University of Florida

Interim Progress Report for Year Five

Instructions and Template

November 30, 2018

Contents

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals of 2 years and 5 years after an eight-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers four areas:

1. The program's progress in addressing not-met Conditions and Student Performance Criteria (SPC) from the Interim Progress Report Year 2 review.
2. Progress in Addressing Causes for Concern.
3. Changes or Planned Changes in the Program.
4. Summary of Responses to Changes in the 2014 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria, including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the Interim Progress Report Year 2. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
2. Evidence of student work is only required to address deficiencies in the following cases: (1) If there are any SPCs that have not been met for two consecutive visits; (2) If there are three not-met SPCs in the same realm in the last visit.
   Provide three examples of minimum-pass work for each deficiency and submit student work evidence to the NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
3. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.[1] The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the report of the Interim Progress Report Year 2.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies). This report shall be due within six weeks of the receipt of this outcome report.
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy of the decision sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "…the program will be assessed a fine of $100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15 the program will automatically receive Outcome 3 described above. Email questions to forum@naab.org.

[1] The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 40 pages/20 MBs.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 “Requirements for the Use of Digital Content in Interim Progress Reports” pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2013 and 2007

CONDITIONS NOT MET

2013 VTR	2007 VTR
I.2.4 Financial Resources	8 Physical Resources
	10 Financial Resources

STUDENT PERFORMANCE CRITERIA NOT MET

2013 VTR	2007 VTR
None	None

CAUSES OF CONCERN

2013 VTR
Long-Range Planning
Financial Resources
Governance; Student Participation

3. TEMPLATE

Interim Progress Report Year 5

University of Florida
School of Architecture
Master of Architecture

Track I (preprofessional degree + 52 graduate credit hours)
Track II (undergraduate degree + 30 graduate credit hours)
Track III (non-preprofessional degree + 54 undergraduate credits + 52 graduate credit hours)
Year of the previous visit: 2013

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:
Jason Alread, AIA, Director & Professor

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:
Dr. Joseph Glover, Provost

Text from the IPR Year 2 review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

I.2.4 Financial Resources

2013 Team Assessment: In 2010 the University of Florida instituted the Responsibility Center Management (RCM) budget model. In this model, the colleges should get all of the funds they generate directly and then pay back a service fee of about 12%. Financial resources appropriated to the SoA by the State of Florida have been reduced 20% since 2007, and this reduction has been challenging for the school. The SoA initiated the Citylab–Orlando to supplement revenue. The SoA benefits from established endowments in support of student scholarships and faculty salaries. The budget summary provided to the team indicates a significant deficit in the current operating budget, without a current means to address the situation.

In addition to the tuition that is paid to the state and then reallocated to the SoA, the school charges materials and equipment fees to the current maximum allowed by the university.

Two Year IPR Review specifically required follow-up on: "Provide current fiscal year budget"

University of Florida, Two-Year IPR Response:

1.2.4 Financial Resources:
Current budget allocations to the School of Architecture have remained stable since the 2013 NAAB visit. The RCM budget model remains a challenge, but the School of Architecture was given a budget from the College equal to the previous year plus a 3.8% merit-based salary increase for tenure and tenure track faculty lines. This allowed the school to maintain existing faculty lines, provide for adjunct faculty at previous levels, offer a consistent set of optional electives in addition to required courses, and fully maintain student services, equipment and facilities. The CityLab-Orlando program provided discretionary funding for support of graduate scholarships and the Ivan Smith endowment fund supported coursework from distinguished visitors, including Kai-Uwe Bergmann from Bjarke Ingels Group, Michael Pyatok from Pyatok Architecture, Enrique Walker from GSAPP Columbia, along with a conference on African Architecture including Kunle Adeyeme from NLE' Amsterdam/Nigeria. A CityLab-Sarasota program that mirrors the Orlando program is set to begin for Fall 2015. It will also provide discretionary resources for the school, while benefitting students and faculty with the strong history of Paul Rudolph's legacy and the Sarasota School of Architecture.

The University is currently in the process of adjusting the structure of the RCM model to better respond to the revenue needs of each college. A recently hired university President, along with the College of Design, Construction and Planning announcement of an upcoming Dean's search allows for a re-examination of the overall budget model in ways that can promote the growth of the program.

University of Florida, 2018 Response: The School of Architecture has maintained a stable budget since the previous Interim Report. During fiscal years 2015/16 and 2016/17 we had fully adequate operational resources for all teaching needs, and in 2017/18 began to have additional discretionary funding. Since 2014 the School's endowment has grown over two million dollars to a $9.2 million total, which includes a new 1.5 million dollar Ingle Endowment Fund for student fellowships in the graduate program. The CityLab Orlando program remains strong and has steadily grown. The CityLab Sarasota Program has been on hold while we evaluate how to successfully recruit an adequate student cohort.

b. Progress in Addressing Not-Met Student Performance Criteria

University of Florida, 2018 Response: Not Applicable.

II. Progress in Addressing Causes of Concern

University of Florida, 2018 Response: Satisfied by Two-Year IPR and 1.a above.

III. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of Florida, 2018 Response: Faculty Retirement and New Faculty:
Since the previous report one faculty has retired and two faculty have departed, with the School adding five faculty in Gainesville and two faculty in Orlando. Tom Smith retired as a Senior Lecturer and is now an Emeritus Faculty, Kristin Nelson departed as an Assistant Professor, and James Leach departed as a Lecturer. The School added Jeff Carney as an Associate Professor and Assistant Director of the College's newly established interdisciplinary Florida Institute on Built Environment Resilience (FIBER). Dr. Ryan Sharston joined as an Assistant Professor with FIBER and joint appointment with Architecture and Construction Management. Will Zajac, Peter Sprowls, and Sarah Gamble have joined as full-time Lecturers on 3-year renewable contracts in Gainesville. Albertus Wang and Stephen Bender have joined as full-time Lecturers on 3-year renewable contracts in Orlando (see CV/Bios attached).

The School of Architecture is currently in the process of four national/international external faculty searches to join the School in fall of 2019; one design Lecturer position, two tenure-track Assistant/Associate Professor design + technology positions, and one senior level School Director position.

Administration Changes:
Director Jason Alread is completing his 5-year term in the spring of 2019 and will be re-joining the faculty as a full-professor research/scholar, with the external search in progress for his replacement. The College of Design, Construction, and Planning selected a new Dean, Dr. Chimay Anumba, in the fall of 2016. Dr. Anumba has had a tremendously positive impact on the overall budget and transparency of the financial and strategic planning of the College.

Changes in Enrollment:
Current School SoA enrollment has increased since the previous report, from 316 pre-professional undergraduate students to 385, and from 92 M.Arch students to 106; a total of 83 or a 17% increase since 2015. We are currently at capacity with existing facilities in Gainesville with some limited growth available in Orlando. The School plans to stay at these levels for the near future given our teaching and resource capacity. It also allows our admission standards to remain high, with 30% undergraduate admission rate to UF and approximately 250 applicants per year for an average of 55 positions our M.Arch program.

New Opportunities for Collaboration:
Each year since 2016 the graduate program has brought Sami Rintala from Norway and Philip Tidwell from Finland, two internationally pre-eminent wood design and fabrication specialists, for workshops in our Graduate Design 3 studio. They have built projects for the community of Cedar Key, and the School is looking to extend their residencies for future years.

Professors Nancy Clark and Martha Kohen successfully launched a new research initiative in 2017, the Center for Hydro-Generated Urbanism, which has been working with local communities and also in Puerto Rico on disaster relief. The Center hosted the International Conference on Tropical Architecture at the School in the spring of 2018 and a Puerto Rico Re-Start Workshop in San Juan this fall. The Center has been working with universities in Puerto Rico along with MIT and UVA to collaboratively address the devastation from Hurricane Maria.

Changes in Financial Resources:
Budgets are stable with increased discretionary funding, along with additional graduate student fellowship support. The School has added 3 full-time graduate student teaching assistant lines since the last report, and fully funded one additional PhD student each year. We added two Studio Scholarship Prizes with alumni firm support, one at the graduate level with $40,000 over 5 years and one at the undergraduate level with $100,000 over 5 years. We have also been able to fund 5 summer student assistants in 2018 and planned for 2019 to work on studio and furniture repair and upgrades.

Significant Changes in Educational Approach or Philosophy:
There have been no significant changes in educational approach or philosophy since the previous report. The School's NAAB Matrix remains the same and we have included the syllabus from our Graduate Two Design Studio, which completes our Integrated Design coursework. All of the NAAB Criteria should be listed and we have successfully completed three semesters of this studio curriculum in preparation to include it in our next NAAB Accreditation visit in 2021.

The School was selected in 2016 by NCARB as an Integrated Path to Architectural Licensure (IPAL) approved program. In 2018 we had the first three graduates in the nation to complete all of the requirements for licensure from our CityLab Orlando program. The CityLab Orlando curriculum matches the Gainesville curriculum and we made no changes to the required SPC coursework in implementation. Students at CItyLab typically attend school part-time while working, and this modified schedule allows them to receive AXP credits and complete the coursework and exams. While opportunities to gain AXP credits in Gainesville are limited, the School has a pathway for the main campus program to also permit students to engage IPAL if they are interested.

Changes in Physical Resources:
The Orlando CityLab program has relocated to a new location in downtown Orlando, more than doubling their amount of space from 3,200 to 7,400 square feet, and adding much improved seminar and office facilities, along with new furniture and equipment. With steady growth in the program, this space better parallels the studio and teaching facilities on main campus and retains the direct connection to urban issues that help define the program.

While main campus facilities can accommodate our current teaching and research needs, deferred maintenance and a desire for enhanced space have launched the initial studies for a new building addition and existing facility upgrade. The School and College programs need more physical build space, enhanced fabrication capacity, more collaboration and exhibit space, and new offices for faculty and

doctoral students. The UF Facilities Group has approved fundraising and the College has begun programming studies for a 5-year goal of completion in 2023. In the interim, maintenance projects are being completed on new window systems, enhanced technology with new plotters and 70" monitors being added to many studios, 120 new desks in the beginning design studios, a new materials library shared with Interior Design, and the use of approximately 5,000 additional square feet in a downtown Gainesville building a mile from campus for research faculty and potential studio space for community project engagement.

IV. Summary of Responses to Changes in the 2014 NAAB Conditions

University of Florida, 2018 Response: Curricular responses remain the same as the 2015 report, with the Integrative Design components from Realm C being shared between the Advanced Graduate Architectural Design 1 and Advanced Architectural Design Two. The Syllabus for Advanced Graduate Design One was included in the previous report and the Syllabus for Advanced Graduate Design Two is included in this report. The program is moving towards a more integrated building technology curriculum, with better coursework overlap in modules, but this is in process and has not yet been implemented.
Public Information changes II.4.6 and II.4.7 remain in place with our advising staff on financial aid and debt management, with financial aid and advising sessions before and after admission.

V. Appendix *(include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or If there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)*

University of Florida, 2018 update:

Attachments:
Spring 2018 Advanced Graduate Design Two Syllabus
Faculty Bios

- Dr. Chimay Anumba
- Peter Sprowls
- Dr. Ryan Sharston
- Stephen Bender, AIA
- Jeffrey Carney, AIA
- Albertus Wang
- Wliiam Zajac
- Sarah Gamble, RA

Course Number:	**ARC 6355**	
Course Title:	**Advanced Graduate Architectural Design Two**	
Term:	Spring 2018	
Faculty :	Jason Alread	Martin Gundersen
	jalread@ufl.edu	margund@ufl.edu
	515.778.4549 (prefer e-mail)	
Faculty office:	ARC 231	ARC 248
	Office Hours MWF 9-10am	By Appointment
Credits	6	
Meeting times:	Monday / Wednesday / Friday 1:55 PM to 4:55 PM	
Section Numbers:	0402. Martin Gundersen	
	0403. Jason Alread	

SYLLABUS

01. Course Description

An investigation of architecture as a function of human action and the potentials inherent in tectonics of construction culminating in a highly resolved set of projects.

02. Purpose of Course and Role within the Sequence

Advanced Graduate Architectural Design 2 studio reinforces the approach to making proposed in Advanced Studio 1. Students are expected to develop a philosophical position and operate with a research-based design process in the design of multiple projects over the course of the semester. Emphasis concentrates on cultivating self-directed speculation, analytical thinking, and synthetic design exploration within the framework of organized studio programs. The framed programs anticipate incorporating multiple trajectories offered by companion courses both within and beyond the School of Architecture and students are encouraged to draw from this knowledge. Students are expected to develop their ideas conceptually and architecturally to provide a strong foundation in critical thinking and architectural design. Students are encouraged to use this comprehensive course to germinate scholarship and personal perspectives that will be expanded in future courses and the Masters Research Project.

Introductory exercises will serve as catalysts to provoke a sequence of investigations and establish issues to be addressed throughout the term. Research and analysis, framed and reframed through design synthesis, will provide an intellectual foundation from which the studio will develop architectural responses to program, place, and time.

Studio projects will investigate spatial and material relationships between insides and outsides, negotiating the complexities of a rich program and site at the building scale. We will seek opportunities to engage history, socio-cultural relationships, phenomenology, ecology, and environment in our work. You will be charged with developing conceptual approaches that can be transformed into and through architecture. Intermediate deadlines will be assigned but it is important for students to be self-motivated and develop personal goals and targets to bring their ideas to resolution to meet final project deadlines.

Project briefs will be provided outlining in more detail project objectives and schedules.

03. Pedagogic Objectives

- Encourage and refine speculative procedures of investigative production as an integral component of design activity.
- Intersect architectural disciplinary modalities and thinking with broader cultural developments especially as they affect contemporary public buildings and civic space.
- Engage complexity through specificity.
- Nurture independent and critically-aware graduate students.

04. Pedagogic Methods

- Make the familiar unfamiliar. Find the extraordinary within the ordinary and challenge ‘known’ contexts as places of renewed speculation and inspiration.
- Engage modalities of individually-motivated inquiry and design that is based on a variety of related precedents.
- Place emphasis on self-assessment and self-criticism to establish intellectual positions, frames of reference, and architectural responses to the cultural and contextual issues introduced in the studio.

05. Objectives + Goals

By the end of this course, students will be able to:

- Construct motivating stories to direct design. Ground these in research, reflection, and iterative design studies.
- Shape program and built form to embody, communicate, and/or express the design intent. Respond to the motivating ideas and issues of the project program and its context.
- Investigate the effects of a particular climate (light, heat, humidity, etc.) on the experience of architecture, and how tectonics can engage these climatic characteristics.
- Translate ideas into buildings that have more sophisticated architectural definition, including clear structural ideas, circulation strategies, exterior envelopes, life safety systems, and specific material qualities. Deploy architectural components both pragmatically and poetically.
- Make appropriate public places that are responsive to specific programmatic objectives as well as context.
- Demonstrate visual and verbal communications skills necessary to communicate design intent.

06. Required Texts

This class does not have any required textbooks. From time to time, books, magazines, articles, and material samples will be provided by the faculty for in-studio use. In addition, you are encouraged (required in fact) to bring relevant reference materials to the studio for your own use and for the use of your colleagues.

08. NAAB Student Performance Criteria Addressed

A. 4. Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
A. 5. Ordering Systems Skills: *Ability to* apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project;
B. 2. Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.
B. 3. Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.
B. 4. Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
B. 5. Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.
B. 7. Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
B. 8. Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.
B. 9. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.
C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

COURSE POLICIES

09. The Studio System

It is critical that students and faculty contribute to a positive, rigorous and focused environment that is both challenging and rewarding. At the graduate level, students must be self-motivated and contribute to studio inquiry, discourse and production. Faculty will set the agenda, provide a framework of reference materials, and will provide feedback, critical direction and guidance

to students. Students will proactively engage the issues set forward, advance the inquiry and work collaboratively and individually to develop a body of work derived from the studio agenda.

We ask that you understand that the studio is a public space and conduct yourselves in an appropriate manner. Respect the fact that many people work in the space simultaneously and the work atmosphere must accommodate a range of tastes of music, language, public conduct and so forth. Be both courteous toward and tolerant of your colleagues. Remember, the studio is an academic workplace; it is not an extension of your private house or apartment. Always use headphones for music when others are present and never act or speak in a fashion that will disturb or impede the work of other students.
MOST IMPORTANTLY – IF YOU PLAN TO DO GREAT DESIGN PROJECTS, WORK IN STUDIO.
The ability to work in studio, and to conduct the space in a productive fashion is rather essential to being a design professional. You are in our Master of Architecture program and expected to Lead the School of Architecture, please act accordingly.

During studio hours and during critiques, mobile devices should be turned off or placed in a silent mode. When working in the studio outside of class, please respect the wishes of your fellow classmates by limiting loud, boisterous, and or long mobile phone conversations, as these may be distracting to others. Please take loud conversations out of the studio.

10. Critique

From time-to-time at the end of a project or at a critical moment of the work, critiques are scheduled. These are public presentations of the work and provide a forum for its discussion. Usually one or more external critics are invited to provide a fresh viewpoint and to stimulate discussion. These sessions are usually more formal than class sessions, and should be taken quite seriously. Critics come in on their own time and expend a serious level of energy on trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment, but as an opportunity to get input on implications and possible directions for development. The critiques of your fellow students will also be essential to your education as a designer. You are required to both attend and actively participate in the discussions.

11. Attendance Policy

Our policy on attendance is extremely strict: All students are expected to attend every scheduled studio meeting. Any absence must be explained. Call the office and have a note left for your professor or contact your professor via email. It is your responsibility to get any assignments from your fellow students. Note that three unexcused absences will result in a full letter grade deduction, and FOUR or more unexcused absences will result in a failing grade and/or an automatic drop from the course. Arriving late (within 30 minutes of the start of class) will be counted as a half of an absence; arriving more than 30 minutes late will be counted as an absence.

It is never permissible to miss a Critique, nor is it permissible to be late or to leave early. It will be considered a direct insult to your fellow classmates and the invited critics. If you arrive late to a review, you will not be allowed to present your work and will receive an automatic reduction of one letter grade on the project or assignment. You may or may not be allowed to present your work at a later date.

If something is seriously wrong and may affect your attendance, please talk to us about it. Arrangements can be made to cope with serious illness, family issues, or personal crises.

12. Make-up Policy

It is not possible to make up a missed studio session. Although a long conversation with a fellow student will help you begin to figure out what to do to prepare for the next session, it can never make up the learning that happens during interactive group discussions. A session with your professor may or may not be possible and cannot duplicate the collective conversation.

13. Fieldtrips

This studio will include an extended field trip to Seattle from Jan. 31- Feb. 4. Other local site visits will be planned to examine context and/or to conduct research. Travel is to be arranged by the students and hotel will be arranged by faculty for the Seattle trip.

14. Course Technology

The UF e-learning portal may be used for sharing of certain common references available in electronic format. It will be accessible at https://lss.at.ufl.edu/.

15. Spray Painting Policy

Spray painting, or the use of any other sort of aerosol spray, is NOT allowed in the Architecture Building, Rinker Hall and in Fine Arts C, except within the spray booth found in Room 211 of Fine Arts C. Students found in violation of this policy will be referred to the Dean of Students for disciplinary action. Note that “Architecture Building” includes the enclosed spaces of the building, as

well as the exterior balconies, atrium, walkways, paved areas, stairways, common areas, and landscaping adjacent to the building. Also, the spray booth should be used for most resin casting.

16. Digital Fabrication Lab, Woodshop, and Safety

    Orientations are required prior to use of the Woodshop or Digital Fabrication Laboratory. The A2 Fab Lab is located on the ground floor of Infinity Hall (978 SW 2nd Ave.) For questions about the Fab Lab or to schedule an orientation, you can contact Matt Chandler at mpchandler@dcp.ufl.edu.

    The Woodshop is located on the ground floor of the Fine Arts Building C.

    Please use every precaution in the workshop and in the studio. In all instances, remember that safety is a shared concern for everyone. Ask for guidance and/or assistance when needed to avoid unsafe or hazardous situations. Use of power tools in the studio is prohibited.

GRADING POLICIES

17. Your development as a designer and future architect relies on developing a disciplined way of working that involves a continual testing of ideas through making. Each time you make something you will take on new questions or the same questions at another level of sophistication. There is no single answer for which we are looking. We will give you feedback on the directions you have taken, suggestions for further work, and assess the architectural implications of your projects. It is critical that you learn to *critique yourselves* effectively. What we ask from you is a concerted effort, an innovative take on the problem, constructions that raise architectural issues, and, most importantly, for you to challenge yourself and be constantly willing to continue to develop a scheme.

18. Grades are quite straightforward and will be based on the quality and completeness of work, the clarity and rigor of your ideas and design process, and your contribution to the ongoing public dialogue that is integral to the studio education system and to the practice of architecture. Day-to-day interactions in studio and during presentations are noted and will have a significant impact on your final grade. We will discuss more specifics in class as needed. If you have questions at any point, make an appointment to see us.

19. Graduate School Grading Scale + Qualitative Descriptions

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	100-93	4.0	Outstanding work only
	A-	92-90	3.67	Close to outstanding
	B+	89-87	3.33	Very good work
	B	86-83	3.0	Good work
	B-	82-80	2.67	Good work with some problems
	C+	79-77	2.33	Slightly above average work
	C	76-73	2.0	Average work
FAILING GRADES	C-	72-70	1.67	Average work with some problems
	D+	69-67	1.33	Poor work with some effort
	D	66-63	1.0	Poor work
	D-	62-60	0.67	Poor work with some problems
	E	59-0	0.0	Inadequate work

Minimum Cumulative GPA

The current UF grading policies can be found at http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054#grades.

Please note that the University of Florida Graduate School requires that a graduate student maintain a 3.0 (B) average to remain in good academic standing. Every possible effort is made to counsel students in academic difficulty to determine the cause and possible solution so that the student can continue and complete their studies in the University. The Graduate School considers grades of C-minus or lower to be failing grades. A failing grade in a studio results in either suspension or expulsion from the architecture program. Students receiving one of these grades should immediately contact their Graduate Program advisor for guidance.

20. An incomplete grade may be assigned at the discretion of the instructor as an interim grade only in cases of extreme extenuating circumstances. Note that the incomplete grade must be resolved prior to enrolling in Architectural Graduate Architectural Design

Three. Failure to complete this studio before the beginning of the next semester requires a minimum one-year delay in progress through the program.

UF POLICIES

21. University Policy on Accommodating Students with Disabilities

    Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

22. University Policy on Academic Misconduct

    Academic honesty and integrity are fundamental values of the University community. UF students are bound by The Honor Pledge that states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

23. Course Evaluations

    Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/. Your thoughtful responses to these questions will help inform both the content and conduct of the course in subsequent semesters.

24. Policy on Retaining Work

    Please note that student work may be retained indefinitely for academic purposes. You should be prepared for the instructor to ask that it be exhibited and/or photographed during or after the term. Having your work retained for photography and/or exhibition is evidence of its quality and value to the school. You will typically be able to either retrieve your original work or retrieve it temporarily to make copies/photograph it for your own personal purposes.

GETTING HELP

25. For issues with technical difficulties for e-learning, please contact the UF Help Desk:

    - Email: Learning-support@ufl.edu
    - (352) 392-HELP - select option 2
    - Online: https://lss.at.ufl.edu/help.shtml

    Any requests for make-ups or deadline extensions due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up or deadline extension.

26. Counseling + Emergency Contacts

    - Police / Fire / Medical Emergency: 911
    - University Police Department (UPD): 352.392.1111
    - UF Counseling and Wellness Center (3190 Radio Road): 352.392.1575 or http://www.counseling.ufl.edu/cwc/
    - Student Nighttime Auxiliary Patrol (SNAP) free transportation: 352.392.SNAP

CHANGES AND REVISIONS TO SYLLABUS

27. This syllabus is subject to change. Any changes will be relayed during regular studio meetings.

ARC 6355 Advanced Graduate Architectural Design Two
Alread / Gundersen. Spring 2018. Revised 8 January 2018.

COURSE SCHEDULE + PROJECT MILESTONES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	01/02	UF Offices Open	01/03		01/05		
WEEK 1	01/08 **Studio Begins** Project 1		01/10		01/12		
WEEK 2	01/15 **MLK Jr HOLIDAY**		01/17 **PROJECT 1 REVIEW**		01/19 Tampa Office Visit		
WEEK 3	01/22 Project 2a		01/24		01/26		
WEEK 4	01/29		01/31 Seattle	02/01 Seattle	02/02 Seattle	02/03 Seattle	02/04 Seattle
WEEK 5	02/6 Begin Project 2b		02/08		02/09	02/10 **Career Fair**	
WEEK 6	02/12 **G2 Exhibit Week**		02/14		02/16		
WEEK 7	02/19		02/21		02/23		
WEEK 8	02/26		02/28		03/02		
WEEK 9	03/05 B	03/06 R	03/07 E	03/08 A	03/09 K		
WEEK 10	03/12		03/14		03/16 Grad Open House	03/17 UG Open House	
WEEK 11	**03/19** MIDTERM REVIEW		03/21		03/23		
WEEK 12	03/26		03/28		03/30		
WEEK 13	04/02	04/03	04/04		04/06		
WEEK 14	04/09 MRP Finals	04/10 MRP Finals	04/11 MRP Finals		04/13		
WEEK 15	04/16		04/18 UG Pin-Up	 UG Pin-Up	04/20 UG Pin-Up		
WEEK 16	04/23		**04/25** **G2 FINAL REVIEWS** *(9:00a – 5:00p)*	04/26 Reading Day	04/27 Reading Day/ Curriculum Review		
EXAMS	**04/30** **STUDIO CLEAN-OUT**		05/02 **DIGITAL FILES DUE** *(4:30p)*		05/04 commencement	05/05 commencement	

Chimay Anumba
Dean
College of Design, Construction and Planning

Education:
D. Science, Loughborough University, UK, 2006
Ph.D, Civil Engineering, University of Leeds, 1989
B.Sc. Building, University of Jos, Nigeria, 1984

Biographical Information:
Dr. Chimay Anumba graduated at 18 with a First Class Honours degree in Building and worked as a Project Engineer and Design Engineer before studying for his Ph.D. in Civil Engineering (specializing in Computer-Aided Design) at the University of Leeds, UK. On completion of his Ph.D. in 1989, he worked in industry on a wide range of building and civil infrastructure projects, becoming a Chartered/Professional Engineer in 1993. This was followed by academic appointments at a number of UK academic institutions. More recently, he was Professor and Head of the Department of Architectural Engineering at the Pennsylvania State University from 2008 to July 2016.

Dr. Anumba's research interests are in the fields of collaborative design, construction engineering and informatics, intelligent systems, knowledge management, cyber-physical systems, and project management. He has over 450 publications in these fields. Dr. Anumba's research has received support worth over $150 million from industry, The National Science Foundation (NSF), the U.S. Department of Energy (DOE), National Institutes for Health (NIH), the Engineering and Physical Sciences Research Council (EPSRC, UK), and a variety of national and international agencies. In addition, he has supervised 47 doctoral graduates, advised numerous master's students, and mentored over 23 postdoctoral scholars. Dr. Anumba is Editor-in-Chief of the Engineering, Construction and Architectural Management journal, Co-Editor of the Journal of Information Technology in Construction, and Specialty Editor of the ASCE Journal of Computing in Civil Engineering.

He has won several awards for his work and has held Visiting Professor/Scholar appointments at more than 10 universities in N. America, Europe, Asia and Africa – including MIT, Stanford and Tsinghua. In recognition of his substantial and sustained original contributions to the field of Construction Engineering and Informatics, Dr. Anumba was awarded the higher doctorate degree of Doctor of Science, D.Sc., by Loughborough University in July 2006. In January 2007, he was also awarded an Honorary Doctorate (Dr.h.c.) by Delft University of Technology in The Netherlands for outstanding scientific contributions to Building and Construction Engineering. He was elected a Fellow of the Royal Academy of Engineering in July 2012. He also holds Fellowships of the following professional institutions: The Institution of Civil Engineers, The Institution of Structural Engineers, and the American Society of Civil Engineers.

Dr. Anumba joined the University of Florida on August 1, 2016 as a full Professor and Dean of the College of Design, Construction and Planning.

Peter Sprowls
Lecturer
School of Architecture

Education:
M.Architecture, Harvard University, 2015
B.Design in Architecture, University of Florida, 2012

Teaching:
ARC 2303 Architectural Design 3
ARC3505 Introduction to Structures
ARC 3321 Architectural Design 6
ARC3610 Environmental Technology I
ARC 4620: Environmental Technology II
BCN1582: International sustainable Development

Biographical Information:
Peter Sprowls is a designer from Tallahasee, Florida. He earned his Master of Architecture from the Harvard University Graduate School of Design. Prior to the GSD, Peter received a Bachelor of Arts in Design from the University of Florida.

Before returning to Gainesville to teach, Peter worked at NADAAA, Preston Scott Cohen and Merge Architects. He has worked on an array of projects at varying scales in housing and hospitality. Throughout his academic career, he has been interested in transportation infrastructure and mobility design. Today, Peter continues his graduate thesis research into the potential relationships between architecture and autonomous vehicles.

At the GSD, he gained experience in digital and manual fabrication which he enjoys by making custom furniture and architectural installations under the design studio Nth, which Peter founded in 2013 with two of his former classmates from UF.

Dr. Ryan Sharston
Assistant Professor
School of Architecture, Florida Institute for Built Environment Resilience (FIBER)

Education:
M.Arch, Azad University, Iran, 2002
M.Sc. Architecture Taubman College of Architecture and Planning, University of Michigan, 2009
M.Sc. Civil & Environmental Engineering, The University of Illinois at Urbana-Champaign, 2014
Ph.D, Architecture, The University of Illinois at Urbana-Champaign, 2015

Teaching:
ARC 4620: Environmental Technology II
BCN1582: International sustainable Development

Biographical Information:
Dr. Ryan Sharston is an architect and a civil and environmental engineer. For nearly two decades, he has taught, researched and practiced sustainable design and construction and environmental technologies in various academic and industrial settings.

His research focuses on computational building modeling, building performance evaluation, indoor environmental quality and occupants' health and well-being. He has taught architectural design studios and building and environmental technologies at the University of Michigan and University of Illinois, Urbana-Champaign.

In his professional practice, he has served as lead engineer and construction manager for numerous projects, with a particular focus on technologically advanced and integrated designs and constructions.

Stephen Bender
Lecturer
School of Architecture

Education:
M.Architecture, Harvard University, 1996
B.Design in Architecture, University of Florida, 1993

Teaching:
City Lab Orlando
Advanced Design Studio (G3, G6, G7, G8)
Advanced Materials and Methods of Construction
Advanced Topics in Digital Architecture.

Biographical Information:
Stephen Bender is professor in residence at University of Florida Citylab-Orlando where he teaches graduate architecture with a focus on revitalizing neighborhoods through design. As a program with an emphasis on urbanism, especially concerning Florida cities, Citylab is connected with neighborhoods in the Orlando region through direct engagement with citizens and community organizations. In this context, Stephen's teaching and research spans the design of buildings, policy, education, and strategic planning and community design. He is also a Florida Registered Architect and principal of bndr, llc, a small practice offering design and construction management services. Stephen's architectural work is broad but focused by sustainability and innovation. This focus is evident in projects involving shipping container upcycling and prefabrication, especially as an affordable housing solution. Stephen received a Bachelor of Design from UF and after living a year in the Netherlands he went on to obtain a Master of Architecture from the Harvard University Graduate School of Design.

Jeffery Carney
Associate Professor
School of Architecture
Associate Director, Florida Institute for Built Environment Resilience (FIBER)

Education:
M.Arch and MCP, University of California, Berkeley, 2007
B. Arts, Washington University in St. Louis, 1998

Teaching:
Undergraduate and graduate design studios and seminars

Biographical Information:
Jeffrey Carney, AIA, AICP is an architect and urban designer working at the interface of urbanism, infrastructure, and dynamic coastal ecosystems. In the fall of 2018, Jeff joined the University of Florida, School of Architecture as Associate Professor, and as Associate Director of the Florida Institute for Built Environment Resilience (FIBER). He was until recently the director of the LSU Coastal Sustainability Studio, a center dedicated to trans-disciplinary design research in the Lower Mississippi River Delta.

While leading the CSS Jeff co-directed his team's award-winning submission for the Changing Course competition called "The Giving Delta." He led the development of the Louisiana Resiliency Assistance Program (LRAP) that continues to assist communities throughout Louisiana to build resilience and adaptive capacity. Jeff was PI on the project "Inland from the Coast", a three-year grant supported by the Gulf Research Program of the National Academies of Sciences, Engineering, and Medicine and the Robert Wood Johnson Foundation. The project studies the effects of inland flooding on community wellbeing in greater Baton Rouge, Louisiana.

During Jeff's time as director the CSS raised over $7M through grants and contracts with the Kresge Foundation, EPA, NEA, HUD, FEMA, Gulf Restoration Program, the Louisiana Coastal Protection and Restoration Authority, and others. Jeff's work with the CSS has been exhibited at the Venice Biennale, was awarded a collaborative practice award by the American Collegiate Schools of Architecture, and recognized through awards from the American Planning Association as well as the American Institute of Architects. Jeff received his BA from Washington University in St. Louis and master's degrees in both architecture and city and regional planning from the University of California, Berkeley where he received the Branner Fellowship to study urbanism in locations around the world.

Albertus Wang
Lecturer
School of Architecture

Education:
M.Architecture, Harvard University, 1994
B.Design in Architecture, 1989

Teaching:
Citylab Orlando
Graduate design studios and seminars

Biographical Information:
Albertus has lived, taught and worked in the United States, Asia and Europe, and has worked on a wide range of projects in urban design, architecture and interior architecture over the past twenty-two years. His designs have received numerous awards from the American Institute of Architects, and has been published in several design magazines and publications in Indonesia, Singapore, China, Germany and the US.

After graduating from Harvard, Albertus practiced architecture in Asia, where he simultaneously taught architecture and urban design at the University of Pelita Harapan in Jakarta. In 2007, he was invited back to the University of Florida to teach, where he became involved in coordinating a study-abroad program, the University of Florida Hong Kong / China Program, and co-directing/directing the University of Florida East Asia Program.

He has collaborated with several well-regarded East-Asian universities – Huazhong University of Science and Technology, Xi'an University of Architecture and Technology, Chongqing University, Chinese University of Hong Kong, Institute Technology Bandung, and University of Gajah Mada.
As a founder and an active co-director of the Huazhong University EU-Program in Venice, Italy, he also facilitates collaboration with European universities, e.g. Polytechnic University of Milan, University of Sapienza, and IUAV University of Venice. His academic and practical endeavors have complimented each other, allowing teaching to inspire practice and vice versa, and embracing the critical dialogue and interface between the East, his heritage, and the West, his upbringing.

William Zajac
Lecturer
School of Architecture

Education:
Master of Architecture; University of Florida
Bachelor of Civil Engineering, BSc(Eng); University of Colorado (Boulder)

Teaching:
Design Exploration Program (DEP)
Architectural Design 1
Architectural Design 2
Architectural Design 3
Architectural Design 5
Vincenza Institute of Architecture (Design 8, Materials & Methods 2)

Biographical Information:
Born and raised in Maine, William's upbringing includes a healthy dose of traditional craftsmanship and regional attitudes towards land cultivation and place-making. This background has helped frame his interest in how others shape their environments and imparted a sense of wonder for *tools, materials* and the *ritual(s)* of making.

Much of his research explores the role of the hand/body in transforming and defining cultural geographies and built environments. In conjunction with this, he has maintained a deep commitment to fundamental design pedagogy – immersing himself in all levels of instruction, from introductory summer design camps for high school students to undergraduate design studios where intense making meets critical thinking, reflection and design speculation.

Sarah Gamble
Lecturer
School of Architecture

Education:
M.Architecture, The University of Texas, 2005
B.Design in Architecture, 2002

Teaching:
Architectural Design 4
Architectural Design 6

Biographical Information:
Sarah Gamble is a registered architect with a passion for the public realm and community projects.

Her experience ranges from public art to disaster relief to multi-family affordable housing to educational initiatives. Sarah currently leads GO collaborative, an Austin-based architecture and planning firm focused on the connect between people and place, with Lynn Osgood, urban planner and researcher.

Previously, Sarah was an architect at the Austin Community Design and Development Center, designer at Specht Harpman Architects in Austin, and Coordinator at the CITYbuild Consortium of Schools in New Orleans. Sarah is currently Adjunct Faculty at the University of Texas School of Architecture, where she teaches design studios focused on social issues and the public realm.

As a local professional and volunteer, Sarah has been recognized for her advocacy and design work within Austin and beyond. In 2013, she was featured in Texas Architect magazine as one of 4 Under 40 architects. She was also named one of Austin's "10 to Watch" in 2012 by Tribeza Magazine for her positive impact on the city.

For her work with CITYbuild, Sarah was recognized by the Association of Collegiate Schools of Architecture with a Collaborative Practice Award for disaster recovery in collaboration with 17 national universities.
Sarah holds architectural licenses in the State of Texas and Florida. Sarah received her Bachelor of Design in Architecture from the University of Florida and her Master of Architecture degree from the University of Texas at Austin.
She also holds Certificates in Nonprofit and Philanthropic Studies from the UT School of Public Affairs and Public Participation from the International Association of Public Participation