broaden the students' understanding of our local needs and traditions.

Description of the policies, procedures, and criteria for appointment, promotion, and tenure, and for accessing faculty development opportunities

Because of the professional nature of the School, the preference is to employ Faculty members who hold advanced degrees and licensure in their fields of specialization. Architects should be members of the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR), and Engineers of the Colegio de Ingenieros (CIAPR).

The School observes an established recruitment process for the hiring of Faculty, which in the case of tenure track positions required advertisement of the opening. This is followed by a preliminary evaluation of the credentials of candidates by the Dean. Consultation takes place with the Graduate and Undergraduate Coordinators prior to presenting the candidates to the Personnel Committee. The Personnel Committee has the responsibility to make recommendations on the hiring of any candidate. The Dean then forwards a recommendation accompanied by the recommendation of the Committee. Appointments can be made either under service contracts for one or two semester, renewable, or tenure track. Most Faculty begin at the Instructor level unless they have held another teaching appointment at a higher level. Faculty with doctoral degrees begin as Assistant Professors.

Only tenure track Faculty are eligible for tenure, and this requires five years of probationary service unless a case for extraordinary circumstances can be made. Unlike the U.S., tenure - what in Puerto Rico is referred to as "permanencia" - is separate from promotions, and one can be tenured at any rank, from Instructor to Full Professor.

The promotion of Faculty takes into account a process that starts with a periodic evaluation of individual faculty members by the Personnel Committee, who then make the a recommendation to the pertinent authorities. The Personnel Committee, composed typically of five (5) tenured Faculty with the rank of Full or Associate Professor, representing each of the major academic areas in the School, monitors faculty performance, academic development and professional accomplishments. Peer evaluations are the primary criteria for faculty recruitment, retention, tenure, and promotion. These are complemented by student evaluations and classroom and Studio visits by members of the Committee.

Non-permanent faculty are evaluated either annually or on a semester basis, depending on the length of their individual contracts. The Personnel Committee assesses the courses these faculty teach, which include the use of student evaluations. Permanent members of the faculty are not evaluated by peer review on a regular basis, a situation that the Personnel Committee will be addressing in the near future, although they are subject to student evaluations each semester. These evaluations are reviewed by the Dean and form a part of the faculty member's permanent

record. The Committee intends to begin the annual peer evaluation of all tenure track faculty members soon.

Evidence of how faculty remain current in their knowledge of the changing demands of practice and licensure

Virtually all studio faculty practice as architects and remain current in the knowledge of the profession. Other faculty exercise their profession in other areas, such as engineering, planning, preservation, technology, graphic and fine arts, among others. **Puerto Rican law requires continuing education as a prerequisite for continued registration as an architect or engineer. Efforts have been made by the School of Architecture in order to support this requirement; as such, the School will be offering continuing education courses for architects and practitioners in and outside the academic realm.**

3.8 Physical Resources

As an independent academic unit within the University, the School of Architecture occupies its own building, which houses its administrative offices, specialized library, exhibition gallery, archives, design studios, classrooms and several support facilities. Our specialized facilities also serve the general University and professional communities. (See Appendix 3.1).

The School has the only specialized architectural Library and slide collection in Puerto Rico (which includes records of much student work). It is also the largest collection in the Caribbean. It also has AACUPR - Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico - a repository of documents and a source of research pertaining to Puerto Rican architecture, and which assists in the preservation of the history of Puerto Rican design and construction. The School also is connected with the University-wide LAN (UPR-NET) and the Internet.

Technology Laboratory Resources

The Technology area offers courses in areas directly related to the Puerto Rican and Caribbean environment and climate, including research and experiments in a variety of specialized fields, such as Architectural Acoustics and Computers. There is a wind tunnel used in the natural ventilation and required technology courses, as well as for individual studio projects, and a heliodon used in the required and elective technology courses. The School has a digital photography laboratory that offers elective and continuing education courses, as well as provides support to students and faculty. A workshop for model construction is also available. There are facilities for research and demonstration in the areas of Computer Graphics, Acoustics, Lighting and Natural Ventilation.

Acoustics Laboratory

The School maintains an acoustics laboratory, with equipment that supports courses in the areas of basic acoustics, environmental acoustics, architectural acoustics, and noise control. Electroacoustic instrumentation (sound-level meters, real-time spectrum analyzers, FFT analyzer, analog filters, noise generator, wave synthesizer, reverberation time instrumentation, statistical analyzer, oscilloscopes, and others) allow the instructors to present demonstrations of important acoustic and psychoacoustic phenomena in class and to conduct field-measurements and basic research related to architectural acoustics and community noise. A reference sound-reproduction system and digital sound-recording system is available for demonstration purposes.

Laboratory and demonstration equipment for the Physics courses is also available, particularly for the mechanics, structures, wave motion, electricity, light, and thermal physics areas.

*Biotropical Architecture and Environmental Systems Laboratory
(Laboratorio Ambiental de Arquitectura Biotropical - LAAB)*

A low-speed wind tunnel designed and constructed by Prof. Pedro Muñiz, PhD, is used to study the interaction between buildings and wind, utilizing scale models. Recently, new and updated peripherals have augmented its research capability including new and updated wind speed anemometers in a multi-channel configuration. Computer and manual control, smoke and data collection devices for flow analysis are being added.

Photometers (luminance and illuminance meters) are available for field and laboratory studies for daylighting analysis using scale models.

The LAAB contains additional tools and instruments for the demonstration and analysis of diverse criteria related to solar protection and environmental aspects in architecture. With the aid of a heliodon, students carry out analysis of existing and proposed buildings by means of scale models testing.

Computer Laboratory (Media Lab)

The Computer Laboratory has as a primary goal to serve as a support facility for overall academic needs. Its goal is to educate and train our students and faculty in the use of computer technology as an instrument for new ways to undertake architecture investigation and representation. The Laboratory encourages the learning of new applications and equipment usage that will open possibilities for deeper, faster and more productive way to explore architecture.

The Laboratory has expanded with the new facilities to almost twice their previous size, and have PC and Mac. A new server-based administrative system allows each student a private password, personal account, and server storage. This also allows the system to keep a log of time and use of each student. This new building is totally networked allowing for the introduction of technology in studio and other courses.

Staff members give support and assistance at the laboratory at all time. Staff members are each assigned a regular task to perform during their scheduled time. The Laboratory has staff meetings every week to establish weekly tasks and new goals. A periodic technical revision to the system takes place every weekend.

With the acquisition and implementation of new high performance equipment, the level of technological capacities of the laboratory has increased. The new equipment and applications have improved student productivity and interest in architectural education.

Presently, the Computer Lab has the following equipment as part of the School's academic network: 12 iMac G3 500MHz, 128 Mb RAM and 20Gb HD, 20 Dell Optiplex 745 Intel core 2 Duo 2.66GHz, 4Mb RAM and 80Gb HD, 22 Dell Precision 360 Pentium IV 2.8 or 3.06GHz, 1.2Gb RAM and 74Gb HD., 6 Dell Precision 380 Pentium IV 3.2GHz, 1Gb RAM and 80Gb HD, 3 Dell Precision 330 Pentium IV 1.42GHz, 256Mb and 20Gb HD. They have either Windows 2000 Professional, Windows XP Professional or Windows Server 2003, AutoCAD 2006, Office 2003 Professional, SketchUp 5, Etabs 2000, Photoshop CS, Acrobat Reader, VIZ 2006, Symantec Antivirus, ArchiCAD, Corel 12. The Lab counts with an Infocus projector

for presentations, a router antenna for wireless access internet throw the university network, 2 scanners HP ScanJet xpa and HP Scan Jet 5470c and a Team board. There are also 4 printers, HP DeskJet 9800, HP LaserJet 4200n, HP DesignJet 500 and HP DesignJet 800, connected throw a printer server that enable to print from any unit in the Lab.

The School of Architecture's efforts in providing both Faculty and Students the latest digital and technological tools reinforce not only the curriculum, but also the learning experience.

The Media Lab offers, within the School, a unique space dedicated to the exploration, investigation, experimentation, creation, and application of new digital methods and systems of design.

In order to maintain an continuously develop this Digital Program and produce the highest level of research and critique, the School must provide a system that allows our local network to have rapid access to ideas that live in other regional and global networks; along with the software and hardware that permit the two dimensional image in the computer screen to become a three dimensional object for further study.

The University of Puerto Rico's Technology Fund grants the Media Lab the necessary funds to obtain essential equipment. This year the Media Lab is to be furnished with the following:

- Microfilm scanner to be available in the Library.
- Milling Machine- used for the complex shaping of metal and other solid materials. Milling machines may be operated manually or under computer numerical control. Milling machines can perform a vast number of complex operations, such as slot cutting, planning, drilling, rebating, routing, etc.
- A HP8300 Professional Image scanner in the Computer Room
- More licenses of the Office Professional Plus 2007 Win program
- More programs of Office Mac 2004
- CS3 Design Standard Mac
- CS3 Design Standard Window
- Autodesk Autocad 2008 Full Education Edition
- Arcview 9.2 Labkit
- Infocus Work Big V 10 Ultra Mobile projector
- Nerv8 input Scaler /Switcher with unbalanced stereo audio (Console)- console that integrate all audio equipment for better performance and control.
- D830 Dell Latitude Notebook, dual-core Intel processor with 64 bit support – for use in presentations in the classroom.
- Dell optiplex 755 mini tower- assigned to the Taller Comunitario and the Acoustic Laboratory for research and field investigation.
- Enhanced Acoustic Simulator for Engineers Version 4.2 for Windows - this program allows students to perform acoustics tests utilizing simulators and high technology in the Acoustics Laboratory.

We are working in the new design of the Web site for the School of Architecture, which will provide information and new ways of using the facilities. The new site will incorporate and integrate information about all other facilities, which will help professionals and international students to learn and interact more with our School. The re-design is being carried out by Prof. Abel Misla and the New York-based firm ANIMA.

During the academic period, the Laboratory is open M-Th 8:00 AM-8:00 PM, and Friday 8:00 AM-4:30 PM. At other times, the schedule is M-F 8:00 AM-4:30 PM. The Computer Lab is presently undergoing a conceptual process of redesigning its function to serve more as a Media Lab. (See Appendix 4.6).

Digital Photography Laboratory

The photography laboratory prepares the students to express their creativity in the challenging world of architectural photography and in image digitalization. Students are provided with both the technical and artistic tools needed to create a variety of projects. Courses are offered in non-traditional photography, that is both applied architectural photography and digital image making, that are flexible enough to provide for each student's particular needs.

The Lab now has integrated the latest electronic imaging systems technologies in architectural photography. This includes 12 Apple I-Mac G3 computers, a Power Mac G-4 server, an Apple I Book and two Apple G-5 all with software that includes Photoshop 6, Adobe Page Maker and Illustrator. Professional level digitizing equipment includes two Sony Digital Video Camara, one Nikon FM-2 Camara, Nikon F-11 Camara, Nikon Digital Camara D-70, a Sony Viao, Colortran Lamps, Kodak printer, Kodak scanner and a Camara Hasselblad.

The actual physical facilities in which the Lab is located are contiguous to the design studios and in great conditions. An agreement with the Department of Fine Arts of the College of Humanities is leading towards the phasing out of the teaching of traditional photography courses and the concentration on digital imaging. The facilities of Fine Arts are adjacent to the new architecture building. This adjacency provides a convenient location for architecture students who wish to take traditional photo courses that Fine Arts will continue to offer.

In response to new technology and student demand and supported by the new digital photo equipment, the School has begun to offer new courses in photography for students with specific interest in architectural image creation and preservation of historical places and buildings. For the latter, assignments are designed to emphasize the development and exploration of professional attitudes and techniques, while providing a comprehensive study of the subject of preservation of historical sites and buildings through the use of photography.

School of Architecture Research Centers

See Appendices 4.2, 4.3, 4.4, and 4.5.

The New Architecture School Building

The new facilities integrated all the components of the School of Architecture. It is designed as two parallel wings, each two stories in height. A conscious decision was made to locate all the studios and support facilities, such as the computer lab, technology areas and jury space, on the upper floor, along with necessary faculty offices and other ancillary spaces. The lower floor, a more public area, houses the administrative areas, classrooms, library, exhibition area, auditorium, and AACUPR. (See Appendix 3.1).

The building of the School of Architecture itself is designed to become an object of research for our students, especially in areas of building

performance in the hot-humid tropics. This will include both qualitative and quantitative aspects. The large open design studio area will feature natural and artificial ventilation systems that will give the opportunity of comparing a variety of cooling techniques.

This building is more than twice the amount of space in the old facilities, which enable us to realize a number of the goals of the Strategic Plan, such as the implementation of new graduate studies in Historic Preservation, Urban Design, and Project Administration. The exhibition space increased, and facilitate the strategic goal of increasing the social role of the School. The vastly improved conditions that the building offer to the School, help us achieve the strategic goal of creating a better environment for student learning.

3.9 Information Resources

The Santiago Iglesias, Hijo, Library (See Appendix 1.2).

AACUPR (See Appendix 1.1).

3.10 Financial Resources

As the University faces difficult financial times, so too does the School, like many other NAAB accredited institutions that are part of a public higher education system. Nevertheless, aware of the importance of professional schools and their impact upon society and concerned with maintaining the accreditation of the Program, the Institution has supported and encouraged the School. This has been particularly so in the areas of faculty recruitment and employment. The salary scale while low by U.S. standards*, is higher than for most of the other Campus units, except for Planning and Law. Institutional support has included funding for travel, equipment, physical improvements, course substitutions, and participation in various fora.

The School of Architecture has operated for the past three years with the following annual budget assigned by the University:

Year	Salaries*	Library	AACUPR	Travel Expenses	Equipment	Visiting Professors	Others	Total
04-05	2,342,881	442,973	246,360	14,733	**108,417	15,397	77,707	3,248,468
05-06	2,498,517	502,306	221,910	12,299	11,938	12,173	82,446	3,341,589
06-07	2,761,629	509,055	264,545	30,219	55,629	17,175	102,628	3,740,880

*According to the latest data from the Association of Collegiate Schools of Architecture (ACSA) survey published in 2000, salaries at the School lag behind those of Institutions in the continental United States.

**Includes funds assignment for the acquisition of equipment for the new facilities of the School.

On a per student and per faculty basis, the monetary assignments to the School lag behind those of the Law School but slightly ahead of the Planning School.

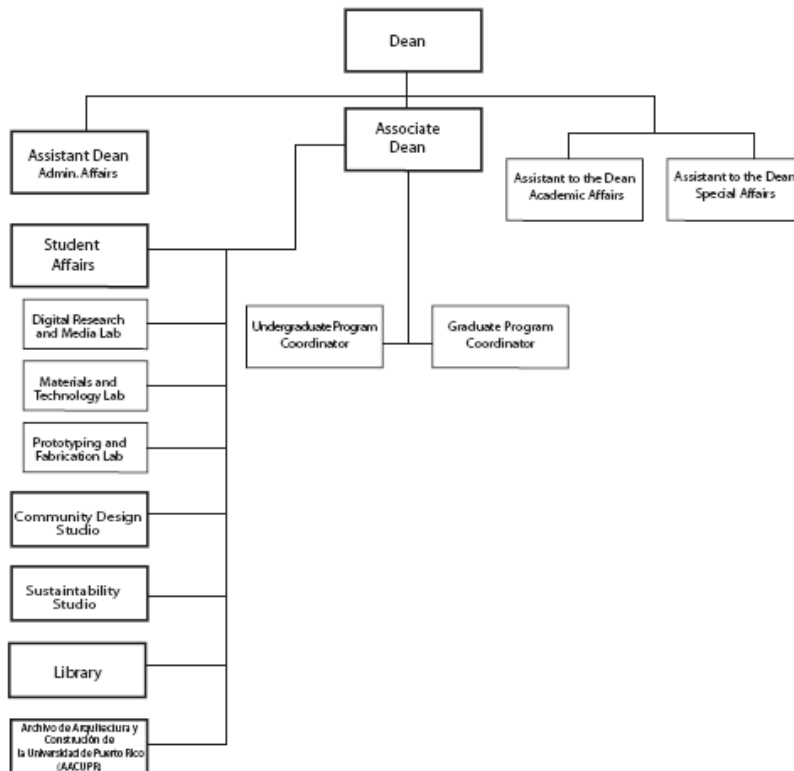
Professional Program	Budget Assigned for 2007-2008	Total Students Registered	Budget Assigned per Student
Architecture	3,595,718	374	9,614
Law	9,688,929	729	13,291
Planning	1,366,035	110	12,418

3.11 Administrative Structure

The Middle States Association of Colleges and Schools has accredited the Río Piedras Campus of the Universidad de Puerto Rico continuously since 1946. The Campus is also accredited by the Consejo de Educación Superior, the accrediting agency for all institutions of higher learning in Puerto Rico. Individual accreditation of the Graduate School of Planning, the Law School, the School of Architecture, and other colleges, schools and departments of the Campus is complied with as required.

The School of Architecture is one of eight academic faculties on the Río Piedras Campus. It operates as an autonomous faculty, with its own assigned annual budget. It has over 430 full and part-time students enrolled in its undergraduate and graduate programs. It functions under the direction of a Dean, one Associate Dean, two Assistants to the Dean, and Graduate and Undergraduate Program Coordinators. There is also a Student Affairs Office. The School also has an autonomous Library, its own architectural archives collection, Computer, Photographic and Technology Laboratories, and two Centers, one focused on tropical architecture issues and one for community based projects. The School offers a Bachelors Degree in Environmental Design and a Master Degree in Architecture. No other degree programs are offered in the same administrative unit as the accredited architecture degree program.

The other two professional programs on campus are both graduate level curricula, and therefore do not have a system of Coordinators. The Law School, which is most similar to Architecture, utilizes a system of Associate and Assistant Deans. The other professional program, that of Planning, while also a graduate "School," is headed by a Director and not a Dean, and is under the jurisdiction of the Dean of Graduate Studies and Research (Decanato de Estudios Graduados e Investigación - DEGI). These three entities are similar in that they, unlike most other academic areas on campus, have a system of program areas rather than a departmental structure. For this reason, the School has program coordinators rather than department heads.



3.12 Professional Degrees and Curriculum

The Undergraduate Program: Bachelor of Environmental Design (BED)

Philosophy Statement

The pre-professional degree is designed to give the student a sound general education, founded in the humanities, the social and natural sciences, and providing general language and mathematical skills. It intends to prepare students with the basic abilities and knowledge needed to enter advanced programs that lead to professional degrees in architecture, as well as other related fields. Upon graduation, students are expected to understand introductory and intermediate architectural design, technology and structures, and architectural theory and history. It is expected that they will have the tools needed to contribute constructively to the formulation of a better environment.

The undergraduate program seeks to balance a specialized education in design with technical training, in response to the requirements that society places on professional development within the context of the Island and the Caribbean. The Bachelor of Environmental Design (BED) emphasizes the identification, analysis, and solution of real-life problems, as well as the development of decision-making capacity in the design process. The program pays special attention to issues such as tropical climatology, urban and non-urban design, and the special environmental concerns of islands in developing countries, without neglecting the need for well-rounded knowledge needed by individuals who can work anywhere in the world.

Program Description

The four-year undergraduate program leads to the degree of Bachelor of Environmental Design (BED). This pre-professional degree is useful for those wishing a foundation in the field of architecture, as preparation for continued education in a professional degree program or for employment options in architecture-related areas.

The first two years of the program combine a basic design and elementary architectural design studio experience with basic courses in the arts and sciences (Biological Sciences, Humanities, Social Sciences, Mathematics and Physics). The third and fourth years combine more advanced studio work in architectural design, with basic and intermediate professional studies in structures, architectural technology, climatology, and architectural history and theory. Elective courses are available in art history, art, drawing, study trips, landscape architecture, and computers, among others. Individual research projects are encouraged by many of the courses. To obtain the BED degree, the student must complete 138 credit hours with a 2.00 minimum grade point average.

The Graduate Program: Master of Architecture (MArch)

Philosophy Statement

The Graduate School provides study opportunities for those who have a BED or its equivalent and seek a first professional degree in architecture. It also welcomes professionals looking to continue their education by advancing research into design problems with strong urban and social implications, environmental impact and cultural context.

The Graduate Program has centered its priorities on the following aspects:

1. Expand and offer attractive academic courses/facilities to adapt to present work-market needs.
2. Optimize the student's time in the program avoiding prolonged and unproductive student assistance.
3. Consolidate the physical space.
4. Establish close collaboration with support centers for the school's faculty.
5. Provide digital support for program courses.
6. Increase financial assistance and incentives for program students.
7. Estimulate nexus between the private sector and the Program

Program Description

The Master of Architecture (M.Arch.) is the professional degree offered by the School. It is structured to educate those who aspire to registration/licensure as architects.

Admission to the Program requires completion of the School's undergraduate BED program with a 3.00 grade point average (on a 4.00 scale) or its equivalent from another accredited program. Students enter the advanced phase of professional study by completing required work in practice-oriented courses and advanced courses in the areas of theory, structures, technology, and design. They choose among a variety of free electives or topics of their own interest (e.g., historic preservation, ecology, planning, society and culture, acoustics, environmental technology, and architectural history, among others).

The final year of the two-year program, requires a total of fifty-six graduate-level credit hours. Although some changes have been made to the Graduate Program Curriculum in terms of Graduate Studio Options, the program has relied mostly on the development of a final Design thesis that demonstrates the student's competence for functioning at a self-disciplined, comprehensive, and integrative professional level. In consultation with the Graduate Committee and thesis advisers, the student identifies a relevant architectural design problem and proceeds to research it and develop a viable solution.

Students who already possess a first professional degree may receive credit for work completed through the transfer of credits or through advanced standing, and may pursue an M.Arch. program tailored to their individual needs.

These components are defined as follows,

General studies: A professional degree must include general studies in the arts and science, either as an admission requirement or as part of the curriculum. While this work is traditionally governed by guidelines established by the institution, the program must ensure that students have the prerequisite general studies to undertake professional studies.

The University believes strongly in a liberal arts education as the fundamental core to all studies. This has resulted in students being required to take both two years each of Spanish and English, as well as two-semester sequences each of Social Sciences, Humanities, Biology, Physics, and

Mathematics. The result is the formation of bilingual critical thinkers who are knowledgeable of their changing social context. However, this is achieved at the expense of a large number of credit hours.

Concerned about the somewhat limited choices possible due to this situation, the University has re-evaluated the general studies component of the bachelor's degree. The result of this effort, the Nuevo Bachillerato, reduced the number of required core courses and increase that of electives, without losing the commitment to a fundamental liberal arts education. The School shared this concern and actively participated in this reevaluation. At the University level, our faculty and students took part in the decision-making process, and at the School level, faculty and students worked in transforming the specifics of our program.

Professional studies: The core of a professional degree consists of the required courses that satisfy the NAAB Student Performance Criteria. The program may require additional core courses to address its mission or institutional context, but professional studies must comprise no more than 60 percent of the student's required post-secondary education.

The School considers the Design courses as the central core of the curriculum. Special attention is given to the organization of the Design sequence. Although substantial changes are currently taking effect in the Graduate curriculum, the Design sequence has traditionally relied on a five year sequence followed by a sixth year thesis. During the sixth year, students are required to work on their Master's thesis, which includes a semester of research, program creation, site analysis, and other issues. During the previous five years, students are guided through an ever-progressing sequence that presents more complex projects as the student passes through it. Beginning from basic principles the students are expected to eventually be able to utilize sophisticated design principles and processes.

Since Architecture is so closely tied to economic realities, it is imperative that designers be aware of the financial impact of their proposals, in order to ensure their viability. The School starts creating this awareness in the Design Studios incrementally, beginning in the later stages of the intermediate level and culminating at the advanced level, with a required course in construction finances at the graduate level. Interaction with professionals in related fields strengthens the student's understanding of the professional concerns that directly affects relations between all those involved in the project process, particularly from the point of view of the design and construction teams.

The Technology sequence is supportive of and collaborative with the Design sequence. Consideration is given to the incorporation of criteria for the selection of building materials and processes, structural and mechanical systems, etc., and how they are incorporated into the design process. The professional practice courses introduce students to the actual workings of architectural offices, exposing them to all aspects involved in the conception and development of projects and its ancillary responsibilities. A practicum elective gives students the opportunity to put the academic experience into practice.

In the final stages of the Graduate Program, students come to understand those aspects of the practice of the profession that relate to ethics, administration, and regulations, as well as the interaction between client and architect, and between architect and contractor. Contractual documentation and construction management is covered in two graduate level required courses. The School believes that a comprehensive understanding of the responsibilities of the architect regarding the building process is necessary to ensure a responsible and ethical practice of the profession.

The Design Studio sequence incorporates aspects of code requirements beginning in the third year. Consideration is given to building laws and applicable regulations, in an incremental manner, as the student progresses in the sequence.

Laws, regulations, codes, and specifications, which are covered in a general manner in the undergraduate Technology / Structures sequence, are dealt with in greater detail in the practice and legal aspects courses at the graduate level. The School also covers specific legal aspects of architectural practice in an elective course at the graduate level. It is aimed at those students planning to establish private offices for the practice of the profession.

Electives: A professional degree must allow students to pursue their special interests. The curriculum must have sufficient flexibility so that students can complete minors or develop areas of concentration, either within or outside the program.

Elective courses offered at the School provide students with the opportunity to expand their experience in areas directly related to the Social concern of the professional aspects of our program. Among these are courses in Art History, Architectural History Seminars, Identity and Culture of the Caribbean, and Themes in Puerto Rican Culture. The School also offers opportunities for students to increase their technical expertise with electives in areas such as Acoustics, Natural Ventilation, Model Making, Computer-Aided Design, and Visualization. Other elective courses address areas of professional practice (law and architecture), allied professions (landscape architecture, historic preservation, graphic design and desktop publishing), and the fine arts.

Students also have the opportunity to select elective courses in specific areas of interest in the various departments throughout the University, such as in planning, ecology, languages, literature, and business, among others. Some students have elected to take courses in other campuses or even other universities, in order to round out their interests.

THE UNDERGRADUATE PROGRAM: Bachelor of Environmental Design (BED)

List of Required Courses (BED)				Credits
First Year	FIRST SEMESTER			16
	ARCH	3131 Design Fundamentals I	4	
	ARCH	3121 Introduction to Architecture I	2	
	ARCH	3045 Mathematics I	4	
	SPAN	3101 Spanish I	3	
	ENGL	3101 English I	3	
	SECOND SEMESTER			16
	ARCH	3032 Design Fundamentals II	4	
	ARCH	3122 Introduction to Architecture II	2	
	ARCH	3046 Mathematics II	4	
	SPAN	3102 Spanish II	3	
	ENGL	3102 English II	3	
Second Year	FIRST SEMESTER			17
	ARCH	3133 Beginning Architectural Design I	5	
	ARCH	3521 Physics I	3	
	HUMA	3011 Humanities I	3	
	SOSC	3121 Social Sciences I	3	
	BISC	3001 Biological Sciences I	3	
	SECOND SEMESTER			17
	ARCH	3134 Beginning Architectural Design II	5	
	ARCH	3522 Physics II	3	
	HUMA	3012 Humanities II	3	
	SOSC	3122 Social Sciences II	3	
	BISC	3002 Biological Sciences II	3	
Third Year	FIRST SEMESTER			18
	ARCH	4133 Intermediate Design I	5	
	ARCH	4045 Architectural Theory I	1	
	ARCH	4321 Structures I	3	
	ARCH	4211 History of Architecture I	3	
	ARCH	4311 Technology I	3	

	Elective	3	
	SECOND SEMESTER		18
	ARCH 4134 Intermediate Design II	5	
	ARCH 4046 Architectural Theory II	1	
	ARCH 4322 Structures II	3	
	ARCH 4212 History of Architecture II	3	
	ARCH 4312 Technology II	3	
	Elective	3	
Fourth Year	FIRST SEMESTER		18
	ARCH 4135 Intermediate Design III	5	
	ARCH 4047 Architectural Theory III	1	
	ARCH 4323 Structures III	3	
	ARCH 4213 History of Architecture III	3	
	ARCH 4313 Technology III	3	
	Elective	3	
	SECOND SEMESTER		18
	ARCH 4136 Intermediate Design IV	5	
	ARCH 4048 Architectural Theory IV	1	
	ARCH 4032 Structures IV	3	
	ARCH 4214 History of Architecture IV	3	
	ARCH 4314 Technology IV	3	
	Elective	3	
			138
THE UNDERGRADUATE PROGRAM: Bachelor of Environmental Design (BED)			
General-Liberal Studies:		46 creds. (33%)	
Professional Studies:		80 creds. (58%)	
Electives:		12 creds. (9%)	
THE GRADUATE PROGRAM: Master of Architecture (MArch)			
List of Required Courses (MArch)			Credits
First Year	FIRST SEMESTER		14
	ARCH 6311 Advanced Architectural Design I	5	
	ARCH 6361 Building Anatomy	3	
	ARCH 6225 Architectural Theory and Criticism	3	
	Elective	3	
	SECOND SEMESTER		14
	ARCH 6312 Advanced Architectural Design II	5	
	ARCH 6145 Research Techniques	3	
	ARCH 6383 Professional Practice	3	
	Elective	3	
Second Year	FIRST SEMESTER		17
	ARCH 6313 Architectural Design Thesis I	5	
	ARCH 6385 Financial Aspects of Construction	3	
	ARCH 6384 Professional Ethics, Administration, and Regulations	3	
	Elective	6	
	SECOND SEMESTER		11
	ARCH 6314 Architectural Design Thesis II	5	
	Electives	6	
			56
The 18 elective-credit requirement at the graduate level is divided as follows: 6 in free electives; 6 electives at the School of Architecture; and 6 electives in other graduate programs.			
General-Liberal Studies:		3 creds. (5%)	
Professional Studies:		35 creds. (63%)	
Electives:		18 creds. (32%)	
Total for the 4+2 degree:		194 creds.	
General-Liberal Studies:		49 creds. (25%)	
Professional Studies:		115 creds. (59%)	
Electives:		30 creds. (16%)	

3.13 Student Performance Criteria

Student Progress Evaluation Procedures	4.1
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School Catalog	4.7

4: SUPPLEMENTAL INFORMATION



4 Supplemental Information

4.1 Student Progress Evaluation Procedures

The evaluation of a student's progress is supervised by the Oficial de Asuntos Estudiantiles (Student Affairs Officer). The School has a pre-enrollment process, which requires that all students who wish to take classes the following semester have their plan of studies approved by their Academic Counselor. Once the plan of study has been approved, the student can then register for classes for the following semester through the Internet, through terminals in the reception area of the Dean's Office or the Computer Center, or directly with the School's Student Affairs Officer. Those students with course enrollment problems meet directly with the Student Affairs Officer. This means that all students see their Faculty Counselor at least once a semester, and many see the Student Affairs Officer as well. Graduate students work directly with the Graduate Program Coordinator and the Program Secretary when they matriculate.

The Student Affairs Officer also tracks student progress through a monthly list supplied by the Registrar's Office. Undergraduate students with an academic average under 2.20 are then notified by the School in order to propitiate a meeting and anticipate solutions to problems with their academic progress. This is designed to help students before they are put on academic probation. They can also be referred to the Professional Counselor as necessary. This program is a special service developed and offered by our School.

At the Graduate level, progress is reviewed at the end of each semester. Students with a grade average below 3.0 receive a warning letter. If they fall into probation and later are dismissed academically, they must wait a period of one semester before applying for readmission.

When a student is ready for graduation, the Coordinators fill out a form that lists all courses taken. The final grade point of the student is reverified to see that minimum grade standards are being met and then the student is recommended for graduation to the Registrar.

A description of the procedures for evaluating student transfer credit and advanced placement

The process for transferring at the undergraduate level begins with an evaluation by the Undergraduate Program Director, to see if the student is qualified. If the student is transferring from a non-architecture degree program, that student must participate in the normal admissions procedure. If the student is transferring from a qualified architectural program, then the student is evaluated for placement in the appropriate design year. This evaluation is conducted by the Undergraduate Program Committee. Actual decisions about specific transfer credits are made by the Assistant to the Dean for Academic Affairs in coordination with the Undergraduate Program Director. To determine course equivalencies they consult with the faculty who teach in specific areas of concentration. If the candidate for transfer is in agreement with the conditions of admissions, the School then proceeds with the University admissions process.

At the Graduate level, the Graduate Program Committee has the responsibility to evaluate transfer students. Fourteen credits are the maximum that can be transferred and applied to the degree, and these credits cannot include studio or thesis work.

Advanced placement at the undergraduate level occurs most frequently with required general education courses. Through an examination process administered by the College Board, students receive credit for specific courses prior to enrollment. Because of the high standards of admission of the school and the quality of students who apply, approximately 75% of the incoming freshmen receive advance placement in Spanish and English and 25% in Calculus. Within the School, advance placement is possible at the discretion of either the Undergraduate or Graduate Program Committees. University regulation allows advanced placement by examination to be substituted for up to 25% of the total credits required by a degree.

Readmission After Suspension of Studies

Students who seek readmission after a lapse of enrollment are evaluated by the Assistant to the Dean for Academic Affairs, who determines if there have been any curricular changes since last enrollment and if any courses previously taken are no longer applicable. Valid courses are evaluated, and the student is readmitted based on previous studies.

The process of readmission for undergraduate students suspended for academic reasons is more complex and requires a mandated waiting period for readmission of at least one year. The Dean has the authority to readmit or not any suspended student.

Any readmission would be probationary and requires academic counseling during that period. Any student suspended twice for academic deficiency would have to wait at least five years to apply for readmission. No coursework taken at any other institutions during the period of suspension is valid for a transfer credit. At the Graduate level the waiting period is only one semester.

4.2 Studio Culture Policy

See Appendix 5.1.

4.5 Visiting Team Report from the Previous Visit

See Appendix 2.1.

4.6 Annual Reports

See Appendix 2.2.

4.7 School Catalog

See enclosed materials.

4.3 Course Descriptions

ARCH 3009 (Elective) **Credits: 3**

Course title: Architectural Model Techniques

Instructor: J. M. Campo (Offered 2001-06)

Prerequisites: None

Course description

A study of model-building techniques and analysis and selection of materials, both traditional and modern, which are suitable for making scale models. Creative use of tools, materials, and procedures as a means of broadening the design processes and the determination of a correct relationship between concepts and media.

Texts

None

Completion requirements

Modeling projects

ARCH 3015 (Elective) **Credits: 3**

Course title: Field Work Seminars

This course number is used as an umbrella for applied courses that are differentiated by their section number whenever offered.

ARCH 3015 (Elective) **Credits: 3**

Course title: Digital Photography

Instructor: J. González Peniza (Offered 2002-2006)

Prerequisites: None

Course description

Basic course in the new techniques of digital capture and manipulation for the future professional in the field of architecture. Digital capture and resolution, print output and proofing, configuring Adobe Photoshop, basic image corrections. Montage and other advanced techniques.

Text

Georges, Gregory, *Digital Camera Solutions*.

Completion requirements

Four class exercises and three projects are required to complete the course.

ARCH 6991 (3015)(Elective)

Credits: 3

Course title: Structural Rehabilitation
Instructor: L. Daza (2002)
Prerequisites: Graduate standing

Course description

The course aims to orientate the students in the use of strategies that can be applied in the process of rehabilitation, focusing them in the fields of architecture and technology. They will study the techniques of rehabilitation from a structural point of view and verifying its aesthetic, economic, functional and operative impact. The course requires the intervention of a Design and Technology professor.

Text

Documents from the Applied Technology Council

Completion requirements

Requirements include assistance and a final project.

ARCH 3015 (Elective)

Credits: 3

Course title: Introduction to Urbanism
Instructor: M. Ceniquel (Offered 2005)
Prerequisites: None

Course description

The course seeks to expose the student to the urban theme in a general manner through a study of its historical background and acknowledging the different basic elements of its composition. The student should learn to exercise a critical judgment over the importance of urban design and its consequences in the city. Likewise, the course makes an approach to Latin-American cities and Puerto Rico in a Caribbean context. It will also discuss the different transformations that had occurred in the cities during the XX Century and some actual movements like New Urbanism and Transit Oriented Villages.

Texts

Bacon, Edmund; *Design of Cities*; Baigorri, Jesús; *Enseñar la ciudad, Didáctica de la geografía urbana*; Barnett, Jonathan; *The Elusive City*; Benevolo, Leonardo; *The History of the City*; Bernick & Certero; *Transit Villages in the 21st Century*; Calthorpe, Peter; *The Next American Metropolis, The Pedestrian Pocket Book*; Castells, Manuel; *Imperialismo y urbanización en América Latina*; Chueca Goitia, F.; *Breve Historia del Urbanismo*; Duany & Plater-Zyberck; *Towns and Town Making Principles*; Esteban y Noriega J.; *Elementos de ordenación urbana*; French, J. S.; *Urban Space*; Gordon, Cullen, *Townscape*; Jacobs, Allan; *Great Streets*; Katz, Peter; *The New Urbanism*; Kostof, Spiro; *The City Shape, The City Assembled*; Kohr, Leopold; *The Inner City*; Krier, Rob; *Urban Space*; Morris, A.E.J.; *History of Urban Form*; Rudofsky, Bernard; *Streets for People*; Scully, Vincent; *American Architecture and Urbanism*; Sepúlveda y Carbonell; *Cangrejos-Santurce*; Sepúlveda, Aníbal; San Juan, *Historia ilustrada de su desarrollo urbano*; Sitte, Camillo; *Construcción de ciudades según principios artísticos*; Unwin, Raymond; *Town Planning in Practice*; Webb, Michael; *The City*

Square; White, William; *City, Rediscovering the Center*; Zucker, Paul; *Town and Square*.

Completion requirements:

Assistance, participation during class, reading, quizzes, and oral and written presentation on final monograph.

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ARCH 3015 (6995)(Elective) **Credits: 3**

Course title: Visual Culture: Theory and Perception

Instructor: F. Rodríguez (Offered 2004-2005)

Prerequisites: None

Course description:

The course focuses on the role of architecture in the making of visible cultural icons and symbols from its highpoint when the cathedral was the cultural reservoir of symbolic knowledge to today's era of advertising, Internet and virtual reality.

Throughout the semester the student will explore the procedures by which technological inventions such as the printing press, camera, color image, and the computer changed the way we experience and understand the architectural world.

Text

Barthes, Roland, *Camera Lucida*; Berger, John, *Ways of Seeing*; Calvino, Italo, *Invisible Cities*; Gonzalez, José Luis, *El País de Cuatro Pisos*; Hickey, David, *Invisible Dragon*

Requirements

Weekly projects, Mid-term Project, Final Project, Attendance and Participation

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ARCH 3015 (Elective) **Credits: 3**

Course title: Appreciation of cinematographic art with an architectonic vision

Instructor: J. Rocafort (Offered 2002-2007)

Prerequisites: None

Course description

A voyage through the world of the cinema, in search of experiences that may be tangential with the imagination associated with the creation of virtual spaces and places.

Texts

FILMS: "Roma," "La Dolce Vita," "Don't Look Now," "Blow Up," "La Ciudad Blanca," "2001," "The Shape of Things to Come," "Blade Runner," "Brazil," "Il Deserto Rosso," "Zabriskie Point," "El ultimo año en Marienbad," "La Jette," "The Conversation," "Koyaniscatsi," and "Chronos".

Completion requirements

Assistance and class participation and a final short, movie-making project.

ARCH 3019 (6991) (Elective)

Credits: 3

Course title: Basic Principles of Landscape Architecture Design

Instructor: M. Ceniquel (2004-05)

Prerequisites: None

Course description

The course will explore the basic aspects of landscape architectural design in its intrinsic relationship to architecture. It will focus on landscape site analysis as a required preliminary phase to the architectural design process, in order to achieve a harmonious integration of human-made structures with the existing surroundings and nature. Themes upon which prominent issues may be brought into focus are: the preservation and utilization of natural resources; the outdoor scale; grading as the art of earth sculpture; landscape features, such as topography, water, plant material, etc., as design elements for the control of erosion, wind, heat, noise and visual pollution, energy conservation, among others.

Through site visits and workshops, the course aims to integrate landscape architectural principles into the students' current design projects in an inter-disciplinary manner.

Texts

Reading assignments in various texts.

Completion requirements

Site visits, graphic assignments and a monograph.

ARCH 3021 (Elective)

Credits: 3

Course title: Visual Communication

Instructor: E. Rolón, L. Vélez (2002-)

Prerequisites: None

Course description

An introduction to the use of graphics as a tool for thinking about, documenting, and expressing architectural design. The course will cover graphic techniques for analysis, conceptual studies, design development, and presentation. This is a course that emphasizes hands-on experience, but includes lectures, demonstrations, and reviews. Exercises containing architectural ideas and issues will be used as a vehicle to develop graphic-and model-making skills.

Principles of scale. Principles of line and tone. Drawing principles of shade and shadow. Representation of building materials and entourage. Principles of perspective. Principles of the axonometric. History of architectural drawing. Principles of sketching

Texts

Francis D. K. Ching, *Architectural Graphics*; Betty Edwards, *Drawing on the Right Side of the Brain*; Halse, *Architectural Rendering*

Completion requirements

Assigned projects

ARCH 3045 (Required)

Credits: 4

Course title: Mathematics I

Instructors: L. Calcaño

Prerequisites: Admission to the School of Architecture

Course description

Introductory course in precalculus mathematics for students in the Architecture program, emphasizing applications and basic problem solving and calculation. Utilization of the pocket calculator, or portable computer is strongly encouraged.

Topics include the following: review of algebra and geometry, functions, coordinate systems, basics analytic geometry, graphs, polynomial functions, solution of equations, exponential and logarithmic functions, trigonometry, simple trigonometric applications, trigonometric functions, systems of equations, vector concepts and conic sections.

Texts

Munem & Yizzie, *Precalculus: Functions and Graphs*

Completion requirements

Three partial examinations and a comprehensive final exam.

ARCH 3046 (Required)

Credits: 4

Course title: Mathematics II

Instructors: L. Calcaño

Prerequisites: ARCH 3045

Course description

Applications of the calculus to simple problems of interest in technological courses are included. The history of this field of mathematics is discussed briefly, emphasizing its genesis in basic physical problems.

Topics discussed include: limit concepts, speed and its measurement, the derivative, derivative functions, geometrical interpretation of the derivative, tangents to a curve, differentiation maxima and minima, distance and its measurement the definite integral, applications of integration, antiderivatives.

Texts

Deborah Hallett-Hughes, *et al.*, *Calculus*

Completion requirements

Three examinations and a comprehensive final examination.

ARCH 3051 (6991)(Elective)

Credits: 3

Course title: History of Art I

Instructor: R. Crespo

Prerequisites: HUMA 3012

Course description

The History of Art course presents the opportunity to analyze examples of artistic creation within their historical context. Works of art are studied as cultural creations in direct relation to those considerations that affect them directly and indirectly: religion, society, economy, politics, geography and topography, and climate, among others. The discussion of artistic production in its historical context is intended to help students gain a better understanding of architectural production.

The course also intends to present history as a great source of knowledge and inspiration. It provides the tools necessary to understand human creation, and to better understand the solution of problems that relate to the built environment. It also gives aesthetic pleasure and a better appreciation of the expressive character of society.

This course covers the History of Art from Prehistory to the end of the Middle Ages. It is offered jointly to graduate students as ARCH 6991.

Texts

Harold Spencer (ed.), *Readings in Art History*, Vol. I (New York: Scribner's, 1969)

H. W. Janson, *History of Art* (Englewood Cliffs: Prentice Hall, 1990)

José María de Azcárate, *Historia del arte* (Madrid: ANAYA, 1995)

Completion requirements

Requirements include partial and final examinations, and/or research projects. When required, students may present research projects either in written or oral form.

ARCH 3071 (Elective)

Credits: 3

Course title: Basic Photography for Architects

Instructor: J. González-Peniza (Offered 2002-2006)

Prerequisites: None

Course description

Basic principles of photography. The history of photography. Light, the basic element of photography. The photographic camera: types of cameras, lenses and depth of field control, the shutter and movement control, exposure control, and light meters. The essential elements of photography and basic composition. Laboratory practice in black and white processes, film development, and printing.

Texts

Michael Langsford, *Step by Step Guide to Photography*

Completion requirements

In addition to written tests the students are required to complete at least four laboratory projects during the semester.

ARCH 3101 (Elective)

Credits: 3

Course title: Introduction to Computers I

Instructor: E. Rolón

Prerequisites: ARCH 3046

Course description

The introduction to computers course provides students with their first experience with computers. Hardware and software components are studied in detail with emphasis on desktop applications. General knowledge of operating systems, peripherals and commonly used computers are covered. Word processing, spreadsheets and database applications are used to solve basic problems found in architectural practice. Painting and drawing applications are used to prepare business-type presentations. Basic concepts of computer programming are discussed using the C language.

Texts

MS-DOS User Reference Guide; MS-Excel User Reference Guide; MS-Windows User Reference Guide; MS-Word User Reference Guide; UNIX User Reference Guide; Wingz User Reference Guide; X-Window User Reference Guide; Kernighan and D. Ritchie, The C Programming Language; Other reading material is supplied before each topic discussion.

Completion requirements:

Using particular applications, students solve real problems in the following areas: structural design, budget analysis, construction cost analysis, architectural research, and presentation. Each student needs to complete an exercise for each of the above areas.

ARCH 3102 (Elective)

Credits: 3

Course title: Introduction to Computers II

Instructor: E. Rolón

Prerequisites: ARCH 3046

Course description

The course promotes the student's understanding of the use of computers as tools for modeling and analyzing different problems related to architecture. Emphasis is given to architectural research methods, computer programming and application customizing using the C language, spreadsheet, macro languages, and database management applications. The central objective is to help students develop skills in problem solving, formulating strategies for the transformation of such knowledge into a working computer program; alternatively, the use of existing applications may be applied to the solution of the problem.

Texts

AutoCAD AutoList reference manual; AutoCAD C Application Programming; DBase and MS-ACCESS reference manuals; Interphase (API) reference manual; B. Kernighan and D. Ritchie, The C Programming Language; Other reading materials are supplied before each topic discussion.

Completion requirements

Students are expected to demonstrate skills in organizing ideas, detailing procedures and strategies for solving problems, and developing applications and solutions. Required projects include:

design and implementation of a facilities management application using a Relational Database Management System, design of an archive of historic buildings linking graphics with data using AutoLisp or C languages, and a database, statistical-survey analysis using a spread sheet, and others. The student selects the final project topic.

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ARCH 3121 (Required) Credits: 2

Course title: Introduction to Architecture I

Instructor: E. Vivoni, J. Isado, J. Penabad

Prerequisites: Admission to the School of Architecture

Course description

Introduction to the discipline of architecture. Definitions. Resources to understand architecture. Panoramic view of architectural production. Formal analysis of architecture.

Texts

Antoniades, *Architecture and Allied Design: An Environmental Design Perspective*; Ching, Francis D. K. *Architecture: Form, Space and Order*; Roth, Leland. *Understanding Architecture, its Elements, History, Meaning*; Salvadori, Mario. *Why Buildings Stand Up*; Von Meiss, Pierre. *Elements of Architecture, From Form to Place*; Ware, D. Beatty. *Diccionario manual ilustrado de arquitectura*.

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ARCH 3122 (Required) Credits: 2

Course title: Introduction to Architecture II

Instructors: Enrique Vivoni

Prerequisites: ARCH 3121

Course description

Determinants of architectural form: Technology / Context / Program; Introduction to architectural practice; History of the profession; Design process; drawing; Introduction to parallel disciplines; Architecture and the human being; Architectural criticism

Completion requirements

Exams.

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ARCH 3131 (Required) Credits: 4

Course Title: Design Fundamentals I

Instructors: M. Jiménez, Sonia Miranda, C. Algaze,
M. Oliver, M. García

Prerequisites: Admission to the School of Architecture

Course description

The primary elements of architectural space (surface, horizontality and verticality, line and plane, enclosure, function, program, volume, landscape, path, center, frame, interior and exterior, transparency and opacity, among others) are introduced and explored through a series of two- and three-dimensional exercises.

The principles and techniques of two- and three dimensional representation, graphic communication, and descriptive geometry are introduced and explored through a series of technical and free-hand drawings, and model-making exercises.

Texts

Francis D. K. Ching, *Architectural Graphics*; Francis D. K. Ching, *Architecture: Form Space and Order*; Francis D. K. Ching, *Drawing A Creative Process*; A reading list is provided with each design exercise.

Completion requirements

Design projects (models, drawings and mixed media compositions).

ARCH 3132 (Required) Credits: 4

Course Title: Design Fundamentals II

Instructors: M. Jiménez, Sonia Miranda, Francisco Rodríguez, C. Algaze, M. Oliver, A. Sánchez

Prerequisites: ARCH 3131

Course description

A continuation of the exploration of the primary elements of architectural space (surface, horizontality and verticality, line and plane, enclosure, function, program, volume, landscape, path, center, frame, interior and exterior, transparency and opacity, among others) are introduced and explored through a series of two- and three-dimensional exercises.

The principles and techniques of more advanced two- and three dimensional representation, graphic communication and descriptive geometry are introduced and explored through a series of technical and free-hand drawing, and model-making exercises.

Texts

Francis D. K. Ching, *Architectural Graphics*; Francis D. K. Ching, *Architecture: Form Space and Order*; Francis D. K. Ching, *Drawing A Creative Process*; A reading list is provided with each design exercise

Completion requirements

Design projects (models, drawings and mixed media compositions).

ARCH 3133 (Required) Credits: 5

Course title: Elementary Architectural Design I

Instructor: R. Biaggi, A. Georas, E. Ramírez, E. Rodríguez, A. Sánchez

Prerequisites: ARCH 3122, ARCH 3132

Course Description

This is the first course in the sequence of architectural design studios. It serves as an introduction to the processes and strategies of architectural design. The course involves elementary exercises analyzing the components of the architectural piece along with its formal determinants.

The course studies the following subjects, among others: The human being, the handling of space, architectural spatial sequence and circulation, and ultimately, the fundamental elements of architecture such as beams, columns, walls, roofs, and floor slabs acting together.

Another essential aspect of this design studio is the development of the two and three-dimensional graphic skills applied to architecture. The course's structure consists of four sequential exercises.

Texts

Francis D. K. Ching, *Architecture: Form Space and Order*; Bruno Zevi, *How to Look at Architecture*

Completion requirements

Design projects (drawings and models).

ARCH 3134 (Required)

Credits: 5

Course Title: Elementary Architectural Design II

Instructor: E. Rodríguez, H. Cavallin, A. Georas, E. Ramírez

Prerequisites: ARCH 3133

Course Description

This is the second course in the sequence of architectural design studios. It serves as an introduction to the process and strategies of architectural design. The course involves elementary exercises analyzing the components of the architectural piece along with its formal determinants.

The course studies the following subjects, among others: The human being, the handling of space, the architectural spatial sequence and circulation and ultimately, the fundamental elements of architecture such as beams, columns, walls, roofs and floor slabs acting together. Some more complex aspects such as facade composition, climate, landscape, materials, structure and construction techniques, along with client and program needs, are also studied during this second introductory course to architectural design.

An essential aspect of this design studio is the development of two- and three-dimensional graphic skills applied to architecture. The course's structure consists of four sequential exercises.

Texts

Francis D. K. Ching, *Architecture: Form Space and Order*; John Summerson, *The Classical Language of Architecture*; Rudolf Wittkower, *Architecture Principles in the Age of Humanism*; Bruno Zevi, *How to look at architecture*

Completion requirements

Design projects (drawings and models). Comprehension written tests on all texts.

ARCH 3521 (Required)

Credits: 3

Course title: Applied Physics I for Students of Architecture

Instructor: J. Rocafort

Prerequisites: ARCH 3045

Course description

Introductory physics for students of architecture: basic topics in mechanics; vectors and forces; kinematics; Newton's Laws; energy and power; conservation of energy; impulse and momentum; rotation; elasticity; simple harmonic motion; fluid statics and dynamics. The course includes demonstrations of relevant physics principles.

The course treats topics of major relevance in the development of architectural technology and structures at a level compatible with the mathematical and scientific background of students in the program.

Texts

Cutnell and Johnson, *College Physics*, 4th Edition, Wiley (1997);
Study Guide for College Physics

Completion requirements:

3 written examinations, requiring numerical solution of simple problems based on class discussion.

ARCH 3522 (Required)

Credits: 3

Course title: Applied Physics II for Students of Architecture

Instructor: J. Rocafort

Prerequisites: ARCH 3046 / ARCH 3521

Course description

Continuation of introductory physics for students of architecture: mechanical waves; sound and acoustics; heat and temperature; heat transfer; basic thermodynamics; electricity and magnetism; electrical circuits; electromagnetic waves; light and geometrical optics.

Course includes demonstration of relevant physical principles in class. It includes topics of major relevance in the development of architectural technology at a level compatible with the scientific and mathematical background of the students.

Texts

Cutnell and Johnson, *College Physics*, 4th Edition, Wiley (1997)

Completion requirements

3 examinations, requiring numerical solution of problems and discussion of topics presented in class.

ARCH 3905 (3996) (Elective) Credits: 3

Course title: Introduction to Acoustics
Instructor: J. Rocafort (Offered 2002-2005)
Prerequisites: ARCH 3522

Course description

An introduction to the basic principles, both physical and psychoacoustical, underlying the interdisciplinary field of acoustics. The course is open to students in other departments, particularly Environmental Sciences, Physics, and Music.

Topics include: review of basic wave physics, sound in air, acoustical measurements and the decibel scale, reflection, refraction, diffraction, diffusion and absorption of sound, description of basic sound signals and the concept of frequency and spectral (Fourier) analysis; physiology of hearing, perceptual factors in acoustics; electroacoustics and sound reproduction; basic architectural acoustics: sound in rooms, reverberation, and isolation of sound sources.

The course incorporates numerous demonstrations of relevant acoustical phenomena in class.

Texts

R. Berg & T. Stork, *Physics of Sound*; J. Pierce & D. David, *Waves and the Ear*; T. Rossing, *The Science of Sound*

Completion requirements

Mid-term examination, final examination and a project or paper related to topics discussed in class.

ARCH 4010 (Elective) Credits: 3

ARQU 3015 VIAJE EUROPA (F. Rodríguez, Verano 2003)
ARQU 4010 VIAJE BRASIL (E. Rodríguez, M. Ceniquel, Verano 2006)
ARQU 4010 VIAJE NUEVA YORK (M. Oliver, M. García, 2001-2005)

Course title: Study Trip Research
Instructors: M. García Fonteboa / E. Rodríguez / F. Rodríguez /
M. Oliver, M. Ceniquel.
Prerequisites: None

Course description

To prepare students for travel to other countries as part of Architectural Travel Trips. Content varies with each trip. Skills are developed in the areas of on-site graphical documentation and analysis, and research methods. Lectures and reading assignments regarding the history and architectural developments of the places to be visited.

Texts

Assignments in Library - varies with each course offering

Completion requirements

Sketchbook, written and oral presentation

ARCH 4045 (Required)

Credits: 1

Course title: Theory of Architecture I
Instructor: E. Martínez-Joffre
Prerequisites: HUMA 3012, ARCH 4133.

Course description

First course in the sequence of architectural theory. Introduction to the phenomenological concept of the building task and the effects that the environment, region, and culture have upon the work of architecture.

Architecture considered as part of everyday life; a "return to things" in contrast to the abstractions and mental constructions that the scientific method has imposed in the identification of the design process.

Texts

Texts vary according to each semester, examples are: M. Heidegger, *Building, Dwelling and Thinking*; J. R. Muckarovsky, *On the Problems of Function in Architecture*; C. Norberg-Schulz, *Genius Loci*; C. Norberg-Schulz, *The Concept of Dwelling*; J. Ortega y Gasset, *El mito del hombre allende la técnica*; Vitruvius, *The Ten Books on Architecture*

Completion requirements
Midterm and final exams.

ARCH 4046 (Required)

Credits: 1

Course title: Theory of Architecture II
Instructor: E. Martínez-Joffre
Prerequisites: ARCH 4134, ARCH 4045

Course description

Second course in the sequence of architectural theory.

The study of the conceptual development of architectural form. The analysis of the historic, symbolic and technical determinants of architectural form within a social and cultural context is undertaken through the analysis/mapping of a building by Le Corbusier, particularly those located outside the European continent. This analysis/mapping will include the geometric, topographic, and topologic relationships of mass, space, surface, program, and function, among others.

Analyses having common criteria, format and analytical procedure will be required from each student.

Texts

Assigned readings include: William J. R. Curtis, *Modern architecture since 1900*; Colin Rowe and Robert Slutzky, *The Mathematics of the Ideal Villa*; Vincent Scully, Jr., *Modern architecture*; Dennis Sharp, *Modern architecture and expressionism*; Bruno Zevi, *Poética de la arquitectura neoplástica*; Selected articles from *Oppositions*

Completion requirements

Paper, exam, and class presentation of an analytical project.

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ARCH 4047 (Required)

Credits: 1

Course title: Theory of Architecture III
Instructor: Heather Critchfield, M. Oliver
Prerequisites: ARCH 4046, ARCH 4135

Course description

Third course in the sequence of architectural theory. The study and analysis of technique and its architectural expression: the nature of materials, structure as organizer of architectural form, organizational systems of architectural space, and how these reflect a particular culture at a particular time. This will be undertaken through the analysis of a building by an influential twentieth-century architect. This analysis includes studies through drawing, photography and models.

Analysis involving common criteria, format, and analytical procedure is expected from each student.

Texts

Frank Lloyd Wright, *The Natural House*; Peter Buchanan, *La Tourette and Le Thoronet*; William J. R. Curtis, *Contemporary Transformations of Modern Architecture*; Colin St. John Wilson, *Sacred Games*; Pierre von Meiss, *Form and the Nature of Materials*; Anthony C. Weber, *Utility, Technology and Expression*

Completion requirements:

Paper, exam and class presentation of analysis project.

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ARCH 4048 (Required)

Credits: 1

Course title: Theory of Architecture IV
Instructor: H. Critchfield / M. Oliver
Prerequisites: ARCH 4047

Course description

Fourth course in the sequence of architectural theory. Content of the architectural work: symbols, meaning, semiotics and architectural representation.

This final semester of Theory in the undergraduate program is dedicated to the exploration of meaning in architecture. The study of semiotics, symbols, and signification is emphasized. Students are made aware of conceptual frameworks developed by architects, researchers, and theorists, and apply them to the analysis of their own work.

Texts

Texts vary according to each semester, examples are: G. Bachelard, *The Poetics of Space*; M. Frascari, *Monsters in Architecture*; C. Jencks, *Meaning in Architecture*; C. Jung, *Symbols of Transformation*; L. Kahn, *Order Is*; G. Kepes, *Sign, Image, Symbol*; W. Lethaby, *Architecture, Mysticism and Myth*; C. Levi-

Strauss, *Myth and Meaning*; C. Norberg-Schulz, *Architecture: Meaning and Place*; P. Oliver, *Shelter, Sign and Symbol*

Completion requirements

Oral presentation and essay.

ARCH 4133 (Required)

Credits: 5

Course title: Intermediate Architectural Design I
Instructors: F. Abruña / O. Marty / S. Miranda / C. Torres
Prerequisites: ARCH 3134
Co-requisite: ARCH 4045

Course description

Fifth course in the architectural design studio sequence. Development of the processes and strategies of architectural design applied to projects of medium complexity. Emphasis on the formulation of architectural concepts and form determinants, and on the analysis and design of the site.

The general objectives of the course are:

1. Reinforce the design process by emphasizing the formulation of architectural ideas and concepts at the schematic level;
2. Develop the capacity to solve architectural problems of intermediate complexity, considering those determinants studied in previous semesters, and ideas compatible with the program, identifying its particular character and scale;
3. Develop architectural ideas taking into account technical aspects;
4. Develop the capacity to make verbal and drawn presentations.

Texts

Assigned reading in Library.

Completion requirements

Design projects (drawing, model and verbal presentations).

ARCH 4134 (Required)

Credits: 5

Course title: Intermediate Architectural Design II
Instructors: F. Abruña / R. Gavilanes / F. Gutiérrez /
M. Jiménez / O. Marty / S. Miranda / H.
Critchfield
Prerequisites: ARCH 4133
Co-requisite: ARCH 4046

Course description

Sixth course in the architectural design studio sequence. Development of the processes and strategies of architectural design applied to projects of intermediate complexity. Emphasis on the formulation of architectural concepts and form determinants, as well as structural, construction, and technological, as architectural proposals are formulated.

The general objectives of the course are:

1. Reinforce the design process by emphasizing formulation of architectural ideas and concepts at their schematic level;
2. Develop the students' capacity to solve architectural problems of intermediate complexity, considering those determinants studied in previous semesters, and on the development of ideas compatible with the program, identifying its particular character and scale;
3. Develop architectural ideas considering technical aspects;
4. Develop the capacity to make verbal and drawn presentations.

Texts

Assigned readings in Library.

Completion requirements

Design projects (drawing, model and verbal presentations).

ARCH 4135 (Required)

Credits: 5

Course title: Intermediate Architectural Design III
Instructors: J. Bonnín / N. Figueroa / N. Fúster / J. Isado /
E. Ramón / E. Martínez Joffre
Prerequisites: ARCH 4134 / ARCH 4212 / ARCH 4312 /
ARCH 4322 / ARCH 4321
Co-requisite: ARCH 4047

Course description

Seventh course in the architectural design sequence of studios. Development of the processes and strategies of architectural design applied to projects of intermediate complexity. The development of architectural concepts and the components and determinants of architectural form are emphasized and explored.

The general objectives of the course are:

1. Develop architectural proposals, considering technical aspects;
2. Apply the process of architectural design and communicate ideas effectively.

Texts

Alexander, Christopher, *A Pattern Language: Towns, Buildings, Construction* (New York: Oxford University Press, 1977); Boyne, D.A.C. (ed.), *Architects Working Details* (London: The Architectural Press, 1962)
Ching, Francis D.K., *Building Construction Illustrated* (New York: van Nostrand Reinhold, 1991); Fernández, José A., *Architecture in Puerto Rico* (New York: Architectural Book Publishing Company, 1965)

Completion requirements:

Design projects (drawing, model and verbal presentations)

ARCH 4136 (Required)

Credits : 5

Course Title : Intermediate Architectural Design IV
Instructors: J. Bonnín / N. Figueroa / N. Fúster / J. Isado
/
E. Ramon

Prerequisites: ARCH 4135 / ARCH 4048 / ARCH 4212
/ ARCH 4313 ARCH 4222 / ARCH 4312 / ARCH 4322

Course description

Eighth course in the architectural design sequence of studios. Further development of the processes and strategies of architectural design applied to projects of such complexities as to require coordination of vertically related functions, mechanical and structural systems.

The general objectives of the course are:

- 1 Develop architectural proposals, considering technical aspects;
- 2 Apply the process of architectural design and communicate ideas effectively.
- 3 Learn to work effectively in teams.

Texts

Alexander, Christopher, *A Pattern Language: Towns, Buildings, Construction* (New York: Oxford University Press, 1977); Boyne, D.A.C. (ed.), *Architects Working Details* (London: The Architectural Press, 1962)

Ching, Francis D.K., *Building Construction Illustrated* (New York: van Nostrand Reinhold, 1991); Fernández, José A., *Architecture in Puerto Rico* (New York: Architectural Book Publishing Company, 1965)

Completion requirements

Design projects (drawing, model and verbal presentations)
Wall sections, detailed drawings

ARCH 4211 (Required)

Credits: 3

Course title: History of Architecture I
Instructors: R. Crespo, D. del Cueto, J. Lizardi
Prerequisites: HUMA 3012

Course description

The History of Architecture sequence presents the opportunity to analyze examples of artistic creation within its historical context. Works of art are studied as cultural creations in relation to those considerations that affect it directly and indirectly: religion, society, economy, politics, geography and topography, climate, among others. The discussion of artistic production in its historical context is intended to help better understand architectural production.

History of Architecture I analyzes the historical development of architecture from Pre-Historic times until the end of the Roman Empire. It studies the development of the architectural artifact within its cultural context, including such aspects as typology, morphology, iconography, technology, and construction issues, as well as its relation to the urban context.

Slides, movies and architectural models, among others, are used as a means of providing insight into the complexities of the architectural form. The material is presented in lectures by faculty members who are specialists in the field of architectural history and are knowledgeable of the subjects discussed in class. Class participation is strongly encouraged.

Texts

Spiro Kostof, *A History of Architecture*. 2d. ed. New York and London: Oxford University Press, 1995; Marvin Trachtenberg, *Architecture: From Prehistory to Post-Modernism: the Western Tradition*. New York, 1986; José M. de Azcárate, *et al*, *Historia del Arte*. Madrid: ANAYA, 1995; Alexander Badawy, *Architecture in Ancient Egypt and the Near East*; Horst W. Janson, *History of Art*. Englewood Cliffs: Prentice Hall [latest edition]; D.S. Robertson, *Handbook of Greek and Roman Architecture*; Ian Sutton, *Western Architecture*. London: Thames & Hudson, 1999.

Completion Requirements

Partial and final examinations, reading quizzes, and/or research projects. When required, students may present research projects either in oral form.

ARCH 4212 (Required)

Credits: 3

Course title: History of Architecture II
Instructors: R. Crespo, D. Del Cueto, J. Lizardi
Prerequisites ARCH 4211

Course description

History of Architecture II deals with the development of architecture from the beginnings of Early Christian and Byzantine architecture until the end of the Gothic period in Europe. A historical background is presented in order to understand the cultural development of the architectural artifact, including, but not limited to, such aspects as typology, morphology, iconography, technological and construction issues, as well as its relation to the urban context and its historical development. The course begins with the analysis of Late Antique period and its impact on Early Christian and Byzantine art and architecture, and continues with the Carolingian, Romanesque and Gothic periods. It also covers developments among the various groups that settled in Europe during the Middle Ages, as well as those in the Near East and Northern Africa. Special emphasis is given to the development of urban centers, and the particular building typologies that apply thereto, including defensive architectural organizations, domestic, civic and religious examples, and public architecture and spaces. The course also deals with Islamic architecture and its impact on Europe. There is also discussion of the development of the others arts: sculpture, painting, stained glass, crafts in order to better explain the cultural milieu of architectural production.

Slides, movies and architectural models are used. The academic material is presented in lectures by professors who are knowledgeable of the subjects discussed in class. Student participation is strongly encouraged.

Texts

Spiro Kostof, *A History of Architecture*. 2d. ed. New York and London: Oxford University Press, 1995; Marvin Trachtenberg, *Architecture: From Prehistory to Post-Modernism: the Western Tradition*. New York, 1986; José M. de Azcárate, *et al*, *Historia del Arte*. Madrid: ANAYA, 1995; Horst W. Janson, *History of Art*.

Englewood Cliffs: Prentice Hall [latest edition]; Ian Sutton, *Western Architecture*. London: Thames & Hudson, 1999.

Completion requirements

Partial and final examinations, reading quizzes, and/or research projects. When required, students may present research projects in oral form.

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ARCH 4213 (Required)

Credits: 3

Course title: History of Architecture III
Instructors: R. Crespo, J. del Cueto, J. Lizardi
Prerequisites: ARCH 4212

Course description

This course deals with the historical development of architecture between the early 15th century and the middle of the 18th century. The following periods are studied in detail: Early Renaissance, High Renaissance, Mannerism, Baroque and Rococo. A historical background is given in order to understand the cultural development of the architectural artifact, including but not limited to, such aspects as: typology, morphology, iconography, theoretical issues, as well as the relationship between architecture, its urban context and historical development. The course begins with the analysis of the early development of the architecture of the Renaissance and the evolution of the architect as a professional and his role within society. Special emphasis is given to the individual artistic approach and to the interaction between the architectural form and other art forms.

Slides are used each semester as a means of providing insight into the complexities of architectural form. In addition, videos, movies and architectural models are also used. The academic material is presented by means of lectures by professors who have visited and studied most of the buildings and sites, as well as art objects. Class participation and discussion are strongly encouraged.

Texts

Both a general and a selected bibliography are distributed to the students at the beginning of the semester. Due to the complexity of each period and time span covered by the course no single text is utilized.

Completion requirements

Requirements include partial and final examinations, and/or research projects. When required, students may present research projects either in written or oral form.

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ARCH 4214 (Required)

Credits: 3

Course title: History of Architecture IV
Instructors: R. Crespo, D. del Cueto, J. Isado, J. Lizardi
Prerequisites: ARCH 4213

Course description

This course analyzes the development of the architectural artifact since the middle of the 18th century and continuing to the present time. As in all other courses in the history of architecture sequence, architecture is studied within a historical context. It presents the development of ideas and theories that have shaped architectural form during this time span. Subjects such as new materials, construction techniques, esthetic values, and new typologies that characterize the period are also analyzed. The course includes the American experience, from the middle of the 18th century to the present. A strong emphasis is made on presenting contemporary examples as a means of understanding the present praxis of the profession.

Particular themes, important for their relevance to the future professional, are studied. These include, among others, the analysis of the development of the profession and the study of the profession within different cultural traditions, such as the École des Beaux-Arts, the Bauhaus and the British educational experience, among others. Emphasis is also placed on the development of typologies and on individual architectural expression. Development of building techniques, specialized technological developments and the development of new materials are presented to the student. By the end of the course, students are expected to understand the most important urban developments of the period, ranging from theoretical expressions to built ones.

Texts

A general and a selected bibliography are distributed to the students at the beginning of the semester. Due to the complexity and span of the period covered by the course, no single text is used.

Completion requirements

Requirements include partial and final examinations, and/or research projects. When required, students may present research projects either in written or oral form.

ARCH 4311 (Required)

Credits: 3

Course title: Technology I
Instructor: J. Hertz / S. Miranda / P. Muñoz Rivera
Prerequisites: ARCH 3046

Course description

The human physiological response to the environment. Basic methods, strategies, and architectural components that promote natural or passive environmental control systems within a particular climatic region, with emphasis on hot and humid climates. Application of such principles in the architectural design

process including the building envelop. Issues of energy, and energy and environmental conservation are stressed.

Texts

Muñiz Rivera, P. A, *Enfoque Biotropical para la Arquitectura en Puerto Rico*; Moore, F., *Environmental Control Systems: Heating, Cooling, Lighting*; Brown, G.Z., *Sun, Wind and Light*; Fernández-Galiano, L., *Fire & Memory, on Architecture and Energy*; Heschong, L., *Thermal Delight*; Izard, L., *Arquitectura Bioclimática*

Completion requirements:

Students will carry out analytical projects of existing buildings in the Laboratorio Ambiental de Arquitectura Biotropical (LAAB) at the School, by means of scale models tested in the *heliodon*. Examinations. Final project dealing with particular architectural components or passive methods. Participation in class and laboratory demonstrations is required. Tests, papers and oral presentations are required.

ARCH 4312 (Required)

Credits: 3

Course title: Technology II

Instructor: J. Hertz / S. Miranda / P. Muñiz Rivera

Prerequisites: ARCH 4311

Course description

Consideration of the detailed analysis of a particular place or site: geological, topographical, ecological, climatological, and infrastructural characteristics. Movement and circulation systems, services and utilities in response to site conditions, and land use and code restrictions.

Consideration of site constraints, safety requirements, and selection of particular site improvement and construction techniques. Soil testing, drainage, grading, earthwork, foundations, temporary supports, and site improvements *vis-à-vis* a building and environment meticulously designed.

Texts

Architectural Graphic Standards; De Chiara, *Site Planning Standards*; Rubenstein, *A guide to Site and Environmental Planning*; *Time-Saver Standards*; Local building codes and regulations.

Completion requirements

Students will carry out projects with scale models (wall sections and components) of existing buildings. Lectures followed by discussion. Site analysis, site work, and details for a particular project. Exams and class participation are required. Tests, papers and oral presentations are required.

ARCH 4313 (Required)

Credits: 3

Course title: Technology III
Instructors: J. Rocafort
Prerequisites: ARCH 4312

Course description

A general introduction to electrical power systems and communications systems utilized in modern buildings, and to the technology of artificial lighting and acoustical control.

Specific topics include: review of the basic physical principles of electricity, light and sound; electrical circuits; alternating current; generation, transmission and distribution of electrical power; electrical systems in residences, buildings and industry; communications and signaling systems; light sources and illumination; artificial lighting systems; methods of lighting calculations; design of simple lighting systems; sound in rooms; acoustical measurements; acoustical control in buildings; life-safety and security issues.

Demonstrations of electrical, lighting and acoustical measurements are performed in class. Includes field trips to specialized facilities and projects under construction.

Text

McGuinness, Stein & Reynolds, *Mechanical and Electrical Systems in Buildings*, 8th edition. John Wiley & Sons, 1994

Completion requirements

Mid-term and final examinations. A specialized project (individual or group) may be assigned.

ARCH 4314 (Required)

Credits: 3

Course title: Technology IV
Instructor: F. Abruna
Prerequisites: ARCH 4313

Course description

An introduction to plumbing, ventilation and air conditioning systems utilized in modern buildings, and to the vertical transportation and safety technology required in building design.

Specific topics include: review of basic principles of heat, temperature, heat transfer, and fluid dynamics; physiological factors related to comfort; psychometrics; thermal dynamics of buildings; simple load calculations; air-conditioning systems; ventilating systems; control systems; energy conservation in buildings; water supply; plumbing systems; sewage disposal; fire protection; elevators and escalators.

Texts:

McGuinness, Stein & Reynolds, *Mechanical and Electrical Systems in Buildings*, 8th edition. John Wiley & Sons, 1994

Completion requirements:

Mid-term and final examinations. Group projects.

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ARCH 4321 (Required)

Credits: 3

Course title: Structures I
Instructors: L. Daza / J. Espinal
Prerequisites: ARCH 3046

Course description

Introduction to the study of structures. Principles and concepts of statics and strength of materials. Force systems and the laws of static equilibrium. Types of supports and their reactions. Free body diagrams. Friction forces. Stress and strain. The stress-strain curve of a material. Temperature stresses. Mechanical properties of materials. Application of these concepts to the analysis of simple structures, plane and space trusses.

Texts

Jensen and Chenoweth, *Statics and Strength of Materials*

Completion requirements

Three major mid-term examinations, homework, and final examination.

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ARCH 4322 (Required)

Credits: 3

Course title: Structures II
Instructors: L. Daza
Prerequisites: ARCH 4321

Course description

Continuation of strength of materials. Shear and bending moment in beams. Shear and moment diagrams. Shear and bending stresses. Beam deflections. Compression members, buckling of slender compression members. Application of these concepts to the analysis and design of wood and steel beams.

Texts

Jensen and Chenoweth, *Statics and Strength of Materials*

Completion requirements

Two major mid-term examinations, homework, and final examination.

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ARCH 4323 (Required)

Credits: 3

Course title: Structures III
Instructors: L. Daza
Prerequisites: ARCH 4321-4322

Course description

Structural analysis. Concepts of stability and statical determinacy. Analysis of indeterminate structures. Method of the redundant reaction. Moment distribution method. Approximate methods for the analysis of continuous beams. The portal method for lateral loads.

Texts

Sterling Kinney, *Indeterminate Structural Analysis*; Jack C McCormac, *Structural Analysis*; Louis C. Tartaglione, *Structural Analysis*

Completion requirements

Two major mid-term examinations, homework, final examination.

ARCH 4324 (Required)

Credits: 3

Course title: Structures IV
Instructors: L. Daza
Prerequisites: ARCH 4321-4323

Course description

Design of reinforced concrete structures. Properties of concrete and reinforcing steel. Analysis and design of one-way slabs, beams, columns, walls, and footings. Discussion of the ACI Code. Applications.

Texts

Henry J. Cowan, *Design of Reinforced Concrete Structures*; American Concrete Institute, *Building Code Requirements for Reinforced Concrete (ACI 318-89)*; Nilson and Winter, *Design of Concrete Structures*

Completion requirements

Two major mid-term examinations, homework, final examination.

ARCH 5005 (Elective)

Credits: 3

Course title: CAD-Studio (Introductory Level)

Instructor: E. Rolón / R. Lugo / C. García (Offered 2002-2007)

Prerequisites: ARCH 3131-3132

Course description

The course introduces the students to basic CAD concepts. Mechanical drawing, architectural and solid modeling applications are studied and used. Presentation, rendering, and multimedia applications are used to prepare studio quality documents. This course allows the students the opportunity to generate design studio drawings and presentations as part of the class requirements.

Texts

AutoCAD Reference Manual; MicroStation; Model-View Reference Manuals; Plan Gedit Reference Manual

For other applications, their respective reference guides are used. Other reading materials are supplied before each topic discussion takes place.

Completion requirements

Each student must prepare drawings and models on various applications. The final project involves modeling of a building and a presentation consisting of rendering or multimedia applications.

ARCH 5006 (Elective)

Credits: 3

Course title: Computer Graphics Programming

Instructor: E. Rolón / R. Lugo / C. García (Offered 2004-2005)

Prerequisites: ARCH 3131-3132

Course description

2-D and 3-D data structures and algorithms used to support computer-generated graphics and images are studied in detail. Object description, definition and transformation and related procedures to support these and other manipulations are studied using the C/C++ programming languages. Some of the topics that are covered are: basic data structures to describe primitive objects, basic transformations to translate, rotate and scale, interactive techniques to build a 2-D/3-D scene, variable geometry data structures, and others.

Texts

AutoCAD AutoList Reference Manual; AutoCAD C Application Programming Interphase (API) Reference Manual; W. J. Mitchell, R. S. Liggett, and T. Kwan, The Art of Computer Graphics Programming. Other reading materials are supplied before each topic discussion.

Completion requirements

Each student is expected to complete 4 computer-programming projects. Some of the project topics are: interactive 2-D or 3-D

applications for manipulating primitive objects, geometry editor building 2-D or 3-D scenes, data conversion of CAD formats, and others.

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ARCH 5995 (Elective)

Credits: 3

Course title: Construction Documents and Professional Practice

Instructor: Francisco Javier Rodríguez, AIA (Offered 2006)

Prerequisites: Graduate Standing

Course description

The course was designed as a series of seminars conducted by well-known practitioners, contractors, developers, project managers, suppliers, politicians and lawyers that sought to familiarize upper level students with the importance of a well-coordinated set of plans and specifications. The diversity of the guest lecturers provided a unique insight on the different perspectives encountered in the building industry.

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ARCH 6225 (Required)

Credits: 3

Course title: Architectural Theory and Criticism

Instructor N. Fúster / A. Georas / H. Critchfield /
Cavallin M. Oliver

Prerequisites: Graduate standing

Course description

Exploration towards a definition of architecture, and the architect's mission, by means of a study of the literature in the field, lectures, projects, and discussion. The architect as a humanist. Architecture as a vehicle of social and cultural development. Interdisciplinary relations and communication.

This graduate theory and criticism course presupposes that students have already taken the undergraduate theory courses where they are presented architecture as phenomenon and, as such, dependent on an ideology to produce it and interpret it. In this final semester of the theory sequence, the students will explore their own theoretical framework and apply it to existing architectural work. The examples are primarily taken from contemporary Puerto Rican architecture, where in some cases, there exists the opportunity to listen to architects talk about their own architectural creations and principles.

This course allows students to review their past four years of architectural studies, and redefine or explore their own thinking on architecture.

Texts

Students are asked to develop their own bibliography in consultation with the professor.

Completion requirements

Oral presentation and written monograph.

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ARCH 6145

(Required)

Credits: 3

Course Title: Research Techniques

Instructor: E. Quiles / Y. Izquierdo / J. Lizardi / H. Cavallin

Prerequisites: Graduate standing

Course Description

Discussion and development of research techniques that aid the student in selecting a topic for the thesis and presenting a proposal for the development of the thesis that complies with the requirements for a Master's degree.

This is achieved through orientation for the selection of analytical research topics in the field of architecture, development of report-writing methods, determination of the problem scope, planning of the investigation, gathering of information, library research, primary research, use of graphic aids, arranging and interpreting of information, construction of an outline, actual writing of the proposal, and development of techniques of readable and effective writing. The qualities of effective writing, resulting in correct written communication, are emphasized.

Texts

I. García de Serrano, *Manual de Preparación de Informes y Tesis*;
J. Gibaldi, *Handbook for Writers of Research Papers*

Completion Requirements

Complete development of proposal for the thesis.
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ARCH 6311

(Required)

Credits: 5

Course title: Advanced Architectural Design I

Instructor: M. Bermúdez / M. Campo / T. Marvel / E. Sennyey
F. Gutiérrez

Prerequisites: Graduate standing

Course Description

The principal objective involves a study of the impact that architectural objects have upon the morphology of the city. All the constituent elements of the spatial morphology of the city -- the street, the square, the park, the block -- are to be examined, along with all circumstantial determinants -- cultural, economic, legal, topographic -- and from two perspectives -- regional and international. This is done in order to speculate about the alternative array of contributions that the architectural object can make to the enhancement of the spatial armatures of cities. This is achieved by applying strategies and design processes developed by the student at this level in the resolution of an architectural problem complex in its symbolic, spatial, technical, and urban aspects.

The first exercise involves an analysis of the morphology of significant urban centers at different periods in history, both from regional and international perspectives. Students decode the different determinants that influenced the form and structure of both urban space and the architectural object. Later, each is

assigned an urban context of a more complex level and required, after analysis of its particular circumstances, to identify its morphological problems and propose resolutions to these issues. Finally, they will develop a portion of their proposal solution to explore, in greater detail, the relationship between the architectural object and the creation of urban space.

Texts

Selected readings from the following references: J. Barnett, *The Elusive City: Five Centuries of Design Ambition and Miscalculation*; Spiro Kostof, *The City Shaped: Urban Patterns and Meaning Throughout History*; Kevin Lynch, *Theory of Good City Form*; Anthony Edwin Morris, *The History of Urban Form: Prehistory to the Renaissance*; Jorge Rigau, *Puerto Rico 1900*; Colin Rowe & Fred Koetter, *Collage City*

Completion Requirements

Submittal of projects that illustrate design proposals for the rehabilitation of a large urban context of a complex level, through the use of architectural drawings and models.

ARCH 6312 (Required)

Credits: 5

Course title: Advanced Architectural Design II
Instructor: M. Bermúdez / M. Campo / T. Marvel / E. Sennyey
H. Cavallin / J. Ramírez
Prerequisites: ARCH 6311

Course Description

The principal objective of studio work at this level is to involve the student in a highly detailed and sophisticated development of the architectural object. The emphasis will be on the various design development issues encountered throughout the design process, from integration of the varied technical requirements of a given project, to the development of architectural details and tectonic vocabulary consistent with both the particular circumstances inherent in the problem and the spatial aspirations of the designer.

This pursuit begins with the analysis of the real urban context and the proposed master plan for its development. This master plan will identify the location of a specific building type, to be developed in detail later, and will indicate general uses and configurations for the rest of the context created. When compatibility has been established between the specific determinants of the building type and those of its context, the building will be developed in greater detail. The subsequent stage will concentrate on the detailed resolution of all programmatic requirements in plan and section, the selection of materials and assemblies for the interior and exterior of the proposal and the selection and integration of structural and environmental systems into the project.

Texts

A variety of texts will be used as references throughout the semester, among them: AIA, *The Building Systems Integration Handbook*; Francis D.K. Ching, *Building Construction Illustrated*; James K. Lathrop, *Life Safety Code Handbook*

Completion requirements

Submittal of a project that illustrates a design proposal for a building program of a complex level within an urban context of historic significance, through the use of architectural drawings and detailed, large-scale models. Creation of technical construction documents.

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ARCH 6313 (Required)

Credits: 5

Course title: Thesis in Architectural Design I

Instructors: Graduate faculty

Prerequisites: ARCH 6145 / ARCH 6225 / ARCH 6312 / ARCH 6361

Course Description

Individual work demonstrating the capacity of the student to identify a problem, conduct research, and formulate an architectural design program. The student will work under the supervision of a thesis director.

Texts

Consisting mainly of relevant books, and articles from professional journals and other sources.

Completion requirements

A written research document is submitted by each student. The thesis advisor and the thesis committee review this document and, when approved, the student is permitted to move forward to the next course, ARCH 6314.

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ARCH 6314 (Required)

Credits: 5

Course title: Thesis in Architectural Design II

Instructors: Graduate faculty

Prerequisites: ARCH 6313

Course Description

Final student work in the area of architectural design. Expression of the student's personal concerns and values. The course offers students the opportunity to develop an innovative concept that will expand their potential and widen their understanding of architecture.

The capstone project will require the integration of technology, structures, and other support areas.

Texts

The bibliography developed in the first phase is expanded as required and referred to during the design process.

Completion Requirements

Students are required to submit progress reports for review, upon completion of all the different phases of the design process. A preliminary jury is required prior to the final jury where it is determined if the student has developed the design thesis to the level of quality required for the award of the architectural professional degree.

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ARCH 6343 (Elective)

Credits: 3

Course title: Seminar: Puerto Rican Architecture

Instructor: E. Vivoni

Prerequisites: Graduate standing

Course description

The course studies the architecture of Puerto Rico during the twentieth century, framed within the political and cultural events affected it. It uses archival documents in the Archivos de Arquitectura y Construcción de la UPR (AACUPR) as well as articles, texts and site visits.

The objectives include: increasing knowledge about Puerto Rican architecture; analyzing the architectural artifact as a "cultural text"; learning to use architectural documents in historical or theoretical research.

Texts

Special readings will be assigned from various sources.

Completion requirements

Attendance and class participation, partial exam and research paper.

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ARCH 6361 (Required)

Credits: 3

Course title: Building Anatomy

Instructors: F. Abruña / O. Marty

Prerequisites: Graduate standing

Course description

The modern building is a complex system; many subsystems must be successfully integrated in order to create an efficient and pleasant edifice. In the Building Anatomy course students learn further how to integrate both their design skills and their understanding of structural and technological systems with real construction projects. Contractual relationships between all involved parties, including architect, consultants, contractor, regulatory agencies, material and services providers, financial institutions, and owners and users, are presented and studied.

The real-life operation of the building is carefully examined through the evaluation of different performance criteria.

Texts

McGuinness, Stein & Reynolds, *Mechanical and Electrical Equipment for Building*

Completion requirements

Site visits to the chosen project are required. Detailed documentation of a class project, a mid-term and a final examination.

ARCH 6380 (Elective)

Credits: 3

Course title: Legal Aspects of Architectural Practice
Instructor: E. Quiñones-Montalvo (Offered 2002-2006)
Prerequisites: Graduate standing

Course description

The course goal is to develop an awareness of the legal consequences of decisions made during the architectural design process. The course emphasizes the legal responsibilities of architects in their professional work through lectures and case studies. It is structured in three parts: laws regulating the admissions to the practice of architecture, the architect's contractual and extra contractual responsibilities, and contract and real-estate law principles.

Texts

AIA Contract Forms; Puerto Rico Civil Code Annotated; Puerto Rico Construction Code

Completion Requirements

Mid-term and final exam. Paper consisting of an analysis of a case situation chosen by the student.

ARCH 6383 (Required)

Credits: 3

Course title: Professional Practice
Instructor: L. Pico / J. Caro
Prerequisites: ARCH 6225 / ARCH 6311 / ARCH 6361

Course Description

This is an entry-level course in the area of professional practice. The student is introduced to the construction industry, the role of other professionals and their relation with the architect. In addition, he gains awareness of the importance of the industry to the economy of a society. The nature and needs of the client, his intentions when building, the effect of his knowledge or experience in the construction process and his relation with the architect are studied.

The student reviews the relation between his college formation, work as an intern, the reasons behind board examinations, licensing and formal and informal continued education programs. He becomes familiar with the local laws that define and regulate the practice of architecture and becomes aware of the professional and ethical issues of architectural registration, its relevance to the health and welfare of the community and primary contract responsibility.

The course ends with discussions on the nature of construction projects, the characteristics of its different phases and the role of the architect in each one. The architect's traditional services are intertwined with the project life cycle, stressing the role of the architect as leader, quality controller and manager of the process. The student is introduced to the use of codes, drawings,

specifications, contract forms and related project documentation as tools for quality, time and cost management.

Texts

José F. Lluch, *Introducción a la Gerencia de Construcción*, Editorial Universidad, 1998; Colegio de Arquitectos de Puerto Rico, *Manual de la Práctica Profesional para Servicios de Arquitectura*; Law 173 of 1988; Law 185 of 1997; Law 138 of 2000; Selected AIA Documents

Completion Requirements:

Proof of performance through written examinations. Demonstration through open discussions of the regulating laws. Oral and written presentation documenting the student's evaluation of the practice of a local firm dedicated to traditional or non-traditional professional options. Punctual compliance with sessions is a requisite.

ARCH 6384 (Required) Credits: 3

Course title: Professional Ethics,
Administration and Regulations

Instructor: L. Pico / J. Caro

Prerequisites: Graduate standing

Course Description

The first part of the course presents the fundamentals of managing and marketing an office. The importance of an organizational vision, mission and goals, the need for clear business and working objectives, the importance of managing human resources and key concepts in staff recruiting are explained. Awareness of local and federal laws related to the workplace and responsibility as a supervisor, the functional and legal organization of the office, as well as the importance of personal time management are discussed. Basic marketing concepts and their application to the architect's practice are also explained.

The second part of the course presents the administration of the design and construction process, achieved through the study and discussion of fundamental concepts of contracts and of the AIA documents for architect-owner, architect-consultant and owner-contractor agreements as well as the "General Conditions to the Contract for Construction." In addition, an overview of the local regulating agencies, the professional certification of projects and the permitting process is discussed, as are the use of alternate dispute resolution methods during construction and different methods of project delivery. The course ends with the responsibilities of the architect as stated in the Puerto Rico Civil Code and the professional codes of ethics published in the handbook for professional practice of the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico.

Texts

José F. Lluch, *Introducción a la Gerencia de Construcción*, Editorial Universidad, 1998; Colegio de Arquitectos de Puerto Rico, *Manual de la Práctica Profesional para Servicios de Arquitectura*; Selected articles from the Puerto Rico Civil Code; Selected AIA Documents

Completion Requirements:

Proof of performance through written examinations. Demonstration of familiarity of the administrative and marketing principles through open discussions, applying the principles to the office

evaluations prepared in ARCH 6383. Oral and written presentations documenting the students' familiarity with the contract forms. Punctual compliance with sessions is a requisite.

ARCH 6385 (Required)

Credits: 3

Course title: Construction Finance for Architecture
Instructor: L. Pico
Prerequisites: Graduate standing

Course description

The course deals with quantitative methods used in the construction process concentrating in the calculation and implications of cost to the owner, the architect and the contractor. The course begins with fundamentals of finances in organizations and the transformation of liquid assets to fixed assets. The effect of time in money and depreciation of assets is briefly explained. The nature of direct and indirect cost in the office and the project is discussed. An overview of construction financing is presented.

The second part of the course deals with estimating construction cost and becoming aware of the implications of long term and life-cycle cost when designing. The advantages and applicability of different estimating methods is studied. In addition, various options for estimating compensation for professional services are discussed. Along with the basics of managing cost during construction. The student becomes familiar with the relevant AIA forms for this purpose.

The course ends with a brief introduction to time management tools and the concept of tolerances in construction.

Texts

José F. Lluch, *Introducción a la Gerencia de Construcción*, Editorial Universidad, 1998; Colegio de Arquitectos de Puerto Rico, *Manual de la Práctica Profesional para Servicios de Arquitectura*; Excerpts from Klass Melander, *Apples and Oranges*; Selected AIA Documents

Completion requirements

Proof of performance through written examinations. Demonstration through open discussions. Written presentation of a detailed cost estimate and output comparison of optional methods for estimating construction cost. Punctual compliance with sessions is a requisite.

ARCH 6991 (Elective)

Credits: 3

Course title: Field Work Seminars

This course number is used as an umbrella for applied courses that are differentiated by their section number whenever offered.

ARQU 5995 (Elective)

Credits: 3

Course title: Seminario de investigación y trabajo de campo:
reconocimiento intensivo del barrio de Miramar
Instructor: E. Vivoni (Offered Summer 2004 y 2005)
Prerequisites: None

Course description

Seminario, abierto a estudiantes de nivel avanzado de bachillerato y de maestría, dirigido al trabajo de campo y la investigación dirigida a efectuar un reconocimiento intensivo del barrio de Miramar en Santurce.

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ARCH 6991 (Elective)

Credits: 3

Course title: Structural Rehabilitation
Instructor: L. Daza (Offered 2002)
Prerequisites: None

Course description

The course aims to orientate the students in the use of strategies that can be applied in the process of rehabilitation, focusing them in the fields of architecture and technology. They will study the techniques of rehabilitation from a structural point of view and verifying its aesthetic, economic, functional and operative impact. The course requires the intervention of a Design and Technology professor.

Text

Documents from the Applied Technology Council

Completion requirements

Requirements include assistance and a final project.

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ARCH 6991 (Elective)

Credits: 3

Course title: Introduction to Urbanism
Instructor: M. Campo / E. Martínez
Prerequisites: None

Course description

The course seeks to expose the student to the urban theme in a general manner through a study of its historical background and acknowledging the different basic elements of its composition. The student should learn to exercise a critical judgment over the importance of urban design and its consequences in the city. Likewise, the course makes an approach to Latin-American cities and Puerto Rico in a Caribbean context. It will also discuss the different transformations that had occurred in the cities during

the XX Century and some actual movements like New Urbanism and Transit Oriented Villages.

Texts

Bacon, Edmund; *Design of Cities*; Baigorri, Jesús; *Enseñar la ciudad, Didáctica de la geografía urbana*; Barnett, Jonathan; *The Elusive City*; Benevolo, Leonardo; *The History of the City*; Bernick & Cervero; *Transit Villages in the 21st Century*; Calthorpe, Peter; *The Next American Metropolis, The Pedestrian Pocket Book*; Castells, Manuel; *Imperialismo y urbanización en América Latina*; Chueca Goitia, F.; *Breve Historia del Urbanismo*; Duany & Plater-Zyberck; *Towns and Town Making Principles*; Esteban y Noriega J.; *Elementos de ordenación urbana*; French, J. S.; *Urban Space*; Gordon, Cullen, *Townscape*; Jacobs, Allan; *Great Streets*; Katz, Peter; *The New Urbanism*; Kostof, Spiro; *The City Shape, The City Assembled*; Kohr, Leopold; *The Inner City*; Krier, Rob; *Urban Space*; Morris, A.E.J.; *History of Urban Form*; Rudofsky, Bernard; *Streets for People*; Scully, Vincent; *American Architecture and Urbanism*; Sepúlveda y Carbonell; *Cangrejos-Santurce*; Sepúlveda, Aníbal; San Juan, *Historia ilustrada de su desarrollo urbano*; Sitte, Camillo; *Construcción de ciudades según principios artísticos*; Unwin, Raymond; *Town Planning in Practice*; Webb, Michael; *The City Square*; White, William; *City, Rediscovering the Center*; Zucker, Paul; *Town and Square*.

Completion requirements:

Assistance, participation during class, reading, quizzes, and oral and written presentation on final monograph.

ARCH 6991 (Elective)

Credits: 3

Course title: Graduate Seminar in the History of
Architecture: Aspects of Classicism. From the primitive
hut to the federal edifice

Instructor: R. Crespo (Offered 2003-2004)

Prerequisites: Graduate standing

Course description

The objective of the course is to familiarize the student with the historic manifestations of Classicism, through the analysis of theoretical writings and architectural expressions from Ancient Greece and Rome through the first quarter of the 19th century. The course emphasizes the employment of Classicism as a language for the expression of social and political concepts, culminating with the analysis of the employment of Classicism in the definition of new building typologies serving the new functions and intentions of late 18th- and early 19th-century society.

Texts

Richard Etlin, *Symbolic Space*. Chicago: The Chicago University Press, 1994; George Hersey, *The Lost Meaning of Classical Architecture*. Cambridge, MA: MIT Press, 1988; John Summerson, *The Architecture of the Eighteenth Century*. London: Thames and Hudson, 1969; John Summerson, *The Classical Language of Architecture*. Cambridge, MA: The MIT Press, 1963; Assigned selections from Plato, Aristotle, Galen, Virgil, Vitruvius, Pausanias, Manetti, Alberti, Palladio, Laugier, Piranesi,

Winckelmann, Lessing, Milizia, Lodoli, Mengs, Goethe, Boullée, Ledoux, Latrobe, Mills, among others.

Completion requirements

The student shall present a paper dealing with an aspect of the impact of Classicism on architecture since the 18th century, preferably in the contemporary period.

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ARCH 6991 (Elective)

Credits: 3

Course title: Graduate Seminar in the History of
Architecture: Classical Architecture in Western Turkey
Instructor: R. Crespo (Offered 2003)
Prerequisites: Graduate standing

Course description

The objective of the course is to familiarize the student with Greek and Roman urban and architectural developments in Western Turkey, from the 5th century BC to the 2nd century AD. Examples of buildings are analyzed in relation to their geographical, topographical and cultural contexts. The course also explores the emergence of new building types in response to the needs of new settlers, as well as the adaptation of existing typologies.

Texts

Rykwert, *Idea of a Town*. Oxford: Oxford University Press, 1989;
Wycherley, R. E., *How the Greeks Built Their Cities*. 2d. ed.
London, 1963; Assigned readings from various ancient sources.

Completion requirements

The student shall present a paper dealing with an aspect of ancient architecture of the region, as it relates to later examples of historical architecture.

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ARCH 6991 (Elective)

Credits: 3

Course title: Introduction to Project Management
Instructor: L. Pico (Offered 2005-2006)
Prerequisites: None

Course description:

This course introduces the student to the fundamentals of project management. The course presents qualitative and quantitative principles for an efficient and effective management of projects. It begins explaining the definition of a project, its characteristics and its differences with routine operations and the need for, and benefits from, project management. The course describes the life cycle of projects and the processes required to initiate, plan, execute, control and bring closure to projects within the parameters of quality, time and cost.

Through in-class group exercises, the students actively participate in preparing scope statements, work breakdown structures, activity definitions, activity sequences, duration estimates, basic critical path charts, project budgets, schedules, milestones charts and a final project plan.

The course ends with a brief description of the nine knowledge areas in project: Quality Management, Cost Management, Time Management, Scope Management, Human Resources Management, Risk Management, Procurement Management, Communications Management, and Integration Management.

Text:

In-class presentations; Selected readings from project management periodicals

Completion Requirements:

Proof of performance through written examinations. Demonstration through open discussions and in-class group exercises. Preparation and presentation of a reference manual with the compilation of material presented in class, group exercises and other reference. Punctual compliance with sessions is a requisite.

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HUMA 3011 (Required) Credits: 3

Course title: Introduction to the Study of Western Civilization

Instructor: M. Alvarez / S. Alvarez / B. Cotto

Prerequisites: Admission to the School of Architecture

Course description

The study of the most important structures in the developing of western culture in the fields of philosophy, literature, art and history. Different types of discourses are studied in relation to historical contexts that are related to the city and space systems. The course also proposes other cultural models to give a pluralistic vision of the rise and development of human societies.

Texts

Special readings will be assigned from various sources.

Completion requirements

Exams, discussions and reports.

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HUMA 3012

(Required)

Credits: 3

Course title: Introduction to the Study of Western Culture

Instructor: A. Cruz / M. Alvarez / S. Alvarez / B. Cotto

Prerequisites: HUMA 3011

Course description

Continuation of HUMA 3011. The study of the most important structures in the developing of western culture in the fields of philosophy, literature, art and history. Different types of discourses are studied in relation to historical contexts that are related to the city and space systems. The course also proposes other cultural models to give a pluralistic vision of the rise and development of human societies.

Texts

Special readings will be assigned from various sources.

Completion requirements

Exams, discussions and reports.

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ARQU 3015

LEED 2.2

The Green Building Council's LEED NC 2.2 is reviewed in detail for a complete understanding of classification of green buildings.

ARQU 3015

Sustainable Architecture Institute I

Students and professors will plan and design work strategies and projects that will form the core of the Sustainable Architecture Institute. Existing resources of School will be maximized. The Klumb House will be established as the Insitute's, as well as, the Puerto Rico US Green Building Council's center.

ARQU 3015

Natural Nocturnal Illumination

This course studies the different strategies for the use of natural nocturnal illumination as an essential resource available to architects in the design and creation of space.

ARQU 5030

Architectural Design / Solar House

ARQU 5995

Furniture Design (architecture, space and furniture)

The course explores the use of furniture as fundamental elements of architectural space. The main objective is for the students to grasp the importance of the human scale and the role it plays in furniture design and its relationship to space.

ARQU 6991

Exploration of Detail

This course critiques in depth and explores architectural detail based on the projects completed by students in the graduate program's design

studios. The tectonic language of an architectural detail is explored and understood as means of interpretation of its capacity to supplement and expand the conceptual and experimental aspects of a project.

ARQU 6992

Sustainable Urbanism

The course discussion focuses on urban design tendencies that are associated with sustainability. It explores critically, but is not limited to, such concepts as: intelligent development, new urbanism, eco-urbanism, transit oriented development, habitable city and sustainable mobility, among others.

ARQU 3015

Wood Construction Workshop

The course achieves a basic understanding of woodwork and its applications in architecture beyond customary ornamental uses.

ARQU 5005

Introduction to Auto Cad

This introductory course offers the basic concepts of computer drafting including its applications in architectural design, representation, and the production of construction documents.

ARQU 5006

Computer Graphics

Technological knowledge has grown exponentially in the past ten years resulting in the use of virtual representation of ideas and concepts via computer graphics. This course offers the student the basic tools to express the conceptual development, as well as the final presentations, of their design projects using such programs as: Sketchup, 3d Studio Viz y Adobe Photoshop.

ARQU 6991

Advanced Computer Graphics

This course provides advanced principles of animation, three-dimensional modeling and illumination and their application during post-production processes.

ARQU 6992

Project Management

This is an introductory course to project fundamentals, presenting quantitative and qualitative principles of efficient administration of construction projects, professionals and businesses.

ARQU 3015

Artistic Drawing for Architects

This creative workshop focuses on artistic drawing addressing particular applications for architecture students.

ARQU 3015

Basic Architectural Drawing: descriptive geometry principles

This introductory course to the discipline of descriptive geometry studies its application to architectural drawing, this being understood as a means of representation for visual communication.

ARQU 3015

Watercolor Technique: a source of architectural presentation

The course offers watercolor techniques as a complementary resource for architectural design illustrations.

ARQU 3015

Appreciation of the Art of Cinematography

The course explores film as a means of personal, social and cultural expression. It covers all aspects of film and includes different genres in a sample selection for the class.

ARQU 5995

Urban installations: artistic interventions in the Río Piedras urban center

This course promotes the creation of artistic installation in the urban center of Río Piedras due to its proximity to the University of Puerto Rico Campus and the School. The creative process will be based on the community's characteristic architectural elements.

ARQU 6991 / ARQU 6992

Ethics and aesthetics of Architecture

This course may be considered an introduction to aesthetics, or more precisely, an introduction to cultural hermeneutics in architecture.

5995

Investigating Architecture

The course covers various investigation methods relevant to the discipline. The discussion covers three areas: investigation paradigms, methods and methodologies, and design investigation and practice.

6991

Contemporary Thinking and Architecture

The spirit of this course is to establish the importance of a theoretical foundation in any given architectural intervention. This in complete recognition of pertinent cultural, philosophical, aesthetic and scientific considerations.

ARQU 3015

Architecture and Literature: narratives, space and representation

This interdisciplinary course explores the spatial, architectural and urban phenomenon by studying narrative texts. It seeks to analyze and understand representation as a complex relationship between space, architecture and the city.

ARQU 4009

Panoramic View of Brazilian Architecture

Provide the student with a thematic introduction on Brazilian modern and contemporary architecture. The course spans 20th century to present day projects with emphasis on the production of architecture during the modern movement.

ARQU 4010

New York Study Trip

The course analyses the most important historical, artistic, urban and architectural aspects of the city of New York. A 9-day trip to the city concludes the semester.

ARQU 6991

Between the mask and the mirror: architecture and identity of Puerto Rico during the 20th century

The course centers on the discussion of the development of the architectural practice in Puerto Rico and its relationship to the search for identity in the 20th century.

ARQU 6991

History of Architecture and Urbanism of Puerto Rico: first part 16th - 19th century

The course discusses the development of the practice of architecture in Puerto Rico, including the history of urban strategies as a reflection of the socio-economic organization of the island.

ARQU 6992

Intersections: an interdisciplinary approximation of architecture

The class explores the theoretical intersections of history and social sciences with the universe of architecture and the city. The goal is to develop the capacity to identify, understand and solve architectural dilemmas using interpretation tools of alternative disciplines such as: history, anthropology, psychology, semiology, and others.

ARQU. 6343

History of Architecture of Puerto Rico (20th century)

The course initiates the students in the discovery and appreciation of our architectural patrimony inserted within its historical context. Architecture of the 20th century will be presented in the context of pertinent political and cultural events. Documents of the Architecture and Construction Archive of the University of Puerto Rico (AACUPR in Spanish) will serve as the main source for the investigations.

HIST 80008

Seminar on the Investigation of the History of Puerto Rico: historical, architectural and anthropological assessment through the study of cemeteries in Puerto Rico, 19th and 20th century

The course includes the analysis, investigation and documentation of the cemeteries of Puerto Rico of the 19th and 20th centuries. The studies will center on the San Blas de Illesca cemetery located in Coamo, Puerto Rico.

INTRODUCTION TO CONSERVATION

This course addresses the concept of conservation as an answer to the question: What is conservation? It is answered with a brief study of conceptualization and development of the discipline. It will explore both the historical development of conservation and its theoretical tenets, to then address the central themes of the value, need and practice of conservation today.

Córcega Summer Course / Vertical Studio

Design Intervention in Casa Americana / Figarella, Córcega FR

The students will develop an architectural intervention in an existing structure. The intervention should provide an area of 300 to 400 square meters, with an institutional use to reactivate the preexisting structure. Suggested uses include a museum of the history of the structure and support areas for visitors (restaurant, museum store, etc.) as well as administrative offices. Special emphasis will be given to detailing the components of the proposed edification and thus revealing the design intentions of the connection between the new and existing structures.

4.4 Faculty Resumes

It should be noted that in order to be a licensed practitioner in Puerto Rico, an architect must join the Colegio de Arquitectos de Puerto Rico (CAAPPR) and an engineer must join the Colegio de Ingenieros y Agrimensores de Puerto Rico (CIAPR). Architects-in-Training and Engineers-in-Training are also members of their respective Colegios.

Faculty listing

Fernando Abruña, Licensed Architect, Tenured Professor and Director, Sustainability Studio, MArch, Pratt Institute, *Design, Technology, Sustainability*

Javier Alzérreca Frambes, Instructor, MArch, Universidad de Puerto Rico, *Graphic and Presentation Design*

Cristina Algaze Beato, Architect in Training, Instructor, Environment Studies and Bioclimatic Architecture, Madrid Polytechnic University, Spain, *Design, Sustainability*

Jannette Babilonia Cortes, Librarian, Doctoral Program in Documentation, Universidad Carlos III, Madrid, Spain

Sonia Bazán del Valle, Architect in Training, Instructor, MArch University of Pennsylvania, 1997, *Design*

Javier Bonnín, Licensed Architect, Instructor, MArch, Georgia Institute of Technology, *Design, Urban Design*

Roberto Biaggi, Architect in Training, Instructor, MArch, Southern California Institute of Technology, *Design*
José Campo

María Magdalena Campo, Architect in Training, Licensed Planner, Assistant Professor, MArch, Universidad de Puerto Rico, *Design*

José C. Caro, Instructor, MBA & MArch, University of Illinois, *Professional Practice*

Humberto E. Cavallín Calanche, Assistant Professor on Tenure Track, PhD, Architecture, University of California, Berkeley, *Design, Research*

Mario Ceniquel, Visiting Professor, PhD Architecture, Facultad de Arquitectura y Urbanismo, Universidad de Sao Paulo, *Design*

Astrid Colón, Professor (Retired), Library Director MLS, Universidad de Puerto Rico, *Librarian*

Alberto Correa Guzmán, Ph.D. Mathematics Education, Interamerican University, *Pre-Calculus*

Brunilda Cotto Ibarra, Ph.D., Université de Montpellier III, *Humanities*

Rafael A. Crespo, Professor (Retired), Ph. D., Harvard University, *History*

Heather Crichfield, Licensed Architect, Instructor, MArch, Massachusetts Institute of Technology, *Design, Theory*

Luis Daza-Duarte, P.E., Professor, PhD Civil Engineering, UPR-Mayaguez, *Structures*

Javier De Jesús-Martínez, Architect in Training, Professor in Practice, Director of IMDICE, BArch, Cooper Union, *Design*

Juan Ignacio del Cueto, Visiting Professor, PhD Architecture, Escuela Técnica Superior de Arquitectura de Barcelona, Spain, *Design*

José A. Espinal, P.E., Instructor, M.S. Civil Engineering, Stanford University, CA, *Structures*

María Beatriz Fernández Cerra, Instructor, Architect in Training, BArch, Cornell University, NY, *Design*

Norma Isa Figueroa, Licensed Architect, Instructor, MArch, University of Milwaukee-Wisconsin, *Design*

José E. Flores Ramos, Librarian, Ph.D. History of Puerto Rico and the Caribbean, Universidad de Puerto Rico, *Librarian*

Maruja Fuentes Vigié, Architect in Training, Instructor, MArch, Georgia Institute of Technology, *Design, Industrial Design*

Nathaniel Fúster, Licensed Architect, Associate Professor, Doctor of Design (DDes), Harvard University, *Design*

Manuel García Fonteboa, Associate Professor, MFA, University of Massachusetts, *Design, Graphic Design*

Carlos García Moreira, Architect in Training, Instructor, MArch, Georgia Institute of Technology, *Computers*

Rafael B. Gavilanes Sánchez, Licensed Architect, Instructor, MArch, Harvard University, *Design, Technology*

Anna L. Georas, Licensed Architect, Instructor on Tenure Track, MArch, Harvard University, *Design*

José González-Peniza, Assistant Professor, Director Digital Photo Lab, MA, Indiana University, *Photography*

Anixa González Ríos, Architect in Training, Instructor, MArch, Ohio State University, *Design*

Francisco J. Gutierrez, Licensed Architect, Instructor, MArch, Harvard University, MA, *Design*

Annabelle Hernández, Architect in Training, Instructor, MArch, University of Pennsylvania, *Design*

John B. Hertz, Licensed Architect, Professor, MArch, University of California-Berkeley, *Design*

Javier Isado, Licensed Architect, Undergraduate Program Director and Instructor in Tenure Track, Master's Degree in History and Theory of Architecture, Universidad Politécnica de Cataluña, Barcelona, BArch, Cornell University, *Design, Theory*

Mayra Jiménez Montano, Architect in Training, Instructor, MArch, Universidad de Puerto Rico, *Design*

Jorge L. Lizardi Pollock, Assistant Professor and Director CIUDAD, Ph.D. History of Latin America, Universidad de Puerto Rico, *History*

Emilio Martínez-Cimadevilla, Licensed Architect, Professor in Practice, MSAUD, Columbia University, *Design, Urban Design*

Elio Martínez-Joffre, Licensed Architect, Associate Professor and Director of *Taller Comunitario*, Arquitecto, Instituto Tecnológico de Estudios Superiores de Monterrey, México, *Design, Theory*

Oscar Guillermo Marty- Baldissoni, Licensed Architect, Professor, MAUD, Harvard University, 1965, *Design, Technology*

Julián Manriquez, Instructor, MArch, Southern California Institute of Technology, Director of Media Lab

José L. Marrero Sicardó, P.E., B.Mechanical Engineering, Universidad Politécnica de Puerto Rico

Sonia M. Miranda Palacios, Licensed Architect, Instructor, MArch, Massachusetts Institute of Technology, *Design, Technology, Sustainability*

Abel Misla, Architect in Training, Professor in Practice, Director IMDICE, MArch, Columbia University, *Design*

Enrique Ramón Milián, Licensed Architect, Instructor, MArch, Harvard University, *Design*

Pedro Muñoz-Rivera, Licensed Architect, Professor and Director of Laboratorio Ambiental de Arquitectura Biotropical, PhD, Virginia Polytechnic Institute, 1986, *Technology, Climatology*

Nadya K. Nenadich, Instructor, Ph. D. candidate in the Architecture Department, Escuela Técnica Superior de Arquitectura de Barcelona, Universidad Politécnica de Cataluña - Barcelona, Spain, *Conservation*

María Isabel Oliver, MArch, Columbia University, Director of Graduate Program, Director of iEscala, and Instructor in Tenure Track, *Theory, Design*

Gloria Milagros Ortiz, Architect in Training, Assistant Professor and Assistant to the Dean in Academic Affairs, BArch, Universidad de Puerto Rico, 1976, *Preservation*

Marc Passerieu Dit Jean-Bernard, Associate Profesor, PhD in Philosophy, Sorbonne University, Paris, *Philosophy*

Pedro E. Parrilla, Associate Professor and Counselor, MRC, Universidad de Puerto Rico, *Student Counseling*

Luis A. Pico-Lacomba, Licensed Architect, Instructor, MBA in Management, University of Phoenix, *Professional Practice, Project Management*

Edwin Quiles, Licensed Architect, Professor (Retired), MArch, Massachusetts Institute of Technology, *Taller Comunitario*

Jorge Rocafort, Licensed Engineer, Professor, PhD, Northwestern University, 1979, *Technology, Architectural Acoustics, Applied Physics*

Eugenio Ramírez Ballagas, Instructor, MArch, Virginia Polytechnic University, *Design*

Jorge Ramírez Buxeda, Licensed Architect, Professor and Project Architect for the Solar Decathlon, M.Arch, University of Virginia, *Design*

Ernesto Rodríguez, Licensed Architect, Instructor, MArch, Massachusetts Institute of Technology, *Design*

Francisco J. Rodríguez Suárez, Licensed Architect, Dean, MArch Harvard University 1997, *Design*

Maria T. Rossi Coughlin, Professor in Practice, B. Architecture, Cornell University, *Design*

Arnaldo Sánchez, Architect in Training, Instructor, MArch, Harvard University, *Design*

Esteban Sennyey, Licensed Architect, Associate Professor, MArch, Cornell University, 1982, *Design, Urban Design*

Nathan Glenn Smith, Instructor, MArch, Rice University, *Design*

Marco Trevisani, Instructor, MArch, School of Architecture, Politecnico di Milano, Italy, *Interactive and Industrial Design*

Edgardo Vélez Sáez, P.E., Instructor, B.Mechanical Engineering, UPR Mayaguez, *Technology*

Enrique Vivoni Farage, Licensed Architect, Professor and Director AACUPR, PhD, University of Pennsylvania, *Archives, History*

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Name: Fernando Abruña-Charneco
Position: Professor and Director, Sustainable Design Studio

Courses taught
 ARCH 4134-35 3015, 6361

Educational background and registration data
 Doctor of Design Science, International College, California, 1977
 MArch, Pratt Institute 1976
 BArch, Rhode Island School of Design,
 Registered Architect, License # 7785

Recent honors and awards
 Citizen of the Year, Environmental Quality Award by the US Environmental Protection Agency;

Current research, scholarship, and creative activity

Publications
 "The Absent House: Designing, Building, and Living in an Eco House"
 Design Guidelines for Ecotourism and Sustainable Tourism Facilities,
 Puerto Rico Tourism Company
 Design Guidelines for Sustainable Development, Municipality of Carolina,
 PR

Research
 Eco Park dedicated to Moonlight
 Hybrid Electric/Solar Urban Car, Urbano Green Works

Lectures
 "Tres casas, tres arquitectos, tres visiones" Escuela de Arquitectura,
 Universidad de Puerto Rico, 2005

TV
 Extreme Homes, HGTV
 First Eco House, Univisión TV

Current academic, professional, and public service
 Fellow, American Institute of Architects,
 Founding President of the US Green Building Council, Caribbean Chapter
 Faculty Advisor, Construction Specifications Institute
 Faculty Advisor, Emerging Green Builders
 Design and Build, Eco School, Caguas, PR
 Design and Build, Eco School, Culebras, PR
 Design and Build, "Solaria", Predesigned Eco House for Villas Miantojo Enterprises
 Architecture Team Director, Solar Decathlon, Washington D.C. (House won 2nd Place in Design and Livability contest judged by Pritzker laureate, Glenn Murcutt and Edward Mazria)

Professional memberships
 Member, Colegio de Arquitectos de Puerto Rico, 1978-present; Member, AIA, 1978-present; Member, Association of Energy Engineers, 1979-present; Member, National Trust for Historic Preservation, 1984-present; Member, American Society of Landscape Architects, 1992-present; Founding Member, National Building Museum, Washington, DC; 1978-present; 1978-present

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Name: Cristina Algaze Beato
Position: Instructor

Courses taught
 ARCH 3131, 3132

Educational background and registration data:
 Master's program in Environment Studies and Bioclimatic Architecture,
 Advanced Technical School of Architecture, Madrid Polytechnic University,
 Spain, 2005

MArch College of Architecture and Urban Studies, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 2002
Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1998

Certificate in Local Environmental Policies and Permits, Continuing Education Department, UPR, 2007
Architect in Training, Certificate # 19826
LEED Accredited Professional, 2007

Recent honors and awards:

Architecture Thesis Book Award, College of Architecture and Urban Studies, Virginia Polytechnic Institute, 2003.

Current research, scholarship, and creative activity:

(In progress) LEED EB v.2 Certification Project for the School of Architecture Building, UPR
(In progress) LEED Consultant for Private Housing Project
(In Progress) Sustainable Design Strategies, Popelnik Private Residence
(In Progress) Design, Fuentes – Rovira Private Residence
Puerto Rico's Department of Health New Office Building, Programming Phase, 2007
Puerto Rico's Department of Justice New Office Building, Programming Phase, 2006 – 2007
Furniture and Interior Design, various, 2003 – 2006.

Publications

"Instrumento para Habitar", Review, (in)Forma, Journal of Architecture and Culture, Volume No. 2, 2005.

Current academic, professional, and public service:

(In progress) Master's Thesis Advisor, School of Architecture, UPR
Instructor, Introductory Summer Studio for First Year Students, School of Architecture, UPR, 2003 and 2007 Sustainable Design Strategies for the *Habitat for Humanity* Projects, Puerto Rico Chapter, 2006
Exhibitions Coordinator, School of Architecture, UPR, 2004
Assistant to the Dean of the School of Architecture in Special Affairs, UPR, 2003 -2004.

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico CAAPPR;
US Green Building Council - Caribbean Chapter.

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Name: Javier Alzérreca Frambes
Position: Instructor

Courses taught
ARQU 3015

Educational background and registration data
MArch, Escuela de Arquitectura, UPR;
Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico

Recent honors and awards
Commissioned by the National Farmworker Health Insurance, National Convention 2005

Current research, scholarship, and creative activity
Lecture

School of Fine Arts, Universidad de Puerto Rico, 2006
 Rotary Club of Puerto Rico, 2004

Current academic, professional, and public service

Exhibitions (individual)

"Familia y cultura", Liga de Arte, San Juan, PR 2007
 "Fragmentos de Familia y Cultura", Universidad del Este, Carolina, PR 2007
 "Raíces, Música y Color", Casa Escuté, Carolina, PR 2006
 "Don Cholores y su legado", Capitolio, San Juan, PR 2004
 "El Josco Agreste", Casa Escuté, Carolina, PR 2003
 "Estampas del Mar y la Montaña", Howard Jonson Hotel, San Juan, PR 2003

Exhibitions (collective)

"Los mas buscados", Universidad del Este, Carolina, PR 2007
 Capitolio, San Juan, PR 2005
 Museo del Municipio de Dorado, Dorado, PR 2005
 "Presencia Boricua", M.O.A., Miami, FL 2005
 Turismo, Paseo de la Princesa, Viejo San Juan, PR 2004
 Galería Gómez, Puerto Nuevo, PR 2004
 Muestra Nacional de Artes Plásticas, I.C.P., San Juan, PR 2003
 Casa del Rector, Universidad del Turabo, PR 2003
 Galería San Juan Bautista, Alcaldía de San Juan, PR 2003

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Name: Jannette Babilonia-Cortés
Position: Librarian II

Educational background and registration data

Docotoral program in Documentation, Universidad Carlos III, 2005
 MLS Universidad de Puerto Rico, 1999
 BA Secretarial Sciences, Universidad de Puerto Rico, 1990

Current academic, professional, and public service

Delegate, FESABID 2005, 9as Jornadas Españolas de Documentación, Madrid, Spain, 2005
 Presenter, Workshops on Indexing, Assigned by the Library Instruction Program, Universidad de Puerto Rico Libraries System, 1998-2000
 Delegate, V Congreso Internacional de Información (INFO99), La Habana, Cuba, 1999
 Delegate, XII Feria Internacional del Libro, Guadalajara, México, 1998

Professional memberships

Sociedad de Bibliotecarios de Puerto Rico (SBPR); Asociación de Estudiantes Graduados de Bibliotecología y Ciencias de la Información (ASEGRABCI)

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Name: Sonia Bazán del Valle
Position: Instructor

Courses taught

ARCH 3133, 3134

Educational background and registration data

MArch University of Pennsylvania, 1997
 Bachelor in Environmental Design, Escuela de Arquitectura, UPR, 1993
 Architect in Training

Recent Honors and awards

First Award, V Concurs Pensar el Mobiliari del Futur. "a2", a piece of furniture for reading and resting, Barcelona, 2005.

Current research, scholarship, and creative activity

Exhibition

"a2", a piece of furniture for reading and resting, in Plaers Polidramàtics, a performance presented by La Calba Teatre, Barcelona, 2005.

Publication

"Fiel al Diseño", article on "a2", a piece of furniture for reading and resting, in Revista Domingo, El Nuevo Día, 2006

Current academic, professional, and public service

Bazán Design Workshop, present

Hiroshi Tsunoda Design Studio, BCN, 2005

Davis, Fúster Arquitectos, 1997-2004

Visiting Critic Design Studios, Universidad de Puerto Rico, 1997-2004 and Universidad Politécnica, 2000-2004

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Roberto Biaggi

Position: Instructor

Courses taught

ARQU 3134, 4135

Educational background and registration data:

MArch, Southern California Institute of Architecture, CA, 1999

SCIARC Vico Morcote, Switzerland, 1997

La Liga De Arte, Viejo San Juan, Puerto Rico, Drawing & Painting

Workshops, Summer 1993-1994

BA with Major in Architecture, Washington University School of

Architecture, St. Louis, MO, 1995

Architect in Training

Recent honors and awards:

Honorable Mention- Ceramic Tiles of Italy competition, Coverings convention, Chicago, Ill. 2007

Sculptures on Sample- Public art competition, Coral Springs Florida, 2006

Portal Este, mosaico *Negros con Alas*, Community Award, USVI, 2006

International Poet of Merit and Honored Member of the International Society of Poets, 2005

Editor's Choice Award, "Write, ride and arrive alive", poetry.com, 2005

Día de la Puertorriqueñidad, Escuela Don Ramón Morales Peña, 2004

International Poet of Merit and Honored Member of the International Society of Poets, 2002

Editor's Choice Award, "Rather See Time", poetry.com, 2002

Editor's Choice Award, "It's About Time", poetry.com, 2001

Current research, scholarship, and creative activity

Working on a new poetry book and a new paintings exhibition

Exhibitions

Rob-a-dub , solo show, dibujos recientes, black box art, viejo san Juan, PR 2007; Deleterearte, solo show, pinturas recientes, RoKa Espacio, Santurce, PR, marzo - abril 2007; Hoy , Colectiva de pinturas, black box art, viejo san Juan, PR 2007; Una Mirada sobre San Juan, V Bienal de Fotografías de Puerto Rico, Museo de las Américas, Viejo San Juan, octubre 2006; Mi Gente, tributo a Hector Lavoe - colectiva de pinturas, Museo de las Américas, Viejo San Juan, agosto-nov. 2006; Santos Puertorriqueños - pinturas de Celso y Roberto, Galerie Fantome, Paris, France, junio 2006; La crema - pintura en vivo de un carro para show de WAPA TV; Papelandia II - arte instalación con pinturas, El Café Seda, Viejo San Juan, PR, enero 2006

Current academic, professional, and public service

Public Art, Design & Built, "Fuente Río Hombre", Carolina, PR, 2007

Design & Built, "Rosas tatuadas", Rodríguez Residence, Caguas, PR, 2007

Public Art, Design & Built, "Tallados en el Batey", Caguas, PR, 2007

Public Art, Design & Built, "No Somos Molinos, Somos Gigantes", Carolina, PR, 2007

Public Art, Design & Built, "Negros con Alas II", Public Art, Design & Built, "Recicl-arte", arte en pintura a tres contenedores de reciclaje en Carolina PR, 2006

Production Design, Digital TV Commercial, Kellogs Zucaritas, Cataño, PR, 2007

Teacher, Taller de Mosaicos, Ricky Martin Foundation, San Juan, PR;

Public Art, Design & Built, "Urb. Santa Rita", Río Piedras, PR, March 2006

Production Design, 35 mm TV Commercial, Harris Paint, Bayamon PR, June 2006
 Public Art, Design & Built, "Espiral Ceremonial", Universidad de Puerto Rico Rio Piedras, PR, April 2006
 Public Art, Design & Built, "Negros con Alas", Caguas, PR, March 2006
 Scenery and Lighting Design, "Scion Wake up with Ludacris", Raulo Grip, Cataño, PR 2005
 Design & Build, "A galope", mosaic, Trujillo Alto, PR, 2005
 Design & Build, "Sun rising in the Spring", mosaic, Sculptures on Simple Road, Coral Springs, FL, 2005
 Design & Build, "Lanes", mosaic, Lanes Car & Truck Rental, Santurce, PR, 2005
 Teacher, Taller de mosaicos, Escuela abierta, Dr. Ramón Morales Peña, Santurce, PR, 2005
 Film Director, Scenery and Lighting Design, Projections and scenery for Hermanos Cepeda, Cepeda Foundation, 2 live shows, Teatro Tapia, Viejo San Juan, PR, 2005
 Design & Build, "Villas del Mar", mosaic, Loiza, PR 2005
 Public Art, Design & Build, "Metrópolis" mosaic, Urbanización Metrópolis, Carolina, PR 2005
 Public Art, Design & Build, Ortiz Residence, Barranquitas, PR 2004
 Teacher, Taller de Arte y Juegos no Belicos, Río Piedras, PR 2004
 Mosaic restoration, La Santísima Trinidad Methodist Church, Viejo San Juan, PR 2004
 Design & Build, "Puente al Urbanismo", mosaic, Aireko Construction, Caguas, PR 2004
 Design & Build, "Atardecer en la loma", Angel Residence, Canóvanas, PR 2004
 Design & Build, "Perravo 2004", mosaic, Country Club Shopping Plaza, Carolina, PR 2004
 Design & Build, "Contranatura", mosaic, Rodríguez Residence, San Patricio, PR, 2004
 Public Art, Design & Build, "Neptuno en la Tierra", mosaic, The Village in San Patricio, San Juan, PR 2004
 Design & Build, "Alla Natura", mural, Marino's BBQ, 2004
 Film Director, Scenery, and Lighting Design, Projections and scenery for Hermanos Cepeda, Cepeda Foundation, 8 live shows, Teatro Tapia, Viejo San Juan, PR, 2004
 Film Director, Scenery, and Lighting Design, Projections and scenery for William Cepeda's Suite Tierra Negra and El Conservatorio de Música de Puerto Rico, Antiguo Asilo de Niñas de Miramar, PR 2003
 Scenery and Lighting Design, Projections and scenery for Vivanativa's Acoustin presentation, *Aquí se puede*, Viejo San Juan, PR 2003
 Design & Build, "Neptuno encuentra a Venus", mosaic, Rodríguez Residence, Cupey, PR 2003
 Art Design, 6th Annual Caribbean Boat Show, Marina Puerto del Rey, Ceiba, PR 2003
 Preliminary Design, Winter House, Snow Owl Lodge, Hawk Mountain, Vermont, 2003
 Public Art, Design & Build, "Ensueño de Gigantes I & II", mosaic, Carolina, PR, 2003
 Design & Build, Fiol Residence, Old San Juan, PR 2003
 Scenery and Lighting Design, Projections and scenery for Vivanativa's Concert, Centro de Bellas Artes de Guaynabo, PR 2003
 Scenery, Lighting, Design & Build, "Placer", Furniture, Projections, and scenery for MAF & Lana Productions New Years Party, El Chayote Restaurant, Miramar, PR 2003

Conferences

40 Aniversario de la Escuela de Arquitectura de PR, Universidad de Puerto Rico, 2006
 Coral Springs Museum of Art, Coral Springs, Florida, 2005
 Escuela Don Ramón Morales Peña, Arte Sobre Ruedas, Bayamón, PR 2004

Professional memberships

Miembro del Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
 Miembro de "The Internacional Society of Poets"

.....
Name: María Magdalena Campo Urrutia
Position: Assistant Professor

Courses taught

ARCH 6311, 6313, 6314

Educational background and registration data

Ph. D. Candidate in Philosophy, Universidad de Puerto Rico
 MArch, Escuela de Arquitectura, Universidad de Puerto Rico, 1989
 Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1986
 Architect in Training #12066
 Panificadora Licenciada #624.

Current research, scholarship, and creative activity

Conferences

San Juan/La Habana, Suburbias nuevas, historias viejas... Universidad de Puerto Rico and University of Michigan, September 2007

Publications

El Nuevo Trato y el Suburbio: Nueva Deal-ética de la Ciudad Americana, Historia y Sociedad, September 2007
CIVITAS y Espacio Público, Una cuestión de Géneros?, Archivos de Arquitectura Antillana, 2002

Current academic, professional, and public service

Talleres de Arquitectura para Niños, Universidad de Puerto Rico, summer 2003-2007
 Magdalena Campo Architect, Consultant on Planning and Urban Design, 2000-present
 Member, Design Committee,
 Representative, Architects in Training, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, 2002- present

Professional Memberships

Colegio de Arquitectos de Puerto Rico (Delegate); Asociación Puertorriqueña de Planificadores.

.....
Name: Humberto E. Cavallín Calanche
Position: Assistant Professor on Tenure Track

Courses taught

ARQU 3134, 5993, 6895

Educational background and registration data

PhD, Architecture, University of California System, Berkeley, 2006
 MS, Social Psychology, Universidad Central de Venezuela, Venezuela, 1997
 B. Arch. Universidad Nacional Experimental del Tachira, Venezuela, 1990

Recent honors and awards

ARCC 2004 Best Presentation Award. Presented by the EAAE ARCC Conference, Dublin, Ireland

Current research, scholarship, and creative activity

Research

W. M. Martin (01-JAN-04 a 01-MAR-04). AutoCAD 2005 Productivity Research. Fondos: Autodesk Inc.
 (01-NOV-02 a 01-APR-03). AutoCAD Red Deer Productivity Research (01-JAN-00 - Present). The role of conceptual structures developed by the use of models in the setting and solving of design problems in architecture.

Current academic, professional, and public service

Conferences

Mike Martin and Humberto Cavallin. *Building Stories / A case study method in architecture*.
 Humberto Cavallin, W. Mike Martin & Ann Heylighen (2005). *Mind-ing the task: The role of context in*

usability research . Humberto Cavallin, 4th Social Intelligence Design Workshop. Stanford University, California. (2004-2005 Sem 2).
 Revisión del Curriculum de la Carrera [Comité ad-hoc] Member, Comité Amplio, 2005
 Member, Comité de Maestría, 2005
 Graduate Program Director, Universidad de Puerto Rico, 2005-2007

Publications

Ann Heylighen, W. Mike Martin & Humberto Cavallin (2006). Building Stories Revisited / Unlocking the knowledge capital of architectural practice [Abstracto], *Architecture Engineering and Design Management*..
 Developing methods to understand discourse and workspace in distributed computer mediated interaction Renate Fruchter and Humberto Cavallin Published in AI & Society (2006)20:169-188
 Ann Heylighen, W. Mike Martin & Humberto Cavallin (2006). Knowledge exchange in the wild / Building Stories' attempt to unlock the knowledge capital of architectural practice , *Proceedings of the CIB W096 Architectural Management*..
 Ann Heylighen, W. Mike Martin & Humberto Cavallin (2005). *Accidental Resource / A Fable of Design Research through Storytelling* . En JS Gero and N Bonnardel (Editor), Studying Designers'05(pp.).: .
 Ann Heylighen, W. Mike Martin & H. Cavallin (June 23, 2005). How to Teach and Archive Tacit Design Knowledge, *Design Intelligence*. 11(6).
 Ann Heylighen, Humberto Cavallin & W. Mike Martin (2004). The student, the architect, his intern and her knowledge [Abstracto], *Between Research and Practice, Proceedings of the EAAE ARCC Conference*. (pp. 111-119)..Dublin School of Architecture DIT, Ireland: EAAE Transactions on Architectural Education.
 Reality Check/An intentional view on the design-science relationship Ann Heylighen, Humberto Cavallin & Matteo Bianchin presented at The unthinkable doctorate, NETHCA Colloquium, Brussels (Belgium), April 2005
Mind-ing the task, The role of context in usability research Humberto Cavallin, W. Mike Martin & Ann Heylighen SID 2005, Proceedings of the 4th Social Intelligence Design Workshop, Stanford (Ca), March 2005 (CD Rom)
 The right story at the right time Towards a tacit knowledge support for (student) designers W. Mike Martin, Ann Heylighen & Humberto Cavallin Accepted for publication in AI & Society (January 2005).
 This is not a Caucus-Race Or why upgrades in software GUIs will (not necessarily) make (all) users (instantly) more productive Humberto Cavallin, W. Mike Martin & Ann Heylighen SID 2005, Proceedings of the 4th Social Intelligence Design Workshop, Stanford (Ca), March 2005 (CD Rom)

.....
Name: Mario Ceniquel
Position: Visiting Professor, Universidad Federal de Río de Janeiro, Brazil

Courses taught

ARCH 4133, 4134, 6312, 6991, 6992

Educational background and registration data

PhD Architecture, Facultad de Arquitectura y Urbanismo, Universidad de Sao Paulo, 1996
 Master in Architecture and Urban Design, Facultad de Arquitectura y Urbanismo, Universidad de Sao Paulo, 1990
 Arquitecto, Facultad de Arquitectura y Urbanismo, Universidad de Buenos Aires, Argentina, 1973
 Architectural Liscence from Conselho Regionalde Engenharia, Arquitetura e Agronomia (CREA), Brazil

Recent honors and awards

Honorable Mention, Concurso Público Nacional de Reconversao, Urbana do Largo da Batatá, Sao Paulo, Brasil, 2002

Current academic, professional, and public service

Terminal, International Airport, da Cidade de Bonito, Matogrosso do Sul, Brasil, 2003

Renewal Project, Travessa Mercurio e Praça das Artes, Curumbá, Matogrosso do Sul, Brasil, 2002

Urban Intervention in Area Central do Casario do Porto, Curumbá, Matogrosso do Sul, Brasil, 2002

Professional memberships

Sociedad Central de Arquitectos de Buenos Aires, Argentina

Instituto de Arquitetos do Barsil

Sindicato dos Arquitetos do Rio de Janeiro

.....
Name: Astrid Colón de Jesús

Position: Librarian IV (Retired)

Educational background and registration data

Master Library Science, Universidad de Puerto Rico, 1971; BA, Universidad de Puerto Rico, 1966

Current research, scholarship, and creative activity

"Bibliotecario: arquitecto de un Nuevo paradigma," lecture at the XX Asamblea Anual ASEGRABCI, 1998

Current academic, professional, and public service

Member, Centro Caribeño de Recursos UPR, Comité de Documentación, 1997-2001; Member, Junta de Directores de Bibliotecas UPR, Comité de Personal, 2001; Delegate, XII Feria Internacional del Libro, Guadalajara, México, 1998

Professional memberships

Association of Architectural School Librarians, Visual Resources

Association, Art Libraries Society of North America (ARLIS/NA),

Asociación de Maestros de Puerto Rico, National Education Association,

Asociación de Estudiantes Graduados de Bibliotecología y Ciencias de la Información (ASEGRABCI)

.....
Name: José C. Caro

Position: Instructor

Courses taught

ARQU 6313, 6314, 6383, 6384

Educational background and registration data

MBA University of Illinois, Urbana, Illinois, 1981

M.Arch University of Illinois, Urbana, Illinois, 1981

B. Environmental Design, Texas A&M University, College Station, Texas, 1974

National Council of Architectural Registration Board, Lic. # 9732, PR

.....
Name: Alberto Correa Guzmán

Position: Instructor

Courses taught

ARQU 3045, 3046

Educational background and registration data

Ph.D. Mathematics Education, Interamerican University, 1999

M.A. Education, Universidad de Puerto Rico, 1982

B.S. Mathematics, World University of Puerto Rico, 1978

Current research, scholarship, and creative activityLectures

Sobrepasando la Matefobia; San Juan, PR, 2005

La Educación Matemática emergente y el rol del maestro; San Juan, PR, 2005

La inteligencia emocional y la Matemáticas; San Juan, PR, 2003

Current academic, professional, and public service

Associate Professor, Interamerican University, Bayamón, PR

.....
Name: Brunilda Cotto Ibarra
Position: Professor

Courses taught
 HUMA 3011-12

Educational background and registration data

Docteur de l'Université de Montpellier III, Francia, 1986
 D.E.A Diplôme D'Etudes Approfondies. Etudes Romanes. Montpellier III, 1983
 Master of Arts. New York University, 1975
 B.Arts, Universidad de Puerto Rico, 1972
 Additional studies in Middlebury University and at the Universidad Complutense de Madrid.

Current research, scholarship, and creative activity

Conferences

"La Unión Europea y su experiencia educativa y cultural". Coloquio sobre la Unión Europea y el Gran Caribe Universidad de Puerto Rico, 2007
Portrait: Notice biographique sur María Ester Herrera à propos du Liber Lapidum. Alliance Française, Porto Rico 2006.
 Moderador, *El Mall* by Rubén Dávila, Sala del Decanato de la Facultad de Estudios Generales, Universidad de Puerto Rico, 2003
Victor Hugo and Notre Dame of Paris, Museo de Arte de Puerto Rico, March 2002

Current academic, professional, and public service

Coordinator, Humanities sequence designed for architecture students, 1991-present
 Representative, Academic Senate, 2001
 Member, Junta Consultiva, Consejo de Educación Superior de Puerto Rico, 1999-present

.....
Name: Rafael A. Crespo
Position: Professor (Retired)

Courses taught
 ARCH 3051, 3052, 4211, 4214, 6991, 6992

Educational background

PhD, Harvard University, 1987
 M.F.A., Harvard University, 1969; M.A., George Washington University, 1963
 B.A., Universidad de Puerto Rico, 1961

Recent honors and awards

Twenty-five Years of Distinguished Service Award, Universidad de Puerto Rico, 2000

Current research, scholarship, and creative activity

Producer and on-camera interviewer for television series "Conversaciones con arquitectos," Part I (eight one-hour interviews with distinguished architects), 2000-01

Recent publications

Doctoral dissertation: *Florida's First Spanish Renaissance Revival*. 3 vols. Ann Arbor: University Microfilms, 1987 (xxxvi + 406 pp., 369 ill.s.)
 "Los estilos del resurgimiento español en la arquitectura de Florida," in *Hispanofilia: arquitectura y vida en Puerto Rico (1900-1950)*. San Juan: AACUPR, 1998
 Co-author, *Arquitectura, Historia y Patrimonio*. San Juan: Oficina Estatal de Preservación Histórica, 1995 (xii + 153 pp., ill.s.)

Current academic, professional, and public service

Member, International Jury for the *Monument to the Third Millennium*, June-August, 2000

Visiting Scholar, Smithsonian Institution, 1996-1998
 Committee member, "Architecture Program Report" (APR), 1999
 Committee member, "Architecture Program Report" (APR), 2001
 Director, History and Theory Committee, School of Architecture (1999-2001)
 Member, Personnel Committee, School of Architecture (1998-2001)

Professional memberships

Asociación Puertorriqueña de Historiadores
 Asociación Puertorriqueña de Profesores Universitarios
 Society of Architectural Historians, Latrobe Chapter, Washington, D.C.

.....
Name: Heather Crichfield
Position: Instructor

Courses taught

ARCH 3134, 4047, 4048, 4133, 4134, 6314, 6313, 6225

Educational background and registration data:

Master of Science in Architecture, Massachusetts Institute of Technology, 2000
 B Arch, Boston Architectural Center, 1992
 LEED Certified

Current research, scholarship, and creative activity

Guest Editor, Revista (in)Forma, Escuela de Arquitectura, Universidad de Puerto Rico, 2003

Current academic, professional, and public service:

Senior Architect, Fúster and Partners

Professional memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: Luis G. Daza-Duarte
Position: Assistant Professor

Courses taught

ARCH 4321, 4322, 4323, 4324

Educational background and registration data

PhD Civil Engineering (Structural Engineering), Universidad de Puerto Rico, 1996
 M.E. Civil Engineering (Structural Engineering), Universidad de Puerto Rico, 1992
 B.S. Roadways and Transportation Engineering, Universidad Pedagógica y Tecnológica de Colombia, 1988
 Licensed Engineer # 016707

Recent honors and awards

Phi Kappa Phi Honor Society, Residencia Viera, Hato Rey P.R. (award AIA 2005 & IX Bienal Arquitectura designed by Fuster + Partners Arqs.)
Biblioteca municipal de Barranquitas, Barranquitas, PR., award AIA 2005
 Amador + Calzada Arquitectos

Current research, scholarship, and creative activity

Publications

"Metodología Para Evaluar Pórticos de Hormigón Armado sometidos a Cargas de Terremoto". Conferencista invitado al Seminario de Ingeniería Estructural y Construcción 2006, Octubre 25 -27 del 2006, Universidad Pedagógica y Tecnológica de Colombia, Tunja, Boyacá
"Estudio de la Eficiencia en el Control de Desplazamientos Laterales en Pórticos de Hormigón Armado". Conferencista invitado al Seminario de Ingeniería Estructural y Construcción 2006, Octubre 25 -27 del 2006, Universidad Pedagógica y Tecnológica de Colombia, Tunja, Boyacá.

Current academic, professional, and public service

Principal, DAZA Structural Engineer Services, P.S.C. 2001-Present
 Escuela Superior University Gardens, Rio Piedras, PR.; Comandancia de La Policía, Caguas, PR.
 Escuela Intermedia del Barrio Piletas, Lares, PR.

Inn On the Blue Horizon, Vieques, PR
 Boulevard Office Building and Parking, Humacao, PR.
Vivienda Ecológica, Structural consultant, Arch. John Hertz, Special cooperation program: Escuela de Arquitectura UPR and Departamento de la Vivienda de PR. Río Piedras, P.R., 2006
Solaria, Una casa Auto-sustentable, Structural consultant. Arch. Fernando Abreu, Low cost and self-sustainable residential units. San Juan, P.R., 2005.
 Participation in Academic Comitees: Undergraduate Committee.
 Comité ad Hoc., Comité Amplio, Comité de Tecnología, Comité de Personal.

Professional memberships

Earthquake Engineering Research Institute
 American Society of Civil Engineering
 Concrete Reinforcing Steel Institute
 Colegio de Agrimensores de Puerto Rico

.....
Name: Juan Ignacio del Cueto
Position: Visiting Professor, Facultad de Arquitectura, Universidad Nacional Autónoma de México

Courses taught

ARCH 4212, 4214, 6225, 6314

Educational background and registration data

PhD Architecture, Escuela Técnica Superior de Arquitectura de Barcelona, Spain, 1996
 Arquitecto, Facultad de Arquitectura, Universidad Nacional Autónoma de México, 1985

Recent honors and awards

Distinguished Professor, Instituto de Estudios Superiores de Monterrey, Campus Ciudad México, 2002
 Honorable Mention, III Biental Iberoamericana de Arquitectura, *Bitácora-Arquitectura*, 2002
 Honorable Mention, XII Biental de Arquitectura de Quito, Ecuador, *Bitácora-Arquitectura*, 2002
 Recipient, Programa de Primas al Desempeño del Personal Académico de Tiempo Completo (PRIDE), 2004

Current research, scholarship, and creative activity

"La Arquitectura en el Espacio y en el Tiempo", UNAM Radio Station, 2003

Lectures

"La arquitectura como arte público", Primer Coloquio sobre Espacio y Arte Público, Sala de Arte Público Siqueiros, 2002
 "Ciudad Universitaria", Universidad Autónoma Metropolitana-Azcapotzalco, 2002
 "Arquitectos españoles exiliados en México", V Coloquio Internacional, *La literatura y la cultura del exilio republicano español de 1939*, La Habana, Cuba, 2004

Competitions

Concurso para el Auditorio Metropolitano del Centro Cultural Universitario de la Universidad de Guadalajara, 2003

Publications

"Arquitectura en Barcelona: del modernismo a la modernidad", Estudios Históricos No. 7, Arquitectura y Diseño, 2002
 Review, *Ciudad Universitaria, Cincuenta Años*. Revista Bitácora No. 9, abril-junio 2003, Facultad de Arquitectura, UNAM
 Text, "La planta embotelladora Bacardí, de Félix Candela y Mies van der Rohe", LXX Convention of ASINEA, FA, UNAM
 "El Sanatorio Español de México", chapter for *Arcas. Arquitectos*, by Manuel Sánchez, Madrid, Spain, 2003
 Article, "Abraham Zabludovsky: medio siglo de arquitectura", Published in *Letras Libres*, año V, no. 54, México, 2003
 Article, "Hacer arquitectura: ideas, oficio, circunstancias. Entrevista con Nuño, MacGregor y de Buen", Published in *Bitácora-Arquitectura*, no.12, summer 2004, Facultad de Arquitectura, UNAM

Current academic, professional, and public service

Thesis Director 2000- present
 Co-Director, Student Exchange Program between the Technical University of Berlin and UNAM, 2004
 Member, Comité de Biblio tecas de la Facultad de Arquitectura, UNAM, 2003
 Coordinator, *Centro recreativo y deportivo en Yauतेpec, Morelos*, Facultad de Arquitectura, UNAM, 2003
 Co-Director, Proyecto PAPIME "Taller Experimental de Composición Arquitectónica", UNAM, 2003
 Director, Taller Max Cetto, Facultad de Arquitectura, UNAM
 Editor, *Bitácora-Arquitectura*, 1998-2004
 Editorial Board, "sobrearquitectura.com", website, 2001- present

.....
Name: Javier de Jesús Martínez
Position: Professor in Practice, Director, IMDICE

Courses taught

ARCH 5313-5314; 6313-6314

Educational background and registration data

MPhilosophy, Humanities Faculty, Universidad de Puerto Rico, 1999-present
 BArch, The Cooper Union for the Advancement of Sciences and Arts 1997, Escuela de Arquitectura, Universidad de Puerto Rico, 1990-95
 Architect in Training, Certificate #17176

Recent honors and awards

AIA Honor Award 2001; Honor Award, VI Bienal de Puerto Rico for the magazine (in)FormA;

Current research, scholarship, and creative activityResearch

IMDICE-Executive Director of the Multisectorial Interphase for the Development of Strategic Capital Investments at the School of Architecture University of Puerto Rico

Current academic, professional, and public service

Founder, Adaptable Paths, Strategies, Resources, Investments, San Juan, PR

Lectures and Public Forum

May 2007-Urbanism and Planning Advisor Board to The Governor FORMUM at the School of Architecture University of Puerto Rico;
 November 2006 Mayaguez 2010: a Regional Investment Approach CMI Convention
 October 2005- Encrucijadas Urbanas Convencion Colegio de Arquitectos
 March 2005-Public Strategic Investment School of Architecture University of Puerto Rico
 July 2005-Ciudad RED Colegio de Arquitectos y Arquitectos Paisajistas

Current academic, professional, and public service

February 2007-present President of Adaptable Paths|Strategies|Investment|Resources
 January 2005-January 2007- Advisor to the Governor on Urbanism, Infrastructure and Environment
 January 2003-January 2005-Director of the Design and Construction Office University of Puerto Rico President Office
 July 2002-December 2002- Undergraduate Coordinator School of Architecture University of Puerto Rico
 July 2001- July 2002- Auxiliar Dean School of Architecture, University of Puerto Rico.

Projects

Ciudad Mayor:Metropolis del Caribe- Responsible for the Conceptualization, Policy Implementation and Project Management of a 5 billions Public and Private Investment Plan for an Urban Transit Oriented Redevelopment Initiative for the San Juan Metropolitan Region. Ciudad Mayor includes among the investments, three mass transportation project, three redevelopment district projects, a Science City development, a New San Juan Waterfront and the first Green Urban

Infrastructure Initiative.

Mayaguez 2010-1.8 billion Public Investment for a Regional and Urban Initiative at the west coast of the island. This project includes a 450 million dollars investment for the sport and recreational facilities for the 2010 Central American Games.

Portal del Futuro- Responsible for the management of the Reuse and Redevelopment Plan and Implementation for the US Navy Base Roosevelt Roads in Ceiba.

Port of the Americas- Responsible for the management of the development and construction of the 250 new transboard and port in Ponce.

Reuse and Redevelopment of Governamental Properties- In charge of the development strategy, inventory, and urban concepts of over 50 vacant parcels own by the Government.

Heritage 100,000-In charge of monitoring an adquisition and consevation plan of 100,000 acres for the preservation and management of natural resources.

Professional memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: José Antonio Espinal Castillo

Position: Instructor

Courses taught

ARCH 4321

Educational background and registration data

M.S. Civil Engineering, Stanford University, Stanford, CA 1994

B.S. Civil Engineering, Rensselaer Polytechnic Institute, Troy, N.Y. 1993

Puerto Rico, PE License #14777

Structural Engineering Certification Board #1149-0705

Recent honors and awards

Post-tensioning Institute (PTI) Building Category Award of Merit 2006 - Bristol Condominium, Condado, PR

Current academic, professional, and public service

Lectures

"*Structural Design of High Rise Residential Structures*", International ACI Convention to be held at the Conquistador Hotel, Fajardo, PR, in October 2007

Professional memberships

Colegio de Ingenieros y Agrimensores de PR

American Society of Civil Engineers; American Concrete Institute

Concrete Reinforcing Steel Institute

Colegio Dominicano de Ingenieros, Arquitectos y Agrimensores

.....
Name: María Beatriz Fernández Cerra

Position: Instructor

Courses taught

ARCH 4136, 3131

Educational background and registration data

BArch, Cornell University, NY, 1997

Architect in Training

Current academic, professional, and public service

Architect, Agrait Betancourt Arquitectos, San Juan, PR 2003- present

Architect, Davis Brody Bond Architects and Planners, NY, 1999-2003

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: Norma Isa Figueroa

Position: Instructor

Courses taught

ARCH 5030

Educational background and registration data

PhD candidate, History Department, Universidad de Puerto Rico, 2008

Master in Architecture, University of Wisconsin, Milwaukee, 1982

Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1980

Recent honors and awards

ACSA Student Wood Competition, second place in architecture, Washington, 2004

ACSA Student Wood Competition, honorary mention in furniture design, Washington 2004

Current academic, professional, and public service

Exhibitions (collective)

Group, *House for sale*, El Monte, Ponce, 2007

Projects

Interior design, King's Court Playa, Condado, Alexis Papadakis'

Interior design, La Villa de Torrimar, Mr. & Mrs. Joav Cohen

Interior design, Galería del Condado, Mr. & Mrs. Carrión

Commercial rehabilitation, Casas mi Estilo, Ponce

Histórica rehabilitation, Muebleria Columbia, Mayor 83, Ponce

.....
Name: José E. Flores Ramos

Position: Director, Santiago Iglesias,Hijo. Library

Educational background and registration data

Ph.D., Historia de Puerto Rico y el Caribe, Universidad de Puerto Rico, 2002

M.A., Historia, Universidad de Puerto Rico, 1995

MLS, Bibliotecología, Universidad de Puerto Rico, 1984

B.A., Artes Plásticas, Universidad de Puerto Rico, 1983

Recent publications

Mujer, familia y prostitución: la construcción del género bajo la hegemonía del Partido Popular Democrático, 1940-1968; San Juan, PR, Departamento de Educación, 2007

"*La Biblioteca Nacional y el miedo a la palabra*" en Revista del Instituto de Cultura Puertorriqueña, año 6, núm. 12, segunda serie, 2006

Eugenesia, higiene pública y alcanfor para las pasiones: la prostitución en San Juan de Puerto Rico, 1876-1919; San Juan, P.R., Publicaciones Puertorriqueñas, 2006

Current academic, professional, and public service

Seminars

"*Vida cotidiana de las prostitutas en San Juan de Puerto Rico: 1890-1919*" en Revista del Instituto de Cultura Puertorriqueña, año 6, núm.13, segunda serie, 2006

Modelos de colaboración para integrar las competencias de información y la investigación a los cursos, Taller. U.P.R. Recinto de Río Piedras, San Juan, Puerto Rico: UPR Centro de Excelencia Académica. 2006

Encuentro: Rompiendo paradigmas en la planificación, implantación y evaluación profesional de la biblioteca académica; Pichys Conventional Center, Guayanilla, Puerto Rico: Vicepresidencia de Asuntos Académicos, U.P.R. 2005

Manipulación de imágenes con Adobe Photoshop; Taller. San Juan, Puerto Rico: LABCAD, U.P.R.2005;

Creación de páginas en la red con Microsoft FrontPage 2000; Taller. San Juan, Puerto Rico: LABCAD, U.P.R. 2005

Cómo digitalizar o escanear documentos; Taller. San Juan, Puerto Rico: LABCAD, U.P.R. 2005

Lectures

El rol de la organizaciones profesionales en el desarrollo profesional del bibliotecario; Conferencia. Escuela de Derecho, U.P.R., San Juan, Puerto Rico. 2006

Reserva Electrónica y Derechos de Autor; Conferencia. Esc. de Comunicación, U.P.R. Recinto Río Piedras, San Juan, Puerto Rico: Centro para el Desarrollo de Competencias de Información, Biblioteca Gerardo Sellés Solá, U.P.R. 2005

Professional memberships

Association of Architecture School Librarians

Name: Maruja Fuentes Viguié

Position: Instuctor

Courses taught

ARCH 3015, 3131, 5995

Educational background and registration data

Furniture and Textile Design, Savannah College of Art and Design, Savannah GA 2004

M.Arch Georgia Institute of Technology, Atlanta GA 2002

Bachelor of Science in Architecture, Catholic University of America, Washington DC 1999

Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1998

Architect in Training

Recent honors and awards

International Contemporary Furniture Fair, New York NY 2007

Macef International Home Show, Milan, Italy 2007

Curvature, Red Gallery, Savannah GA 2004

International Contemporary Furniture Fair, New York NY 2004

Won editors award for design school, 8th Annual Fine Furnishing

Providence Show, Rhode Island NY 2003 Selected one of the best thesis of 2002, Georgia Institute of Technology 2002.

Current research, scholarship, and creative activity

Courses taught in School of Architecture at the University of Puerto Rico: Introduction to Industrial Design, Architecture, Space and Furniture, Design Workshop.

Courses taught at the Escuela de Artes Plásticas de Puerto Rico:

Introduction to Furniture Design, Design Basics, Universal Design, and Introduction to Industrial Design.

Current academic, professional, and public service

Director of the Department of Industrial Design at the Escuela de Artes Plásticas de Puerto Rico

Barista Espresso Bar, AIG Building, Hato Rey PR 2006

Iguina Residence, Mansiones de Tintillo Hills, Guaynabo PR 2006

Starbucks, Los Paseos, San Juan PR 2006

Bariaults Residence, Caguas PR 2005

Yacumama Lodge, Amazons Peru 1999

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

The Furniture Society

.....
Name: Nathaniel Fúster Felix
Position: Assistant Professor

Courses currently taught

ARCH 6311, 6312, 6313, 6314, 4135, 4136

Educational background and registration data

Doctor of Design (DDes), Harvard University, 1999
 Master in Architecture, Universidad de Puerto Rico, 1991
 Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1988
 Registered Architectural Liscence # 12963

Recent honors and awards

2007- A.I.A. Honor Award - 'Casa Delpín'
 2007- A.I.A. UnBuilt Design Honor Award - 'Casa 774''
 2007- A.I.A. Mention - 'Casa i 2.1''
 2006- A.I.A. UnBuilt Design Honor Award - 'Oceania'
 2005- Honor Award. IX Bienal of Puerto Rico - 'Casa Viera'
 2005- A.I.A. Mention- 'Casa Viera'
 2004- A.I.A. Honor Award-- 'Casa del Castillo'
 2004- Third Prize, 'Casa Patio' CAAPPR Housing competition; Category: Conventional Housing
 2004- Third Prize, 'Casa Tilt-up' CAAPPR Housing competition; Category: Experimental Housing
 2003- Mention. VIII Bienal of Puerto Rico - 'Casa del Castillo'
 2003- 2nd. Prize -CAAPPR Annex Design Competition
 2002- Honorable Mention - VII Biennial of Puerto Rico - 'Escuela de Bellas Artes de Carolina'

Current research, scholarship, and creative activity

Editor, Revista (in)Forma, vol. 1 & 2

Publications

Just Add Water, Architectural Record, 2007
 Homes, Renovations, Dwell Magazine, 2007
 Young House, Architecural Review, 2007
 Wall Paper, 2006
 IW Magazine, Japan, 2006
 Por Dentro, El Nuevo Día, 2006
Una casa perfectamente diseñada, Deco Ambiente

Current academic, professional, and public service

Principal, Fúster and Partners, San Juan, PR
 Visiting Professor, New School of Architecture, Polytechnic University of Puerto Rico

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: Manuel García Fonteboa
Position: Associate Professor

Courses taught

ARCH 3015, 3131, 3132, 6991
 INGE 3015

Educational background and registration data

MFA, University of Massachusetts 1984
 BA, Universidad de Puerto Rico, 1971.

Current research, scholarship, and creative activity

Complete as build drawings sets of four of the building studied with the collaboration of school of architecture students. (2005)
 Newspaper and magazine research of the planning and building process of six mid twenty-century academic buildings in the University of Puerto Rico Medical Science Campus and Mayaguez Engineering Campus. Between them: Agricultural Science Building and General Engineering Building by architect Henry Klum, Physics, Geology and Marine Science Building by architect Tom Marvel and The Residence for Nurse Student and The

Academic Building for Nurse Studies by architect Efrain Pérez-Chanis.
(2004)

Study in progress: the development of the town centers of Comerio,
Barranquitas, Quebradillas. Canóvanas, and Loiza towns.

Current academic, professional, and public service

President, Academic Affairs Committee, 1995-98

Member, Undergraduate Program Committee, 1998-present

First Year Design Coordinator 2002-2005.

Member, Ad-Hoc Committee for Curricular Revision, 1994-2006

Member CIEPA, Institutional Committee for the Evaluation of the
Academics Programs of the U.P.R., Río Piedras, 2000-present.

Member, Personnel Committee 2005- present

Member, Institutional Committee for the integration of Arts Curses in the
new undergraduate curriculum

Conferences

Escuela de Artes Plásticas de Puerto Rico, 2007

Professional memberships

Asociación Puertorriqueña de Profesores Universitarios

Museo del Arte de Puerto Rico

.....
Name: Carlos García Moreira

Position: Instructor

Courses taught

ARCH 5005, 5006, 6991

Educational background and registration data

M.Arch, Georgia Institute of Technology 2005

Bachelors in Environmental Design, Escuela de Arquitectura, Universidad
de Puerto Rico 2000

Architect in Training

Recent honors and awards

Honorable Mention, Casa en Torrimar, Premios Obras Cemex, 2007

Current academic, professional, and public service

Architect, RVMD Design Group

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: Rafael Gavilanes Sánchez

Position: Instructor

Courses taught

ARCH 4134, 6361

Educational background and registration data

M. Arch. Harvard University, Cambridge, Massachusetts, 1992

B. Environmental Design, North Carolina State University, Raleigh, North
Carolina 1985

Registered Architect, New York State and Puerto Rico

Current academic, professional, and public service

Principal, Rafael Gavilanes, Arquitecto, San Juan, Puerto Rico

Clift Residence, Gurabo, Puerto Rico

Guest Critic, University of Puerto Rico

Architecture Group Director, Behar-Ybarra & Associates- Project Architect:

Complejo Deportivo Mayaguez 2010, Nuevo Isidoro Garcia Baseball

Stadium, Comprehensive Rehabilitation and expansions of Residencial

Franklin D. Roosevelt, Mayaguez

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

NCARB Certification

.....
Name: Anna L. Georas
Position: Instructor on Tenure Track

Courses taught

ARCH 4135, 4136, 3133, 3134

Educational background and registration data

Ph. D. in Philosophy, Candidate, Universidad Complutense, Madrid
 M.A. in Architecture, Graduate School of Design, Harvard University, 1991
 Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1988
 Registered Architect, License #12942
 Professional Planner, License #633

Current research, scholarship, and creative activity

Publications

San Juan Star article in defense of the conservation of La Concha Hotel at the height of the controversy of it's imminent demolition; Informa essay of the new-minimalist House at Winnipeg designed by the architect Francisco Javier Rodríguez, Canada.

Competitions

Tower Museum in Manhattan, New York 2007; SPAC, Seoul Korea 2007; Plaza 18 RFP, Santurce 2007; 21st Millennium Housing, University of Puerto Rico, Puerto Rico (2004)

Current academic, professional, and public service

I was given the opportunity – under the Puerto Rico Department of Housing – to create and direct an urban redevelopment program which we named *Renace*. Our efforts focused on the traditional urban centers of non-entitlement municipalities. The urban planning effort focused on integrating peripheral low-income communities into the traditional urban center. These plans also addressed a variety of urban issues in order to improve the overall recreational and institutional amenities, as well as movement, throughout the center. An 18-agency committee was created to promote more coherent inter-agency investment and coordination. In 1997, *Renace* received a *John J. Gunther Blue Ribbon Practices in Community Development* in the category of *Suitable Living Environments* of the *Federal Department of Housing and Urban Development*. During the period as founder and director of the program we completed eight master plans, prepared the base-work for six more and offered Design Studios with the School of Architecture at the University of Puerto Rico.

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: José González-Peniza
Position: Instructor, Supervisor Digital Photography Laboratory

Courses taught

ARCH 3071, 3072, 3015

Educational background and registration data

M.A. in Education, Instructional Systems Technology, Indiana University, Bloomington Ind., 1973
 B.A. in Secondary Education, Universidad de Puerto Rico, 1972

Current academic, professional, and public service

Professional Photographer; Secretary of the Faculty, School of Architecture; Faculty Representative, Campus Academic Senate; Member, Faculty Affairs Committee, Campus Academic Senate.

.....
Name: Anixa González Ríos

Position: Instructor

Courses taught

ARQU 313, 3132, 3133, 3134

Educational background and registration data

MArch, School Of Architecture, Ohio State University, 2000

Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1996

Architect in Training

Recent honors and awards

Austin School of Architecture Fellowship – outstanding performance in design studios, 2000

American Institute of Architects *Henry Adams* Citation for the highest grade point average in the Master's Program, 2000

Current research, scholarship, and creative activity

Currently developing new ideas/designs for high-end pre-designed residences to market locally

Current academic, professional, and public service

Principal, Architectural Studio, PSC.

Professor, Taller Introductorio de Verano, Universidad de Puerto Rico, 2003-2006

Professor, Polytechnic University of Puerto Rico, 1st year Design Studio, 2001-2003

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: Francisco J. Gutierrez

Position: Instructor

Courses taught

ARCH 4134, 6313

Registered Architect, Puerto Rico

Educational background and registration data

M.Arch, Graduate School of Design, Harvard University, 1996

Bachelor of Fine Arts, Otis Art Institute of Parsons School of Design, 1990

Recent honors and awards

Finalist: AIA Puerto Rico Furniture Design Competition, Universidad de Puerto Rico, 2007

Current academic, professional, and public service

Principal, Talleres, Muebles y Arquitectura, San Juan, PR

Hacienda la Esperanza, Manatí, PR, present

Alcalá, San Juan, PR, 2007; Raldiri Residence, San Juan, PR, 2006

Offices – Hacienda Buena Vista, Ponce, PR, 2006; Guard House – hacienda buena vista, Ponce, PR, 2006 Dinning/Conference Room – Las Cabezas de San Juan, Fajardo, PR, 2005

Berrios Residence, Barranquitas, PR, 2005

Professional Memberships

Colegio de Arquitectos y Arquitectos paisajistas de Puerto Rico

.....
Name: Annabelle Hernández

Position: Instructor

Courses taught

ARCH 4133

Educational background and registration data

MArch, University of Pennsylvania; School of Design, Philadelphia, PA
 Bachelor in Environmental Design, Escuela de Arquitectura, Universidad
 de Puerto Rico, 2000
 Architect in Training

Recent honors and awards

GSFA Grant, Dean's Merit Scholarship, May 2003

Current academic, professional, and public service

Junior Architect, Urbana: Diseño y Arquitectura CSP; San Juan, PR, 2007.
 Performing Construction Documents for the renovation of an existing
 house located in the Caparra Area.

Junior Architect, Toro Ferrer Arquitectos CSP; San Juan, PR, 2003-2006
General Studies Building, University of Puerto Rico, San Juan. Carried out
 the programming, compiled data and interviewed users for new building
 proposal. Participated on the design development documents and
 construction documents for the Annex of the General Studies Building.
 Executed construction documents and coordinated with consultants for
 the renovation of the existing General Studies Building.

Dr. Montes Office, Hospital Auxilio Mutuo, San Juan. Executed design
 development documents for a high-end interior office dedicated to the
 Botox Cosmetic. Carried out research of new materials and systems.

Polytechnic University of Puerto Rico; New School of Architecture, San
 Juan, PR. 2004

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: John B. Hertz

Position: Professor

Courses taught

ARCH 4311, 4312, 6361, 6895

Educational background and registration data

MArch, University of California-Berkeley, 1971
 BArch (with Distinction), Arizona State University, 1970
 Registered Architect, Puerto Rico, New Mexico and Texas

Recent honors and awards

(Co-author) Master Plan Proposal for the Restoration of Aguirre, AIA
 Blueprint for America Program, 2007

(Co-author) 2007 Solar Decathlon Proposal, DOE, 2005.

Current Research, scholarship and creative activity

Publications

"Affordable Housing for the Hispanic Community," *Affordable Design:
 Convening the Conversation*. Los Angeles: Association for Community
 Design Annual Conference, June 2006. (One of 8 papers selected
 nationally by ACSA for publication)

(Co-author with Luis H. Alva and Jorge E. González) "Impact of
 Construction Materials on Energy Consumption In Homes In the
 Caribbean," *International Solar Energy Conference Proceedings*.
 Washington, D.C.: International Solar Energy Society, 2005.

"Henry Klumb: La búsqueda de una arquitectura apropiada para los
 trópicos," *Anuario Estudios de Arquitectura Bioclimática 2004*, Ed.
 Morillón, David. Ciudad de México: UNAM, 2005.

Conferences

(Presenter) "Modernidad Tropical y la Lucha Para la Autenticidad," III
 Bial de la Habana. La Habana: Bial de la Habana, May 2006.

(Presenter) "Writing Green into Specifications." USGBC-San Juan Chapter,
 April 2006.

(Presenter) "Casa Libre," *Low Energy Homes for Puerto Rico*. San Juan: Departamento de Vivenda de PR and Environmental Protection Agency, Oct. 2005

(Presenter) "Arquitectura Bioclimatica: 4 Paises/7 Proyectos." Santo Domingo: Universidad Iberoamericano, Sept. 2005.

Current academic, professional and public services

Dean, School of Architecture, Universidad de Puerto Rico, San Juan, Puerto Rico, 1998-2006

University of Puerto Rico: Chair, University Design Advisory Board, University 2011 Strategic Plan Committee, Resources Conservation Committee, University Administrative Council, University Senate, Community Outreach/Service Center Committee, University Internationalization Committee, University Master Plan Committee

Professional Memberships

Arquitecto Licenciado-Puerto Rico, 1998; Registered Architect-Texas, 1984, New Mexico, 1974

Registered Interior Designer-Texas, 1992

Licensed Contractor-New Mexico-Level GB-2, 1974

National Council of Architectural Registration Boards Certificate, 1981

.....
Name: Javier Isado Vigil

Position: Instructor and Undergraduate Program Director

Courses taught

ARCH 3121, 3122, 6313, 4135, 4136

Educational background and registration data

Master's Degree in History and Theory of Architecture, Universidad Politécnica de Cataluña, Barcelona, Spain

B. Arch, Cornell University, Ithaca, New York

Registered Architect, License # 15408

Current academic, professional, and public service

Editor, Revista InForma

Advisor, Programa ATI de Becas para Investigación

Executive Director, Junta Asesora de Urbanismo, San Juan, PR

Visiting Critic, Cornell University, 2007

Interim Director History and Theory Committee, Escuela de Arquitectura, Universidad de Puerto Rico

Current research, scholarship, and creative activity

Draft, Soto Fernández Residence, San Juan, PR; Draft, Office Building,, Roosevelt 301, San Juan, PR

Graphic Design and Illustrations Editor, *SJU 7500 Km de Oportunidad*

Editor, Report from The Junta Asesora de Urbanismo

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name: Mayra Jiménez Montano

Position: Instructor

Courses taught

ARCH 3131, 3132, 6313, 6314

Educational background and registration data

MArch, Escuela de Arquitectura, Universidad de Puerto Rico, 1993

Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1991

Architect in Training

Current academic, professional, and public service

Independent Consultant; Castro Residence, Adjuntas, Puerto Rico 2007

Martínez Residence, San Juan Puerto Rico, 2007

Maza Residence, Ocean Park 2007; 161 Ponce de León Offices, Hato Rey, Puerto Rico 2006

Sullivan Residence, Guayama, Puerto Rico, 2005

Maza Portuondo Residence, Guaynabo, Puerto Rico, 2005

Centro de Usos Múltiples Lares, Puerto Rico, 2005

Current research, scholarship, and creative activity

Furniture Design

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
American Institute of Architects

.....
Name: Jorge L. Lizardi Pollock
Position: Associate Professor and Director Centro Interdisciplinario de Urbanismo, Diseño Ambiental y Desarrollo (CIUDAD)

Courses taught

ARCH 4211, 4212, 4213, 4214, 6145, 6992

Educational background and registration data

Ph.D. Latin American History, Universidad de Puerto Rico, 2002

M.A. European History, Universidad de Puerto Rico, 1997

El Colegio de México, 1995-1996

B.A. Latin American History, Universidad de Puerto Rico, 1992

Recent honors and awards

2003 – Ríos-Pasarell Foundation, Dr. Ana Sagardía Award to the best PHD Thesis in History

Current academic, professional, and public service

Publications

“Fronteras elusivas: enunciación del urbanismo en San Juan”, en Haroldo Dilla (ed.), *Fronteras Internas: las nuevas formas de la exclusión*, CIECA, Grupo Ciudades y Fronteras, Universidad Iberoamericana, Santo Domingo, 2007.

“La creatividad destructiva de la arquitectura moderna, las incertidumbres de la Nación”, en *Entorno, Revista del Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico*, No. 7, julio 2007.

SJU 7500: de los escepticismos a la reinención de la ciudad. San Juan: Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, 2006.

“Ponce, o los artilugios de una capital alterna”, en *Historia y Sociedad*, Departamento de Historia, Universidad de Puerto Rico, Río Piedras, 2007.

“Pensar el espacio, construir identidades “tropicales”: reflexiones en torno a la memoria, el poder y la arquitectura en el Caribe”, en Carlos Pabón (ed.), *El Pasado ya no es lo que era: la historia en tiempos de incertidumbre*. San Juan: Vértigo, 2005.

“De cirugías y anulaciones: memoria, poder y espacio en San Juan”, en *Revista Debats*, Valencia, número especial dedicado a San Juan y editado por Eduardo

“Lalo” Rodríguez, Barcelona, 2005.

“De implosiones y otros demonios del espacio”, En *Bordes*, no. 9, Grupo de Estudios Alternativos, Universidad de Puerto Rico, 2003.

Conferences

“Fronteras elusivas: enunciación del urbanismo en San Juan”, en Taller *Fronteras Internas: las nuevas formas de la exclusión*, CIECA, Grupo Ciudades y Fronteras, Universidad Iberoamericana, Santo Domingo, 29 de noviembre de 2006.

“De la ciudad promesa a la anti-ciudad: concepto y experiencia de San Juan”. Charla introductoria a la conferencia magistral de Enrique Peñalosa, 13 de marzo de 2006, Hotel Caribe Hilton.

Memoria, espacio y ciudadanía: ciudad, paisaje e identidad en México, Conferencia Magistral, México D.F., Universidad Autónoma Metropolitana, 13 de enero de 2006.

“Los relatos y las prácticas: una hipótesis acerca del saber y el hacer en la arquitectura”, (en conjunto al Arq. Javier Isado). Escuela de Arquitectura de la Universidad de Puerto Rico, noviembre 2 de 2005.

"Thinking Spaces, Building Tropical Identities: Reflections on the Caribbean Memory and Architecture", en 11th Conference of the International Planning History Society, *Planning Models and the Culture of Cities*, 14-17 July, Barcelona, 2004.

"Pensar el espacio, construir identidades: reflexiones en torno a la memoria y el patrimonio arquitectónico del Caribe", en 35ta Conferencia Anual de Historia del Caribe, Asociación de Historiadores del Caribe, Universidad de Puerto Rico Colegio de Abogados, Santurce, 1 de mayo de 2004.

"Sobre el estilo: memoria, moda y arquitectura en Puerto Rico" Jorge L. Lizardi y Javier Isado, en *Intersecciones de la historia: la posmodernidad y las miradas interdisciplinarias*, XI Reunión Anual de la Asociación Puertorriqueña de Historiadores, Humacao, 4 de octubre de 2003

La construcción de modernidades: una genealogía del Comité de Diseño del Departamento del Interior, 1938-1948, Colegio de Arquitectos de Puerto Rico, 22 de octubre del 2003.

"El Caribe: más allá y más acá de la urbanidad caribeña. Historia de la región y su arquitectura", serie de conferencias para la Maestría en Arquitectura Tropical Caribeña, Universidad Nacional Pedro Henríquez Ureña, Santo Domingo, República Dominicana, 18 al 23 de octubre, 2002.

Current research, scholarship, and creative activity

Halt cities: reflections on the Caribbean urban experience (Essays compilation to be published in 2008)

Space, memory and identities in Mexico (1863-1911) (To be published in 2008)

Populist Space: Ideology and Architecture in México (1917-1940).

Research in progress.

Rational Dreams: totalitarianism and design in Italy (1922-1945).

Research in Progress.

In search for the imaginary city of Santurce: urbanism and politics in Puerto Rico, collective research project for CIUDAD (coordinator and editor)

Professional Memberships

Latin America Studies Association

Grupo Ciudades y Fronteras, CIECA, Universidad Iberoamericana, SD

.....
Name: Emilio Martínez-Cimadevilla

Position: Professor in Practice

Courses taught

ARCH 6311, 6314

Educational background and registration data

MS Architecture and Urban Design, Columbia University, 1985

MArch, Escuela de Arquitectura, Universidad de Puerto Rico, 1979

Registered Architect, License # 9097

Recent honors and awards

AIA Honorable Award, Comunidad El Cielito, Comerío, 2006

IX Bienal, Colegio de Arquitectos y Arquitectos de Puerto Rico, National Honor Award

Biblioteca Electrónica de Morovis, 2005

IX Bienal, Colegio de Arquitectos y Arquitectos de Puerto Rico, Honor Award, Plan Maestro del Caño Martín Peña, San Juan, 2005

IX Bienal, Colegio de Arquitectos y Arquitectos de Puerto Rico, Mention, Proyecto Urbano para la Comunidad El Cielito, Comerío, 2005

Current academic, professional, and public service

Principal, Emilio Martinez y Asociados, 1987- present (Public, Governmental and Private commissions)

Visiting Professor, Universidad Politécnica de Puerto Rico, School of Architecture, 2006-2007

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
Sociedad Puertorriqueña de Planificación
American Institute of Architects

.....
Name: Elio S. Martínez – Joffre
Position: Associate Professor and Director of the *Taller de Diseño Comunitario*

Courses taught

ARCH 4133, 4134, 5030, 4045, 4046, 6313

Educational background and registration data

Arquitecto, Instituto Tecnológico y de Estudios Superiores de Monterrey, ITESM, N.L., México, 1980 Registered Architect, License# 9948

Recent Honors and Awards

Premio a la Solidaridad 2007, Fundación Miranda, Taller de Diseño Comunitario - Escuela de Arquitectura, Universidad de Puerto Rico
Honor Award AIA, Built Project, AIA Honor Awards 2006, "Casa en Cupey", San Juan, PR
URBE Award for Excellence in Architecture 2003, "Realojo Barriadas Israel y Bitumul", San Juan, PR
URBE Award for Excellence in Architecture 2003, Honorable Mention, "Castaña 5", Guaynabo, PR
Honor Award AIA, Built Project, AIA Honor Awards 2002, "Realojo Barriadas Israel y Bitumul", San Juan, PR
Excellence in Education Award, AIA Honor Awards 2002, Puerto Rico, December 2002
Distinción a la Labor de la Enseñanza, Consejo General de Estudiantes Escuela de Arquitectura, Universidad de Puerto Rico, 2001

Current research, scholarship, and creative activity

"La Idea y la Imagen como Precedente de la Forma Arquitectónica", Continuous research

Conferences

Foro Social de Puerto Rico, "Protesta con propuesta: El Taller de Diseño Comunitario, una experiencia de diseño alternativo y participativo", en colaboración con el Prof. Edwin Quiles Rodríguez, 2006

"Primera Cumbre de Comunidades en Riesgo de Ser Desplazadas", Edificio Luís A. Ferre del Senado de PR, 2005

Conferencia de Prensa: "Comunidad Maine", Guaynabo, PR 2005

"Tres casas, tres arquitectos, tres visiones" Escuela de Arquitectura - UPR, 2005

2do Congreso APPU Asociación Puertorriqueña de Profesores Universitarios, Carolina, PR, "Universidad y Comunidad: ¿Rumbos Divergentes?", en colaboración con el Arq. Edwin Quiles Rodríguez

Taller: Estrategias de Intervenciones para la Rehabilitación de Comunidades Especiales - "Realojo de las Barriadas Israel y Bitumul", April 2003

Universidad Autónoma de México- UNAM, "Trabajos Docencia y Estudiantes- Escuela de Arquitectura UPR", June 2002

"Conversatorio del Taller de la Comunidad", Escuela de Arquitectura, UPR, March 2001

IX SAL-Seminario de Arquitectura Latinoamericana, "Taller Comunitario- Escuela de Arquitectura, UPR", 2001.

Publications

"Nueva Casa para los esfuerzos franciscanos en Toa Baja", El Nuevo Día, 27 agosto 2007

"Cañón bajo amenaza", El Nuevo Día, 19 de agosto 2007

"Opción Eco-turística al Noreste", El Nuevo Día, 7 diciembre 2006

"Desarrollo Sustentable", El Nuevo Día, 7 diciembre 2006

Revista Integrateg - "Premian Obra Arq. Elio S. Martínez-Joffre" - ITESM 2006

México; "Premios de Honor- AIA 2006", El Nuevo Día, 20 agosto 2006
 "Cumbre sobre desplazamiento de comunidades", El Nuevo Día, 6 agosto 2005
 "En México Estudiantes de Arquitectura de la UPR", El Nuevo Día, 6 agosto 2005
 "People in Focus", Caribbean Business, March 3, 2005
 "Para Hacer un Sueño Realidad", Primera Hora, 5 febrero 2005
 "El Taller de Diseño Comunitario: una propuesta de transformación en la enseñanza y práctica de la arquitectura", en colaboración con el Arq. Edwin R. Quiles Rodríguez
 Taller de Diseño Comunitario, UPR, Escuela de Arquitectura, Universidad Centenaria: ¿Y Ahora Qué?, 2do Congreso de Investigación, 8 de octubre 2004
 "Centro de Tutorías y aprendizaje, Crean Casa Esperanza para niños de Toa Baja", Primera Hora, 29 septiembre 2003
 Florida/Caribbean Architect, AIA Puerto Rico Honor Projects, Summer 2003
 "Compromiso para proteger la Cueva del Indio", Primera Hora, 21 mayo 2003
 "Barriada Israel y Bitumul", El Nuevo Día 2 abril 2003
 "Arquitectura de Honor", El Nuevo Día, 24 noviembre 2002
 "De la Teoría a la Práctica un paso es", Dialogo. Mayo 2002
 "Ajustes para un padre a tiempo completo", El Nuevo Día, 17 junio 2002
 AAA-Archivos de Arquitectura Antillana, Año 7, Número 13/enero 2002
 ARQ 2002, Vivienda Unifamiliar Castaña 5, Proyecto de Interés Social/Realojo de la Barriada Israel y Bitumul.

Current academic, professional, and public service

Private Practice: Principal, Elio S. Martínez-Joffre AIA/CAAPPR, Arquitecto, 1987 to present
 Director Taller de Diseño Comunitario, 2005 to present
 International Studio Coordinator and Profesor UPR/UNAM, 1999 to present
 Coordinator, AIAS, Student Chapter, Universidad de Puerto Rico, 2000-2004
 4th Year Design Studio Coordinator, Escuela de Arquitectura, Universidad de Puerto Rico, 2004-2006
 History and Theory Coordinator, Escuela de Arquitectura, Universidad de Puerto Rico, 2004
 Member, Comité de Diseño Escuela de Arquitectura, Universidad de Puerto Rico
 Member, Graduate Program Comité Escuela de Arquitectura, Universidad de Puerto Rico
 Member, Comité Amplio Escuela de Arquitectura, Universidad de Puerto Rico
 Member, Comité de Dialogo Escuela de Arquitectura, Universidad de Puerto Rico
 Academic Senator Universidad de Puerto Rico, 2005-2007
 Member, Comité de Asuntos Estudiantiles del Senado Académico 2005-2007
 Architectural Consultant for "Corporación para el desarrollo de las Barriadas Israel y Bitumul, San Juan, PR", 1996 to present
 Professional Practice Director Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico 2000-2004
 2 Year Director American Institute of Architects -Puerto Rico, 2002-2004
 Member, Comité para el Desarrollo del Parque del Centenario Universidad de Puerto Rico, 2007-2008, Universidad de Puerto Rico, Río Piedras.

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, 1988 - present
 American Institute of Architects, 1988 - present
 GT Lieux de Culte, UIA, 1995 - present
 WG Professional Practice, UIA, Paris - Berlin, 2002

.....
Name: Oscar Guillermo Marty-Baldissoni

Position: Professor

Courses taught

ARCH 4133, 4134, 6361

Educational background and registration data

MArch in Urban Design, Graduate School of Design, Harvard University
 1965

Arquitecto, Universidad Nacional del Litoral, Rosario, Argentina, 1962

B.A. Liberal Arts, Colegio Julio A. Roca, Buenos Aires, 1955

Registered Architect, Puerto Rico

Registered Architect, U.S. Virgin Islands, 1966

Registered Architect, Santa Fe, Argentina, 1962

IBS Prefab Construction System, US Patent 7,185,467 B2

Current academic, professional, and public service

Panelist, Asociacion de Contratistas de Hogares, Affordable housing,
 Design strategies and alternative, Construction systems, San Juan, Puerto
 Rico 2006

G.R.C. Association 14th Bi- Annual Congress, Plaza Venecia Prefab

Building Presentation, Hong-Kong 2005

Exhibition & Lecturer IBS System. Construction Specification Institute

National Convention San Juan, P.R. 2005

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Colegio de Arquitectos de Santa Fe, Argentina

Glass Reinforced Concrete Association, London

PCI - member, 2000.

.....
Name: Sonia M. Miranda Palacios

Position: Instructor

Courses taught

ARCH 3131, 3132, 4133, 4134, 6313, 6314

Educational background and registration data

M. Arch, Massachusetts Institute of Technology, 2000

B.A. Social Sciences, Major in Urban Geography, Minor in Environmental

Design, Universidad de Puerto Rico, 1996

Registered Architect License #18600

Current research, scholarship, and creative activity

ATI/UPRRP/UPPR Technology Transfer Project, funded by the Puerto Rico
 Highway and Transportation Authority and the Environmental Protection
 Agency. The project is part of the Sustainable Urbanism Laboratory in
 the Environmental Sciences Department, and is an interdisciplinary
 approach to transportation and urbanism, with study areas in
 architecture, planning, engineering, social sciences, administration and
 others. The project functions as an investigation laboratory for the above
 mentioned topics and serves as a platform for work for the students
 participating. Different universities and schools participate in the
 investigation, such as the University of Puerto Rico School of
 Architecture, the Environmental Sciences Department, the Planning
 School, Business Administration, Social Sciences, Engineering (University
 of Puerto Rico - Mayaguez Campus) and the Polytechnic University of
 Puerto Rico with several of its departments. The program includes a
 travel abroad. We have been to different countries with proven or new
 technology in the field of transportation and urban design, such as
 Colombia - Bogota and Medellin, the United States of America - Portland,

Oregon; and this year we will visit Argentina, Buenos Aires and Santiago de Chile with the new Trans-Santiago project.

Current academic, professional, and public service

Senior Designer and Head of Staff, Urbana, Arquitectura y Diseño, 2006-present
Design and UFAS 504 Consultant, Luis Manuel Carrillo & Assoc., 2004- present

Design Consultant, VIAtres, 2003-2006

Juror, "Innovation in Design with concrete" Competition for this year

Education Commission Director, Colegio de Arquitectos y Arquitectos

Paisajistas de Puerto Rico

Instructor, Taller Introductorio, 2006, 2007

Coordinator, 2007 Solar Decathlon Competition

Professional memberships

American Institute of Architects

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

United States Green Building Council, Caribbean Chapter

.....
Name: Enrique Ramón Milián
Position: Instructor

Courses taught

ARCH 4135, 4136

Educational background and registration data

M. Arch, Harvard University Graduate School of design, 2000

B.Arch. School of Architecture, Washington University, Missouri

Registered Architect License #19782

Current academic, professional, and public service

Principal, De2 Arquitectos, 2006- present

Construction and Project Manager, Construction Management Consultant Group, 2003- 2006

Lecture

Yellow Brick Road, School of Architecture, Texas Tech University 2006

.....
Name: Pedro A. Muñoz-Rivera
Position: Professor

Courses taught

ARCH 4017, 4311, 4312, 4037, 6313, 4135, 6361

Educational background and registration data

PhD, Virginia Polytechnic Institute & State University, 1986

MArch, Escuela de Arquitectura, Universidad de Puerto Rico, 1981

Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1979

Registered Architect License #10709

Current academic, professional, and public service

Principal, P.A. Muñoz Rivera, Arquitecto & Asociados, 1991-present

Coordinator, Technology Committee

Director, Laboratorio Ambiental de Arquitectura Tropical, School of Architecture, 1992-present

Academic Senator, University of Puerto Rico, 2007

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Member, The Masonry Society

Member, Building Environment and Thermal Envelope Council

Member, Society of Building Science Educators

American Institute of Architects

.....
Name: Nadya K. Nenadich
Position: Instructor

Courses taught

ARCH 6443

Educational background and registration data :

Ph. D. candidate in the Architecture Department, Escuela Técnica Superior de Arquitectura de Barcelona, Universidad Politécnica de Cataluña - Barcelona, Spain, 2000 - 2005
 Certificate in Advanced Studies, 2003
 Master of Science in Historic Preservation, Columbia University, NY, 1999
 Bachelor in Architecture, Pratt Institute, NY, 1997
 Escuela de Arquitectura, Universidad de Puerto Rico - San Juan, PR, 1995

Recent honors and awards:

Presidential Fellowship, University of Puerto Rico, 2000-2004

Current research, scholarship, and creative activity

The Urban Project in the New Urbanism: space and memory
 Closing /Closed: Politics and Projects of the New Urbanism
 In Search of a Cultural Identity: It's Impact on Historic Preservation
 A History of the Preservation of Modern Architecture in Puerto Rico

.....
Name: Maria Isabel Oliver
Position: Instructor and Graduate Program Coordinator

Courses taught

ARCH 3131, 3132, 4133, 4134, 4047, 4048, 6225

Recent honors and awards

Sabbatical Leave, Parsons School of Design, 2005

Educational background and registration data

Ph.D. Candidate, Harvard University, -present
 M.A. in Architecture, Columbia University, 1990
 Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1987

Current academic, professional, and public service

APR '07 Committee, History and Theory Committee, Director of Escala

Lectures:

'De Representaciones, Identidades y Otros Demonios', Universidad de Puerto Rico, School of Architecture, Fall 2005
 'Works in Progress', Parsons School of Design, 2004

Exhibitions:

Curator for exhibition on Cuban architect Jose Antonio Choy 'Works on Paper', Parsons School of Design, 2003

Current research, scholarship, and creative activity

Exhibition Review: *Architecture and Revolution in Cuba, 1959-1969*, published in Columbia University's *Future Anterior, Journal of Historic Preservation, History, Theory and Criticism*, Summer 2005
 ACSA Coordinator of Symposium *Architecture, Culture, and the Challenges of Globalization* held in Havana, Cuba Architecture, 2002

.....
Name: Gloria Milagros Ortiz
Position: Assistant Professor and Assistant to the Dean for Academic Affairs

Educational background and registration data

B Arch (6 year degree), University of Puerto Rico, 1976;
 Architect in Training, Puerto Rico # 11801

Current research, scholarship, and creative activity

Grants

Reconocimiento General del Recinto de Río Piedras, Universidad de Puerto Rico, Historic Preservation Funds, National Park Service, State Historic Preservation Office, San Juan, Puerto Rico, Photographic and general documental survey of historic properties in the Río Piedras Campus, (\$42,000.00)

Principal, *G.M.O. Taller Creativo-Studio*: Architectural and graphic design; design and fabrication of architectural signage and murals; architectural stained glass.

Current academic, professional, and public service

Interim Dean, School of Architecture, University of Puerto Rico, 2006/2007

Interim Undergraduate Program Coordinator and Assistant to the Dean in Academic Affairs, School of Architecture, University of Puerto Rico, 2003-2004

Assistant to the Dean in Academic Affairs, School of Architecture, University of Puerto Rico, 2001-present.

Lectures

"The Secretary of the Interior Standards for Rehabilitation" (National Historic Preservation Act, as amended 2000) History of Architecture Course, Prof. Rafael Crespo, School of Architecture, University of Puerto Rico 2003

"Preservation and its Laws in Puerto Rico", 1st year Graduate Design Studio, Profs. Nathaniel Fuster y Jerry Torres, School of Architecture, University of Puerto Rico 2002

"Preservation and its Laws in Puerto Rico" (5 classes), Rehabilitation of Existing Historic Structures Course, Prof. Luis Daza (Structure) School of Architecture, University of Puerto Rico 2002

"Technical Aspects of Stained Glass Fabrication", History of Architecture Course, Prof. Rafael Crespo, School of Architecture, University of Puerto Rico 2002

Professional memberships

Member, ICOMOS International; DOCOMOMO

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Marc Passireiu Dit Jean-Bernard
Position: Associate Professor, General Studies Department

Courses taught

ARCH 6991

Educational background and registration data

PhD in Philosophy, Sorbonne University, Paris, 1996
 Masters in Philosophy, Sorbonne University, Paris, 1975
 Bachelors in Philosophy, Sorbonne University, Paris, 1973

Recent honors and awards

Commander, Orden del Barón de Humbolt, Puerto Rico, 2005

Honorable Consul of France, 2004

Academic, Academia de Artes y Ciencias de Puerto Rico, 2004

Current research, scholarship, and creative activity

Publications

Cantus Firmus D'un Exil Musico-Philosophique : La Geste De Pau Casals Á Puerto Rico (1955-1973), Actas del Coloquio 2006 L' EXIL ESPAGNOL

AUX AMÉRIQUES del Centro de Estudios Hispánicos de Amiens (CEHA 2006), 2007

Parole et Musique, Centro de Estudios Hispanos de Amiens (CHEA 2005), Université de Picardie Jules Verne, 2006

"Unity and Diversity in Religion and Culture", UNESCO, 2005

TV

Presenter, *Festival Casals*, WPR, Channel 6, 2003 and 2004

Director, *Especial Festival Casals 2004 en dos Tiempos*, WPR, Channel 6, 2005- 2007

Speaker, *Festival Casals de Puerto Rico*, WPR, Channel 6, 2007

Research

Esthetic and Hermeneutic Theory of Culture, Seven essays to be published in 2007

Lectures

"*André Malraux, Europa Y Los Destinos De La Cultura Mundial*", Coloquio Nacional *La Union Europea Y El Gran Caribe* Universidad De Puerto Rico, 2007

"*Wittgenstein Y El Círculo De Viena*", Librería La Tertulia, Viejo San Juan, Nov 2006,

"La Simbólica De Las Piedras Preciosas: Desde La Taxonomía De Las Gemas Hasta La Metafísica Del Lapidario Medieval", *Ateneo Puertorriqueño*, PR 2006

Cantus Firmus d'un exil musico philosophique: la geste de Pau Casals à Puerto Rico (1955-1973), Coloquio L'EXIL ESPAGNOL AUX AMÉRIQUES, Centre d'Études Hispaniques de l'Université d'Amiens, France, 2006

Herméneutique des structures narratives dans la musique Iberoaméricaine du XXè Siècle, Université d'Amiens, France, 2005

Nuevas Inquisiciones acerca de la Teoría de lo mental, Fundación N. Vientos, Universidad de Puerto Rico e Fundaciones culturales, 2005

Filosofía de la música, Filosofía del conocimiento y Teoría de la cultura, Academia de Artes y Ciencias de Puerto Rico, Discurso de Recepción, 2005

Teoría y Estética del Infinito, I, Sociedad Puertorriqueña de Filosofía, 2005

Unity and Diversity in Religion and Culture, UNESCO, University of Antioch Seattle, 2004

Mesure pour Dmesure: Héctor Berilos et Richard Wagner, Alliance Francaise, 2003

"Ludwig Wittgenstein: una arquitectura de la transparencia", Universidad de Puerto Rico, 2002

Juror

Concursos Nacionales e Internacionales de Música, Performance y Oratoria, 1979-2004

Current academic, professional, and public service

Board Member, *Cuerpo Consular de Puerto Rico*, 2006

Treasurer, *Cuerpo Consular de Puerto Rico*, 2006

Chef D'Ilot for the Security Plan, 2006

President, 2007 French Presidential Elections

President, Alliance Francaise de Puerto Rico, 2007

Member, Graduate Studies Committee, General Studies Department

Advisor, Asociación Puertorriqueña de la UNESCO

Professional memberships

Member, Fondation France Floride, Miami

Sociedad Civil de los Autores Multimedia

Sociedad de las Gentes de las Letras

.....
Name: Pedro E. Parrilla-Díaz
Position: Counselor III

Educational background and registration data

Master in Rehabilitation Counseling (M.R.C.), Universidad de Puerto Rico, 198

Bachelor of Arts in Geography, Universidad de Puerto Rico, 1975

Bachelor of Arts in Psychology, Universidad de Puerto Rico, 1973

Current academic, professional, and public service

Director, Office of Student Counseling, School of Architecture, 1997-present

President, Personnel Committee, School of Architecture, 1998-present
 Design and Coordinate the *Guidance Program* for the first students year in the "*Guidance Week*" during all summers for the Architecture School

Guidance and Counseling information for public and private high school students interested in Architecture School admission process, 2000-2004

Professional memberships

American Counseling Association

American College Counseling Association.

.....
Name: Luis A. Pico-Lacomba
Position: Instructor

Courses taught

ARCH 6383, 6384, 6385, 6992

Educational background and registration data

MBA in Management, University of Phoenix, 1996

MArch, University of Puerto Rico, 1982

Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1980;

Professional Project Management Certification, 2001

Registered Architect, License # 8807.

Current research, scholarships and creative activity

Conferences

Renovating the City by Building Renewal, PMI's Annual Construction Symposium, 2006;

Fundamentals of Project Management for Architects, CAAPPR 2006

Convention, 2005;

Flying the Friendly Skies, a Checklist Approach to Project Management for

PMI's Continued Education Program, 2005; Principles of Professional

Practice for Architects in Training and Licensed Architects in PR CAAPPR

2003 Convention, 2003; Continued Education course in Project

Management for the School of Architecture, UPR Continued Education

Program, 2003; Understanding Creativity and How to Increase It for PMI's

Continued Education Program, 2003; Member of the PMI's 6th Symposium

Organization Committee; Moderator PMI's Project Management

Symposium

Current academic, professional and public service

Manager, Planning, Design and Construction Department. Banco Popular de Puerto Rico,

Corporate Real Estate Administration

Professional memberships:

Member of the Colegio de Arquitectos de Puerto Rico, License No.: 8807;

Member of the Professional Practice Commission; Member Project

Management Institute, PR, Chapter PMP Certification 46131

.....
Name: Edwin R. Quiles-Rodríguez
Position: Professor and Director of the Taller Comunitario
 (Retired)

Courses taught

Design: ARCH 5030; ARCH 6145

Educational background and registration data

MArch, Massachusetts Institute of Technology, 1972
 Diploma in Planning, Architectural Association, London, 1985
 BSAD, Washington University, St. Louis, 1970
 Registered Architect, Puerto Rico
 Registered Planner, Puerto Rico

Recent honors and awards

Honorable Mention, VI Bienal de Arquitectura de Puerto Rico, 2001 for *San Juan tras la fachada: una mirada desde sus espacio omitidos (1508-1910)*; URBE Award for community based design, 2001; Award for Excellence, President of the University of Puerto Rico, 2001; Manuel A. Pérez Award for public service from the Governor of Puerto Rico, 1999; URBE Award for Excellence in Architecture, Manuel Zeno Gandía Credit Union Building, 1998.

Current research, scholarship, and creative activity

(In progress) *San Juan tras la fachada: una mirada desde sus espacio omitidos (1508-1910)*; (In progress) "The Historical development of squatters and urban space in San Juan"; (In progress) "The Barrio as place and the place of the Barrio in the city"; (In progress) "The development of vernacular housing in Santurce"; "La ciudad popular del 1898; una lectura crítica del espacio urbano de San Juan en los finales del siglo XIX," en Eda Burgos, ed., *Memorias del 1898*, San Juan: UPR, 2000; "Comunidad viequesense discute en vista pública el plan de ordenamiento territorial," *Revista Sociedad Puertorriqueña de Planificación*, Nov. 2000; "El barrio que viaja en la guagua aérea: Apropiación y construcción de espacios urbanos por los migrantes," *Dialogo*. San Juan: UPR, 1999; "Public hearings for the territorial plan for Vieques; a unique case of empowerment"; Co-author of the Guidelines for the Sustainable Development of Vieques; Design of citizen participation strategies for the development of Vieques.

Current academic, professional, and public service

Responsible for the design of several buildings and community development projects. Consultant to community groups in Puerto Rico and abroad. Director, Charrette *El Bordo*, 2001. Founding member of the Technical and Professional Support Group for the Sustainable Development of Vieques (a multidisciplinary team of consultants for the community of Vieques island); Consultant to community groups islandwide; Responsible for the design of community development projects (currently designing the new community El Callejón de los Buenos; Jury Member URBE Awards, 1999.

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
 Sociedad Puertorriqueña de Planificación

.....
Name: Eugenio M. Ramírez Ballagas
Position: Instructor

Courses taught

ARCH 3133, 3134

Educational background and registration data: Mestria:

M. Arch, Virginia Polytechnic Institute and State University,
 Bachelor in Environmental Design, Escuela de Arquitectura, Universidad de Puerto Rico, 1997
 Architect in Training

Current research, scholarship, and creative activity:

Exhibitions

IX Biennial, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Current academic, professional, and public service

Principal, ER + ER dEsig nGroup, 2006
 Santos Febres Residence, Condado, PR 2006
 Esmeralda Estate (Design Development), Patillas, PR, 2006
 Hacienda La Esperanza, with *El Fideicomiso de Conservación de Puerto Rico*, Manatí, PR, 2006
 Maldonado Residence, San Juan, PR 2006
 Sáez Residence, Redesign, San Juan, PR, 2006
 Unlimited Print, Redesign, San Juan, PR, 2006
 Plaza del Quinto Centenario, Urban Renewal, State Historic Preservation Office, San Juan, PR, 2003
 Plaza del Soportal y Beneficiencia, Urban Renewal, State Historic Preservation Office, San Juan, PR, 2003
 Plan de Ocupación del Cuartel de Ballajá, State Historic Preservation Office, San Juan, PR, 2003
 Ziegler Residence, WQRKS, Santa Rosa, CA, 2002
 Founding Member since 2004: Fundación Casa José (For children with cancer and their families)
 Member, Design Committee, Escuela de Arquitectura, Universidad de Puerto Rico
 Taller Introductorio, 2003- present, Escuela de Arquitectura, Universidad de Puerto Rico

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Jorge F. Ramírez Buxeda
Position: Instructor

Courses taught

ARQU 3015

Educational background and registration data

M. Arch. University of Virginia. Charlottesville, Virginia, 1996
 Bachelor of Arts, Visual and Environmental Studies Department, Harvard University, 1993
 Registered Architect, License #15792

Recent honors and awards

Honor Award for Un-Built Project, Museum Park – Condominium, American Institute of Architects, Puerto Rico Chapter, 2007; Emerging Practice Award, American Institute of Architecture Students, National, 2006 ; Honorable Mention, Casa Solar, Biomimicry Study, (This award was given to the University of Puerto Rico students in Jorge F. Ramírez Buxeda's Design Studio) American Institute of Architects, Puerto Rico Chapter, 2006 ; Honor Award for Built Project, Coca Cola Bottlers of Puerto Rico, Administrative Offices, American Institute of Architects, Puerto Rico Chapter, 2005

Current research, scholarship, and creative activity

Exhibitions

IX Biennial, CAAPPR
 Coca Cola Bottlers of Puerto Rico, Administrative Offices; Rivera Díaz Residence

2004 Departamento de la Vivienda and CAAPPR
 Experimental Housing

American Institute of Architects –Puerto Rico Chapter
 VS Houses

2003 Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
 Expansion of the CAAPPR facilities

Current academic, professional, and public service

Principal Architect, Ramírez Buxeda Arquitectos, PSC, Landscape Architects, Planners, and Urban Designers. San Juan, Puerto Rico. January 2004 to present.
 Professor, University of Puerto Rico, School of Architecture. San Juan, Puerto Rico.

January 2005 to present.

Technical coordinator and architecture studio professor for the UPR's entry to the 2007 Solar

Decathlon to be held in Washington D.C. on September.

Principal Architect, BCJR, Inc. Architects, Landscape Architects, Planners, and Urban Designers.

San Juan, Puerto Rico. August, 1999 to December 2003.

Fideicomiso de Conservación de Puerto Rico, Visitor's center campus for the Hacienda la Esperanza Nature Reserve, Manatí - 2,278 acres, 35,000 sf. Master Plan and building design of seven buildings. Undergoing process for USGBC LEED Platinum Certification.

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, American Institute of Architects #30160176, American Solar Energy Society, U. S. Green Building Council

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Name: Jorge Rocafort-Rivera
Position: Professor

Courses taught

ARCH 3521; ARCH 3522; ARCH 3995; ARCH 6531, CINA 4995, ARCH 4313

Educational background and professional registration data

PhD (Engineering / Acoustics) Northwestern University, 1979; MS Northwestern University (Electrical Engineering), 1976; BSEE, (*cum laude*), University of Notre Dame (Electrical Engineering), 1969; P.E. Registered Professional Engineer, License # 5447

Recent honors and awards

Thirty-five Years of Distinguished Service Award, Universidad de Puerto Rico, 2005

Current research, scholarship, and creative activity

Investigations related to classroom acoustics; Studies of Background Environmental Noise in the San Juan Metro Area; Development of electrical generator noise control techniques; Signal analysis: acoustic waveform signatures of Puerto Rican fauna; Lecturer at various local and international symposia on Environmental Noise

Recent Publications

Co-author, *Architectural Acoustics: Principles and Design*. Revised edition to be published by the authors, 2007

Current academic, professional, and public service

Member: Technology Committee (1979-present); Member, Personnel Committee, (2002-2007). Member: Undergraduate Studies Committee (2003-2007). Consultant (ad-honorem basis) to the Environmental Quality Board of Puerto Rico (2002-2007). Founding Member: Citizens and Interagency Committee for Noise Control Action (CICAR)

Professional Membership

College of Engineers and Surveyors of Puerto Rico (CIAPR); Acoustical Society of America (elected professional member); Audio Engineering Society; Institute of Noise Control Engineering (elected professional member); Institute of Electrical and Electronics Engineers (IEEE).

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Name: Ernesto F. Rodríguez Matos
Position: Instructor

Courses currently taught

ARCH 3015, 3121, 3122, 3133, 3134, 4009, 4010, 6312, 6313, 6314, 6991

Educational background and registration data

MArch, Massachusetts Institute of Technology, 1996
 Bachelor in Environmental Design, Escuela de Arquitectura, UPR, 1992
 Student Exchange Program, Universidade Federal Fluminense, Niteroi, RJ, Brasil, 1993

Student Exchange Program, Universidad Politecnica de Madrid, Spain,
1990
Architect in Training

Current Research, Scholarship and Creative Activity

Lectures

"Tres Arquitectos Brasileños, tres lecciones esenciales: aspectos en la obra de Lucio Costa, Paulo Mendez daRocha y Lina BoBardi", Escuela de Arquitectura, Universidad de Puerto Rico, 2003

Current Research

Brazilian Architecture and History

Publications

"*Exploración de Fenómeno Contextual Multiple: Diagramando lo Informal en los Nuevos Agenciamientos Ciudadanos*", Revista "BORDES", #9, Grupo de Estudios Alternativos de la Universidad de Puerto Rico, 2004

"*Cuarteles del Deseo: Revisión de la Emergencia del Emblema de Vigilancia y Poder*", Revista (in)Forma

vol. 1, Escuela de Arquitectura, Universidad de Puerto Rico, 2002

Current academic, professional and public service

Principal, ER + ER dEsig nGroup, 2006

Santos Febres Residence, Condado, PR 2006

Esmeralda Estate (Design Development), Patillas, PR, 2006

Hacienda La Esperanza, with *El Fideicomiso de Conservación de Puerto Rico*, Manatí, PR, 2006

Maldonado Residence, San Juan, PR 2006

Sáez Residence, Redesign, San Juan, PR, 2006

Unlimited Print, Redesign, San Juan, PR, 2006

Amphitheater, Facultad de Estudios Generales, Universidad de Puerto Rico, 2005

Member, History and Theory Committee, 2005-2006

Member, Design Committee, 1997- present

Instructor, Taller Introductorio, 2003-present

ASCA Faculty Counselor, 2002-2003

Professional Membership

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Francisco Javier Rodríguez Suárez

Position: Dean

Courses taught

ARCH 3015, 3131, 3132, 4009

Educational background and registration data

MArch Harvard University 1997

BS Arch, Georgia Institute of Technology 1992

Registered Architect, License #18237

Recent honors and awards

CEMEX Honorable Mention: Casa en Torrimar, Guaynabo, PR, 2007

AIA Honorable Mention (PR Chapter) Plaza de los Artistas, Guaynabo, PR, 2007

AIA Honorable Mention (PR Chapter) Casa en Culebra, Culebra, PR, 2006

AIAS National Emerging Practice Honor Award, Washington DC, 2005

BIENAL CAAPPR Hon. Mention: Plaza de la Cultura, Guaynabo, PR, 2003

URBE Excellence in Arch.Award: Plaza de la Cultura, Guaynabo, PR, 2003

Current research, scholarship, and creative activity

Lectures

Georgia Institute of Technology, 2007

Escuela de Arquitectura, Universidad de Puerto Rico, 2006

Auburn University, Auburn, AL 2005

Congreso Iberoamericano de Urbanismo, San Juan, PR, 2004

Universidad de Puerto Rico Escuela de Arquitectura, Río Piedras PR, 2003

Competitions

CAAPPR Charrette: Vivienda Sustentable/Caimito, San Juan, PR, 2006

CAAPPR Charrette: Vías Urbanas/Ave. Américo Miranda, San Juan, PR, 2005

Innovative Housing Competition-Honorable Mention, San Juan, PR, 2004

Exhibitions

AIA Awards, Museo de Arte Contemporáneo, San Juan, 2007 and 2006
 Bienal de Arquitectura: Paseo de la Princesa, Viejo San Juan, PR, 2005
 Galería La Pintadera: Fotografía por Arquitectos, San Juan, PR, 2005
 Congreso Iberoamericano de Urbanismo, San Juan, PR, 2004
 UPR Escuela de Arquitectura: Recent Work, Río Piedras, PR, 2003
 Galería La Pintadera: Dibujos a Mano Alzada, San Juan, PR, 2003
 Galería Botello: Arquitectos en Botello III, San Juan, PR, 2003

Juror

URBE Excellence in Architecture Awards, San Juan, PR, 2004-Pres

Publications

En Arroz y Habichuelas, El Nuevo Día, San Juan, PR 2007
 Nuevo decano en la escuela de Arquitectura, El Nuevo Día, San Juan, PR 2007
 Interview, ENTORNO, 2007
 Interview, Arq-i-tec, 2007
 SJU 7500km de Posibilidades, San Juan, PR, 2006
 Patio Interior, El Nuevo Día, San Juan, 2006
 Las casas y sus Sombreros, El Nuevo Día, San Juan, PR, 2006
 Lofts, El Nuevo Día, San Juan, PR, 2006
 Arq-i-folio: RVMDG, Revista Arq-i-tec, San Juan, PR, 2006
 Shannan's Pub, Revista Arq-i-tec, San Juan, PR, 2006
 Shannan's Pub, GCity Magazine, Guaynabo, PR, 2006
 Los Jueces no Tienen que ser los Otros, ENTORNO -03, San Juan, PR, 2006
 Gesto Mínimo en Winnipeg, Revista (in)Forma, San Juan, PR, 2006
 Entre el Dameró Español y la Reticula Americana, Revista Arq-i-tec, San Juan, PR, 2006
 Casa Weyne, MODO DE VIDA, San Juan, PR, 2006
 ENTORNO, San Juan, PR, 2005
 RVMDG en Guaynabo, GCity Magazine, Guaynabo, PR, 2004
 ENTORNO, San Juan, PR, 2004
 AAA Archivos de Arquitectura Antillana, Santo Domingo, RD, 2003
 ENTORNO, San Juan, PR, 2003

Current academic, professional, and public service

Design Director RVM+A 2000-present
 Dean, 2007-Pres
 Interim Dean, 2004
 Undergraduate Program Director, First & Fourth Year Studio Instructor,
 Grad. Seminar Prof. & Thesis Advisor, Europe Travel Seminar
 Director 2004-2007

Guest Critic

Cornell University, Ithaca, NY
 Auburn University, Auburn, AL
 Universidad Politécnica de Puerto Rico, San Juan, PR
 Harvard University GSD, Cambridge, MA
 RISD, Providence, RI; Universidad de Puerto Rico, Río Piedras, PR
 Boston Architectural Center, Boston, MA
 Northeastern University, Boston, MA

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
 American Institute of Architects

.....
Name : Maria T. Rossi Coughlin
Position: Professor in Practice

Courses Taught
 ARQU 6311

Educational background and registration data

BA Architecture, Cornell University 1988
 Registered Architect, License #12079

Recent Honor and Awards

First Prize, Teatro Municipal Villalba, Villalba, Puerto Rico
 First Prize, Land Administration Office, San Juan, Puerto Rico, In
 collaboration with the Office of Hector Arce, Architect
 Finalists , School of Architecture, Graduate School of Planning and the
 Department of Fine Arts, University of Puerto Rico, San Juan, P.R., In
 collaboration with Toro-Ferrer Architects

Current Academic, professional and Public Services

Instructor, 5th year Design Studio, New School of Architecture,
 Polytechnic University, San Juan, P.R. 2006

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

.....
Name Arnaldo Sánchez Núñez
Position Instructor

Courses taught
 ARQU 3132, 3133, 3134, 4133

Educational background and registration data

M.Arch, Harvard University Graduate School of Design, 2003
 B. Architecture, University of Miami, Florida, 2000
 Architect in Training

Recent honors and awards

Casa Manaj, Honor Mention: AIA Honor Awards 2006, American Institute
 of Architects Puerto Rico
 Casa Manaj, Selected: Possible Futures: Biental Miami + Beach 2005,
 Florida International University-Miami AIA Miami Chapter-Federación
 Panamericana de Arquitectos.

Current research, scholarship, and creative activity

Research

Design Competition: New Housing for Puerto Rico (Minimal Housing in
 Puerto Rico), Traditional Housing + Experimental Housing, San Juan,
 Puerto Rico; Stockholm Public Library Annex International Architectural
 Competition, Stockholm, Sweden.

Scholarship

Publication/Casa Manaj, 2005 FEIDAD AWARD (Distinguishing Digital
 Architecture), Yu Tung Liu, Birkhauser, Princeton Architectural Press,
 2007; Publication/Artificial Nature, Informa, Dr, Jorge Lizardi, Editorial
 Universidad de Puerto Rico, San Juan, Puerto Rico, Forthcoming.

Creative Activity

Casa Viera, Fuster + Partners, Architect in Training, Participation in
 Schematic Design, Design Development, and Construction Documents
 phases; Casa Manaj, Daniel Mercado Soto (PE), Architect in Training,
 Participation in Schematic Design, Design Development, and Construction
 Documents phases; Casa Patio, Daniel Mercado Soto (PE), Architect in
 Training, Participation in Schematic Design phase; Casa P1, Norberto
 Torres Nunci, (PE), Architect in Training, Participation in Schematic
 Design phase.

Current academic, professional, and public service

Thesis Advisor
 Invited juror at the Polytechnic School of Architecture in San Juan, Puerto
 Rico
 Taller Introductorio para Estudiantes de Nuevo Ingreso

Instructor, Interior Architecture, and ARIA History of Interior Architecture, Auburn University, 2006

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
American Institute of Architects

.....
Name: Esteban L. Sennyey-Halas

Position: Associate Professor

Courses currently taught

ARCH 6311-6312; ARCH 6991

Educational background and registration data

MArch, Cornell University, 1982
BArch, Universidad Central de Venezuela, 1979
Registered Architect, License #12070
Registered Architect in Venezuela, License, #54410.
Professional Planner #530

Current research, scholarship, and creative activity

Member, Presidential Committee for Culture Cities and Ministry of Culture and Tourism, Gwangju, Korea, 2006

Competitions

Union Internationale Des Architects & Technical Chamber of Greece

Current academic, professional, and public service

Member, Ad Hoc Curriculum Committee
Member, Graduate Program Committee
Advisor, Puerto Rico Higher Education Council, 2007
Interim Dean, Escuela de Arquitectura, Universidad de Puerto Rico, July-December 2006

Professional memberships

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
Colegio de Ingenieros de Venezuela
Colegio de Arquitectos de Venezuela
Sociedad Puertorriqueña de Planificación

.....
Name: Nathan G. Smith

Position: Instructor

Courses taught

ARQ 3131

Educational background and registration data:

MArch, Rice University, 2006; Bachelor of Architecture, University of Kentucky, 1998; (currently passed 4/9 of ARE exams, expected completion October 2007)

Current research, scholarship, and creative activity:

The City for 3 Million Avocados, San Juan, PR; Proto-Architectures development (continuation of graduate work); Urban Morphology Photo Project

.....
Name: Marco Trevisani

Position: Instructor

Courses taught

ARCH 5995

Educational background and registration data

MArch, School of Architecture, Politecnico di Milano, University of Milan, Italy, 1990; Hochschule fur Musik, Music and Technologies Program, 1992

Recent honors and awards

Fellowship in Italian Department Stanford University

Current research, scholarship, and creative activity

Exhibition

Gritos, a 3D animation audio video project, sponsored by the Museum of Contemporary Arts in San Juan Puerto Rico, 2005

Conference

Arts, Technologies in the Internet Times, Conference at Art Museum of San Juan, Puerto Rico, 2006

Current academic, professional, and public service

Realization of a Urban Installation in Collaboration with University of Puerto Rico and the Rio Piedras Citizen Association, in Memory of a building explosion victims (10th anniversary), 2006; Realization of a Urban installation in the City Hall square of Caguas, Puerto Rico. Sponsored by the Caguas City Mayor, 2006

Technical Director of the Agnula Project, Centro Tempo Reale, Florence, Italy, 2004

.....
Name: Eduardo Velez Sáez

Position: Instructor

Courses taught

ARQU 4025

Educational background and registration data

B. Mechanical Engineering, Universidad de Puerto Rico, Mayaguez

.....
Name: Enrique Vivoni-Farage

Position: Professor and Director, Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico (AACUPR)

Courses taught

ARCH 6343

Educational background and registration data

PhD in Architecture, University of Pennsylvania, 1985

MArch, Universidad de Puerto Rico, 1973

BED, Universidad de Puerto Rico, 1971

Registered Architect, License #7380.

Recent honors and awards

Distinguished Professor, Association of Collegiate Schools of Architecture, 2002

Current research, scholarship, and creative activity

Programa de Estudios en Córcega (2007; 1st Specialty International Conference on Monumental Cemeteries: Knowledge, Conservation, Restyling and Innovation, May 3-5, 2006, Modena, Italy. Sponsored by the UNESCO World Heritage Centre.

Reconocimiento general e intensivo de los cementerios católicos y civil de Coamo. AACUPR y Facultad de Humanidades, Dr. Jaime Pérez co-investigador. (2006)

Desarrollo de una secuencia curricular en conservación patrimonial, Programa de Maestría, Escuela de Arquitectura (2006)

Reconocimiento intensivo del Barrio Miramar, Oficina Estatal de Conservación Histórica (2005-2006) *Architectural records, inventories and information systems for conservation*, 1-30 April, 2005, Roma, Italy. Sponsored by the Getty Conservation Institute and ICCROM.

Lectures

"Santurce: reconstrucción del Versalles puertorriqueño. El caso de la casa para los Giorgetti Balseiro", induction lecture to the Puerto Rico Academy of History, February 2007.

"One Last Dwelling: From the Study of Immigration to the Documentation of Cemeteries, the Case of Corsica and Puerto Rico", 1st Specialty International Conference on Monumental Cemeteries: Knowledge, Conservation, Restyling and Innovation, Modena, Italy, May 3-5, 2006.

"Vivir la isla en estilo", Continued Education seminar for the Colegio de Diseñadores de Interiores de PR, Hotel Paradisus, Río Grande, P.R., March 2006.

"El Versailles puertorriqueño: una mirada al desarrollo de Santurce",

Lecture sponsored by the National Endowment for the Humanities and the College of General Studies, UPR, January 2006

"Arte tropical: la formación de una nueva arquitectura en Puerto Rico, 1943-1956", Fundación Luis Muñoz Marín, Trujillo Alto, P.R. March 2005.

"Al debut del siglo XX: un romance con estilo", Continued Education seminar for the law firm of Fiddler, González y Rodríguez, Bankers' Club, Hato Rey, P.R. May 2004.

"La arquitectura tropical y sus manifestaciones en Puerto Rico," Continued Education seminar for the Colegio de Diseñadores de Interiores de PR, El San Juan Hotel, Isla Verde, P.R., February 2004.

"Investigaciones y publicaciones en el AACUPR," Primer Congreso Internacional de Archivos de Arquitectura, Alcalá de Henares, Spain. January 2004.

"Obra pública, arquitectura moderna y la gramática tropical," 50th Anniversary of the Puerto Rican Constitution, Banco de Desarrollo, San Juan, P.R., May 2003.

Exhibitions

El Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico: Veinte años de su fundación, Plaza las Américas / Escuela de Arquitectura, August-November 2006.

La Arquitectura de la Justicia, en conmemoración del 50 aniversario de la construcción del Tribunal Supremo de Puerto Rico, Biblioteca del Tribunal Supremo, 1 March 2006.

Henry Klumb y la exuberancia poética en la arquitectura, Museo de Arte de Puerto Rico (2005-2006) *Modernidad tropical: Arquitectura y la fuerza creadora del 1950*. Museo de Ballajá (2005)

Recent publications

Klumb. Una arquitectura de impronta social Editor. Bilingual edition (Spanish/English) (San Juan: Editorial de la UPR/AACUPR, 2007).

Reconocimiento intensivo del barrio de Miramar, AACUPR y la Oficina de Conservación Histórica de Puerto Rico, Inventory, unpublished, 2006.

Arte tropical: el imaginario de Osvaldo Toro y Miguel Ferrer en la formación de una nueva arquitectura para Puerto Rico.

Exhibition catalog: "La arquitectura de la justicia". *Guía arquitectónica del Recinto de Río Piedras de la Universidad de Puerto Rico*.

Coordinator of the publication, co-author of texts. (Unpublished, 2006).

Puerto Rico moderno, de los inicios a la obra de Henry Klumb published in the DCOMOMO journal, trilingual editions (Paris: DCOMOMO Internacional, 2005)

Modernidad tropical: Arquitectura y la fuerza creadora del 1950.

Exhibition catalog. Co-editado con Mary Frances Gallart, 2003.

Los corsos-americanos. Ensayos sobre sus arquitecturas, vidas y fortunas en el siglo XIX, Editor. Bilingual edition (Spanish/French) San Juan: AACUPR, 2002. Author of the essay: Mis tíos de América..."

Current academic, professional, and public service

Puerto Rico Academy of History, 2006

Puerto Rico Academy of Arts and Science, 2006

Advisory Board State Historic Preservation Office, 1999-2006

Advisory Board on Monuments and Historical Sites, Planning Board, 1991-present

Historical Archives Network first president and founder, 1988-present

Member, Association of Caribbean Historians, 1993-present

Member, Sociedad de Bibliotecarios de Puerto Rico, 1993-present

Founding member, Asociación Puertorriqueña de Historiadores, 1993-present

Member, Society of American Archivists, 1991; Member, Society of Architectural Historians, 1990

Founding member, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, 1978-present

**Architecture and Construction Archives
of the University of Puerto Rico: Self-Study 2001-2005**

1.1

**Santiago Iglesias, Hijo Library:
Information Resources Self-Assessment and Statistics
Report**

1.2

2002 NAAB Visiting Team Report

2.1

2003-2007 NAAB Statistical Report

2.2

Floor Plans, New Building, School of Architecture UPR

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Administrative Structure Diagram

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Synergetic Resources Diagram

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Sustainable Studio Report

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Community Design Workshop Report

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INFORME DE VIAJES DE LA OPEA

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NAAB DOCUMENTATION REGISTER

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